

**Twin Hills Union School District
Board of Trustees Regular Meeting
June 22, 2023
Agenda**

June 22, 2023

Location: Apple Blossom MUR

OPEN SESSION 4:30pm

ADA Compliance

In compliance with Government Code § 54954.2(a), the Twin Hills Union School District, will, on request, make this agenda available in appropriate alternative formats to persons with a disability, as required by Section 202 of the American with Disabilities Acts of 1990 (42 U.S.C. § 12132), and the federal rules and regulations adopted in implementation thereof.

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AB2449 Virtual Meeting Requirements: Board Member and members of the public attending virtually must disclose whether any individuals 18 years or older are present in the same room and the nature of the relationship.

All open session documents that are distributed to the Board of Trustees are available for public review in the Twin Hills Union School District Office. The agenda is available at www.thusd.k12.ca.us.

1. Call to Order 4:30
 A. Roll Call/ Establishment of Quorum
2. Approval of Agenda Action 4:32
3. Open Session - Public Comment 4:35
 Members of the Public are entitled to speak on matters not on the agenda at this time. Please state your name and school, and keep your comments concise, brief, and limited to two minutes or less. There is a ten minute limit on any one topic. The Brown Act restricts the Board from considering any item not appearing on the posted agenda.

 Members of the public are entitled to speak to any item on the agenda immediately after the item is called by the Board President. Each person is entitled to speak on any agenda item only once at any meeting. Participation in debate on any item before the board shall be limited to members of the Board. Comments are limited to two minutes per individual and ten minutes per agenda item.
4. Public Hearing on 2023-24 Local Control Accountability Plans (LCAP) and Self Reflection Public Hearing 4:40
 A. Apple Blossom Elementary
 B. Twin Hills Charter Middle School
 C. Orchard View School
 D. SunRidge School
5. Public Hearing on 2023-24 Budget Public Hearing 4:50
 Including Assigned & Unassigned Ending Fund Balance
 Reserve Detail (Exhibit B): EC 42127(a)(2)(B)&(C)
6. Hire Sarah Kerlow-Myers on a provisional Intern permit, PIP, Action 4:55
 to serve as the 1st Grade Teacher at SunRidge School for the
 2023-24 school year.

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7. Adjournment

5:00

Dr. Anna-Maria Guzman, Twin Hills USD is inviting you to a scheduled Zoom meeting.

Topic: Board Meeting LCAP

Time: Jun 22, 2023 04:30 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://twinhillsusd-org.zoom.us/j/85334889001>

Meeting ID: 853 3488 9001

One tap mobile

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Dial by your location • +1 312 626 6799 US (Chicago) • +1 346 248 7799 US (Houston) • +1 360 209 5623 US • +1 386 347 5053 US • +1 408 638 0968 US (San Jose) • +1 507 473 4847 US • +1 564 217 2000 US • +1 646 876 9923 US (New York) • +1 646 931 3860 US • +1 669 444 9171 US • +1 669 900 6833 US (San Jose) • +1 689 278 1000 US • +1 719 359 4580 US • +1 253 205 0468 US • +1 253 215 8782 US (Tacoma) • +1 301 715 8592 US (Washington DC) • +1 305 224 1968 US • +1 309 205 3325 US Meeting ID: 853 3488 9001

Find your local number: <https://twinhillsusd-org.zoom.us/j/85334889001>

Local Control and Accountability Plan 2023-24

Including:

- ✧ 2023-24 LCFF Budget Overview for Parents
- ✧ 2022-23 Local Performance Indicator
Self-Reflection

**THUSD / Apple
Blossom Elementary
(District 53- Fund 01)**

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Twin Hills Union School District: Apple Blossom School

CDS Code: 4970961

School Year: 2023-24

LEA contact information:

Anna-Maria Guzman, Ed.D

Superintendent

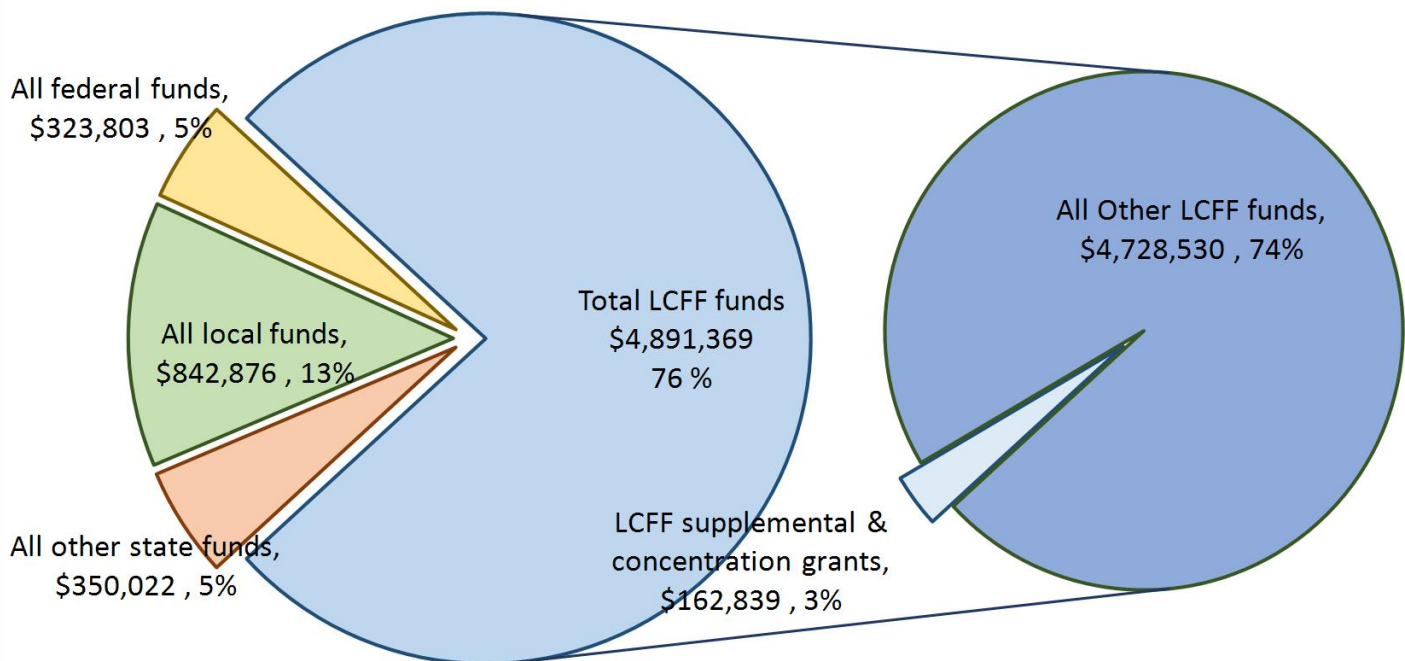
aguzman@twinhillsusd.org

707-823-0871

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

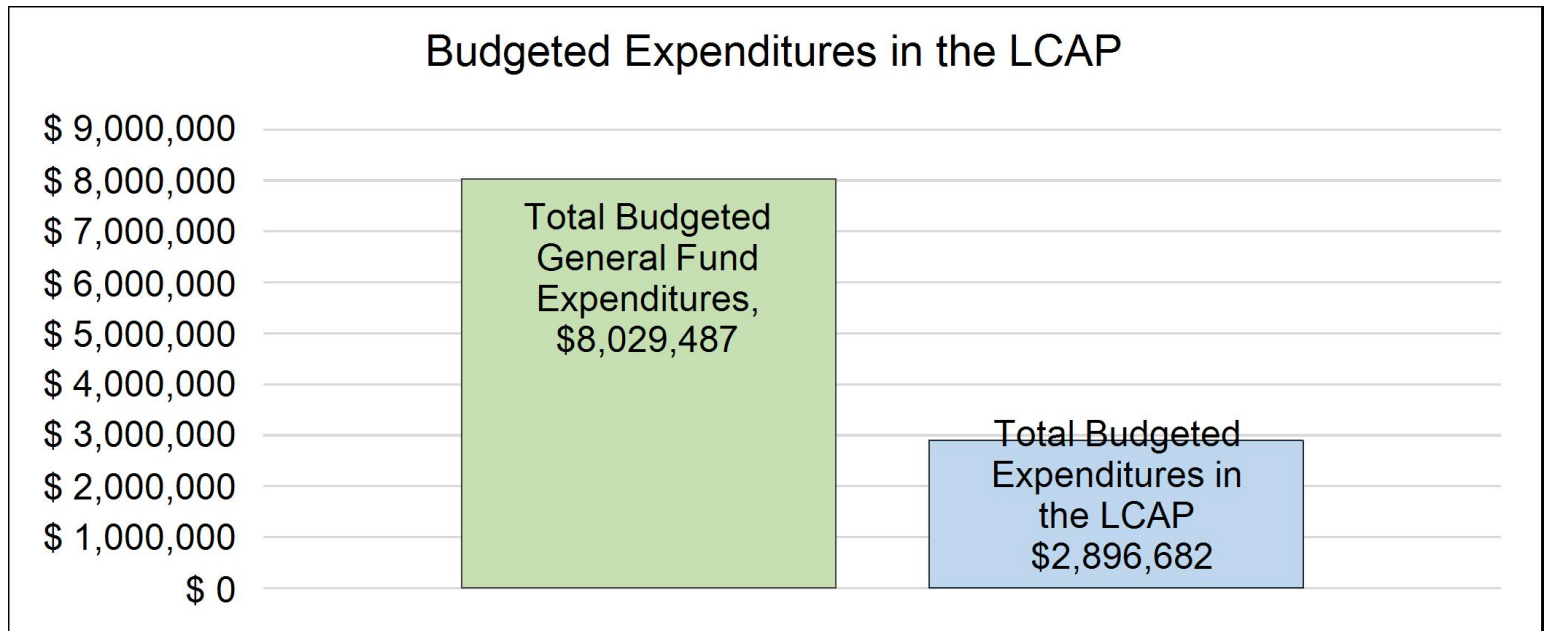


This chart shows the total general purpose revenue Twin Hills Union School District: Apple Blossom School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Twin Hills Union School District: Apple Blossom School is \$6,408,070, of which \$4,891,369 is Local Control Funding Formula (LCFF), \$350,022 is other state funds, \$842,876 is local funds, and \$323,803 is federal funds. Of the \$4,891,369 in LCFF Funds, \$162,839 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 Twin Hills Union School District: Apple Blossom School 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: Twin Hills Union School District: Apple Blossom School plans to spend \$8,029,487 for the 2023-24 school year. Of that amount, \$2,896,682 is tied to actions/services in the LCAP and \$5,132,805 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

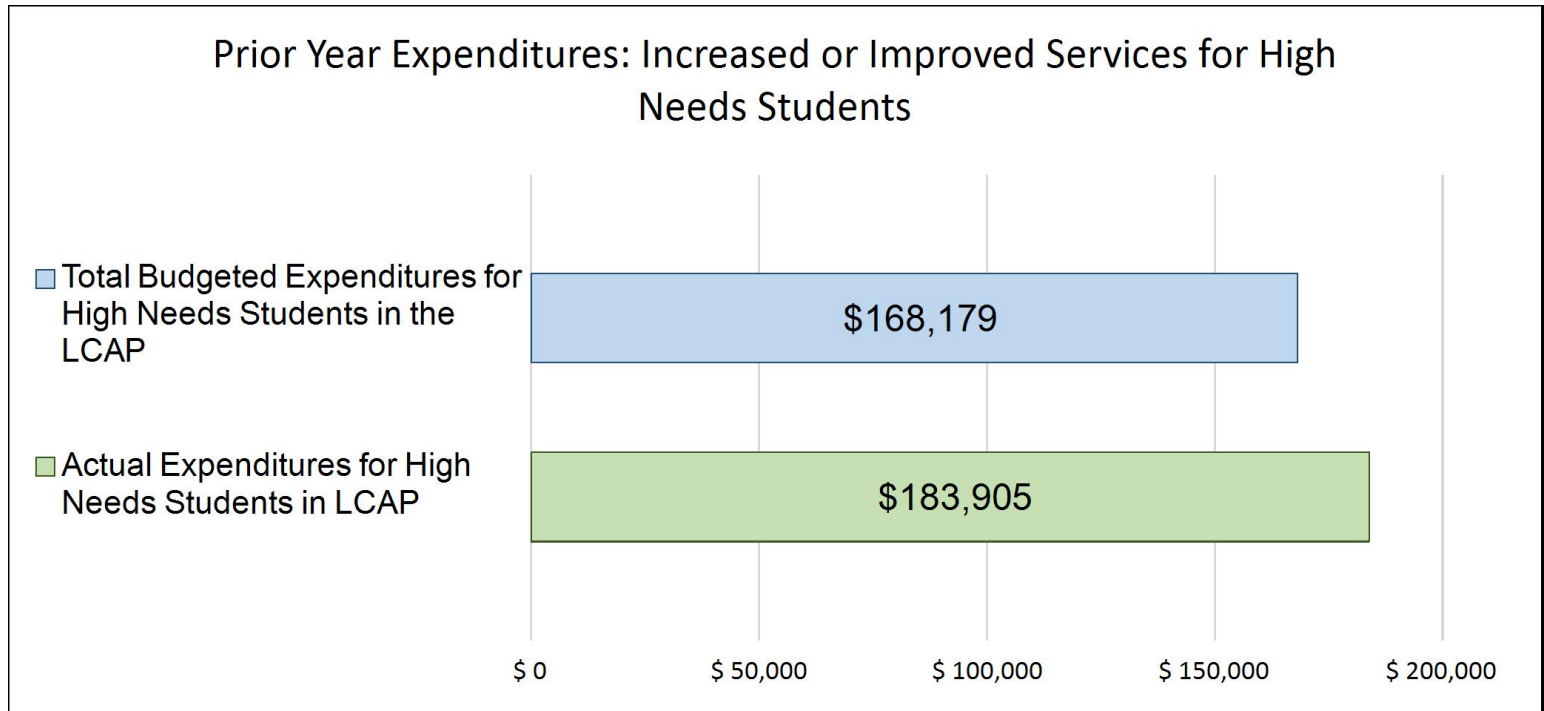
The district budget includes administrative, classified and district personnel salary and employer costs as well as facilities, supplies and services, including the high cost of special education, that support the school and it's students as a whole. The actual district budget for 23-24 includes all this information in detail.

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

In 2023-24, Twin Hills Union School District: Apple Blossom School is projecting it will receive \$162,839 based on the enrollment of foster youth, English learner, and low-income students. Twin Hills Union School District: Apple Blossom School must describe how it intends to increase or improve services for high needs students in the LCAP. Twin Hills Union School District: Apple Blossom School plans to spend \$179,559 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 Twin Hills Union School District: Apple Blossom School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Twin Hills Union School District: Apple Blossom School 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, Twin Hills Union School District: Apple Blossom School's LCAP budgeted \$168,179 for planned actions to increase or improve services for high needs students. Twin Hills Union School District: Apple Blossom School actually spent \$183,905 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
Twin Hills Union School District: Apple Blossom School	Anna-Maria Guzman, Ed.D Superintendent	aguzman@twinhillsusd.org 707-823-0871

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.

Apple Blossom School is nestled in the beautiful rolling hills of western Sonoma County. The school environment is friendly, supportive, and safe for the TK-5 students. Families are welcome at school and parents are valuable partners in the education of our students. About 65% of students reside outside of the district boundaries. They commute from nearby communities. Apple Blossom serves around 300 students in these student groups: 23.8% Hispanic or Latino; 68.5% White; 6.20%Two or More Races; .03% African American; .6% Asian. Generally, about 25% of students are socioeconomically disadvantaged, 5% are English Learners, and 10% are students with disabilities. The rigorous and engaging academic program is enhanced by an abundance of enrichment programs including music, art, gardening, and a Maker Learning Center. Teachers received Toolbox and SoulShop (Peaceful Playgrounds) training which is implemented in all classrooms to support social-emotional learning. A reading teacher, math intervention teachers, EL instructional assistants, and classroom aides all work together with teachers to support the needs of unduplicated students. Lexia Core5, Dreambox, and IXL Math provide computer-assisted instruction and all classrooms have iPads or Chromebooks available.

Reflections: Successes

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

Last year's statewide testing showed that Apple Blossom met or exceeded 50.33% in ELA and 36.05% in Math. Apple Blossom School has a very low suspension rate: the focus on ToolBox, Peaceful Playground, and trauma-informed practices is significant. The rigorous and engaging academic program is enhanced by an abundance of enrichment programs including, music, art, storytelling, gardening, program coding, primary grade Chorus, and intermediate instrumental band. Students at all grade levels take field trips that are integrated into classroom instruction which provides them with opportunities to venture out into the larger community. We have implemented social-

emotional learning programs (i.e.: Toolbox, Zones of Regulation, student-led assemblies, Peacemakers) to support students in solving conflicts and building relationships.

We use a balanced approach to technology as a tool for learning. Students can access our reading program LexiaCore5 (reading) at school and home, as well as our math program is Dreambox and IXL. Third through fifth-grade classes have one-to-one Chrome books for students and kindergarten through third grade have Chromebooks or iPads available for their use.

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.

Apple Blossom continues to have an achievement gap between white students and students in all other subgroups. State testing shows students did better in ELA than in Math. To address the needs teacher meet in grade-level teams to develop and plan instruction. While there was growth in math, it is not sufficient. This spring, teachers, and administration met to identify areas of need in math instruction and determined that more practice in basic math procedures is needed to support problem-solving and concepts instruction. IXL was implemented in the intermediate grades to provide targeted practice. Teachers received significant and systemic training in math practices during the last two years to address this need.

LCAP Highlights

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

Key features of the Apple Blossom School LCAP include provision for providing social-emotional learning support for all students. A counseling intern was utilized to address the social and emotional needs of our students, have a reading specialist, math intervention coordinator, and certificated PE teacher. We have a small English Learner group and maintain a full-time EL Coordinator to support the students and their families. Apple Blossom provides our Education Specialists with small caseloads to support students with disabilities. Class size is low and instructional assistants are assigned to all classrooms for part of the day. Teachers are provided time to collaborate with grade-level teams on a regular basis. We emphasize professional development and support teacher learning and leadership.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

The LEA (Apple Blossom School) provided opportunities for parents, teachers, and community members to be involved in gathering data and information.

During the 2022-2023 school year, parents were surveyed utilizing the platform YouthTruth. Interim Principal, Liz Schott has shared this data ELAC Parents completed the survey in Spanish.

Principal Van Gardner and interim principal Liz Schott met with the teacher leadership team, whose members are part of the Twin Hills Teachers Association including the classified staff, and discussed goals and actions at staff meetings.

The LEA/Apple Blossom School consulted with SELPA as part of the Performance Indicator Review process.

Principal, Student Study Team and Intervention Coordinator, Reading Teacher, and Grade Level Teams review data: STAR Reading assessment, DIBELS, report cards; CAASPP results, and CELDT/ELPAC results.

A bimonthly report to the Board of Trustees by the school principal includes actions taken to support and improve student learning, parent involvement, social-emotional learning activities, and extracurricular opportunities.

On June 22nd a Public Hearing occurred to gather any additional feedback from the community at large.

A summary of the feedback provided by specific educational partners.

Discussions with parents at Education Foundation Meetings (principal) and information from the surveys show that overall parents are very satisfied with the academic and enrichment programs available at Apple Blossom School, there were many comments about the positive school culture. Parents in the survey and the parent council identified the following areas to consider for learning recovery and/or enrichment and improvement of programs: Increase reading and math support; staff the maker space; staff the garden position again, and increase counselor time. ELAC parents were very positive about the academic opportunities for their children.

Review of Data - School assessments indicate there is still an achievement gap between low-income and EL students. Current programs and services are positively influencing student achievement,

ELAC parents expressed gratitude for past homework support for primary grades and wish for it to continue. They would like technology training for parents, and summer school in future years.

SELPA consultation provided support for planning to reduce suspensions for students with disabilities.

Weekly, the staff leadership team meets to de-brief professional development experiences, discuss curriculum materials, share information from grade-level meetings, plan upcoming professional development, and share strategies to support underachieving students, all part of the LCAP goals and actions. Leadership teamwork contributes to the development of 2023-24 LCAP actions. Time for teachers to apply professional learning and to create units continues to be a need. We offer some substitute time for grade level meeting time to plan and also to begin to truly implement MTSS.

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

The LCAP was influenced by educational partners input in these ways: Funding for part-time garden coordinator and curriculum; adding student study team coordinator duties to reading intervention teacher increasing position to 1.0; continuing with EL primary homework support; budget to provide counseling services. Provide professional development in MTSS; continue to provide 1:1 Chromebooks for all students.

Goals and Actions

Goal

Goal #	Description
1	To provide every student including students with disabilities with the opportunity to attain increasing levels of achievement that prepares them for success with district curriculum that is rigorous, aligned with Common Core State Standards, and meets 21st century learning goals. Provide strong, inclusive instructional leadership that uses data in decision-making.

An explanation of why the LEA has developed this goal.

This goal was developed based on local assessment data and stakeholder input. A broad goal was selected to support the overall achievement of all students who can improve in all areas, with specific actions to support UPC students.

We are implementing common core aligned ELA, Math, and NGSS curriculum materials that all have been adopted in recent years. We implement the adopted materials assessments and benchmarks to evaluate student learning and teacher planning in grade-level teams. All teachers are highly qualified and actions include increased reading and math support and continued 1:1 technology for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP	Grades 3-5 ELA 65% Met or Exceeded Standard; Math 47% Met or Exceeded Standard. Hispanic students: ELA 60% Met or Exceeded Standard, Math 48 % Met or Exceeded Standard.	70% At or Above Grade Level in ELA, grades 3-5. 59% At or Above grade level in Math.	75% At or Above Grade Level in ELA, grades 3-5. 62% At or Above grade level in Math.		Increase by 5% number of students Met or Exceeded standard.
ELPAC/Reclassification Rate	Baseline: 32% increased one or more levels on ELPAC.	37% increase in one or more levels on ELPAC	40% increase in one or more levels on ELPAC		Increase by 5% number of students increasing one level on the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Highly Qualified Teachers	Baseline: 100% of teachers are highly qualified.	100% of teachers are highly qualified	100% of teachers are highly qualif		Maintain 100% of teachers as highly qualified.
Standards Aligned Instructional Materials, Teacher Survey, Parent Survey	100% of students have standards aligned instructional materials. 100% of teachers state they agree or strongly agree that Students have access to state standards across all disciplines	100% of students have standards-aligned instructional materials. 100% of teachers state they agree or strongly agree that Students have access to state standards across all disciplines	100% of students have standards-aligned instructional materials. 100% of teachers state they agree or strongly agree that Students have access to state standards across all disciplines		Maintain 100% of materials are standards aligned.
Physical Fitness Test	Baseline: 2019 Assessment 75% on average are in the Healthy Fitness Zone	77% on average are in the Healthy Fitness Zone	79% on average are in the Healthy Fitness Zone		Increase by 5% number of students in Healthy Fitness Zone.
Course Access	All students have access to core academic subjects (English, Math, NGSS, Social Studies) and music, art, PE, library.	All students have access to core academic subjects (English, Math, NGSS, Social Studies) and music, art, PE, and library.	All students have access to core academic subjects (English, Math, NGSS, Social Studies) and music, art, PE, and library.		Maintain 100% of students have access to core academic subjects.
UPC access to intervention and support.	Unduplicated students and students with special needs have support programs as identified in Actions and Services.	Unduplicated students and students with special needs have support programs as identified in Actions and Services.	Unduplicated students and students with special needs have support programs as identified in Actions and Services.		Maintain high quality support programs as identified in Actions and Services for UPC and students with special needs.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Common Core State Standard Implementation, Teacher staff meeting input and Parent Survey	100% of ELA/ELD, Math, and NGSS CCSS fully implemented as documented by teacher survey or input at staff meeting.	100% of ELA/ELD, Math, and NGSS CCSS fully implemented as documented by teacher surveys or input at staff meeting.	100% of ELA/ELD, Math, and NGSS CCSS fully implemented as documented by teacher survey or input at staff meeting.		Maintain 100% of ELA/ELD, Math, and NGSS and CCSS fully implemented as documented by teacher input via survey or staff meeting.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Teachers	1.1 Highly Qualified teachers in all classrooms	\$1,721,877.00	No
1.2	Reading Intervention Teacher	1.2 ELA Rtl leveled support program for intervention and challenge to meet individual student learning goals.	\$91,074.00	Yes
1.3	Special Education Teacher/IAs	1.3 Provide support services for students with disabilities and other students not meeting standards. 1.2 FTEspecial education teacher and three instructional assistants, depending upon enrollment.	\$193,328.00	No
1.4	Grade level collaborative planning	1.4 Grade Level collaborative planning will occur weekly, and once a trimester may include a half day of release time.	\$10,500.00	No
1.5	Math Support via Online Programs	1.5 Dreambox, IXL and other online math programs for all students including SWD.	\$7,500.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Reading Support via Online programs	1.6 Lexia Reading program to support emerging readers will be available to all students and support EL and struggling readers.	\$2,500.00	No
1.7	Enrichment Programs	1.7 Provide art, music and other enrichment classes. We are bringing back a garden assistant this year. PE is included in item 1.1.	\$115,018.00	No
1.8	Professional Development	1.8 Teachers will develop and implement units/lesson development with Common Core State Standards using existing curriculum and exploring new adoptions, Professional development will continue to support this work.	\$22,716.00	No
1.9	1:1 Chromebooks for All Student	1.9 Provide and implement technology devices and use technology in learning and producing student work. Will use carryover so there is nothing budgeted yet.		No
1.10	Instructional Materials	1.10 Provide standards aligned instructional materials.	\$19,000.00	No
1.11	Counselor	1.11 Counseling services to provide a wide array of service to students, teachers, and staff to support the accelerated learning of students who are not proficient and to support social emotional learning including Toolbox and Peaceful Playground. Updated to all students for 23-24 as we recover from COVID.	\$105,191.00	No
1.12	Instructional Assistants	1.12 Provide instructional assistant for support services to underachieving students in math and ELA including SWD. 23-24 updated to all students due to the need as we recover from COVID.	\$30,742.00	No

Action #	Title	Description	Total Funds	Contributing
1.13	EL Coordinator	1.13 EL Instructional Assistant, 1FTE to support EL access to core ELA and ELD standards. Supervises after school primary homework club with Lexia Reading. Translate for IEPs and parent conferences.	\$76,186.00	Yes
1.14	Redesignated EL student support.	1.14 Redesignated EL students receive the same rigorous instructional program that is offered to all students. Monitor achievement and differentiate as needed.	\$0.00	Yes
1.15	Math Intervention Program	1.15 Math Instructional Support Teacher at 0.6 FTE not currently in the budget. This teacher would support grade level math achievement and work with classroom teachers to support small groups.	\$0.00	No
1.16	Technology IA	1.16 Technology IA maintains devices, provides technical support to teachers and staff, and assists students in the computer lab.	\$13,127.00	No
1.17	Reading and Intervention Coordinator	1.17 Reading support and Coordination of SSTs and referrals for struggling learners.	\$59,251.00	Yes
1.18	After School Learning Extension	1.18 After school homework clubs and tutoring will be available for primary and intermediate students to help with learning recovery including SWD (Due to COVID may not happen).		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/Services were implemented.

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.

Patty I leave for you

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

This was a successful year implementing the LCAP goals. Teachers continued to implement the new reading program which is well received by students. They also reviewed the math curriculum and received ongoing professional development in math lesson planning. The EL primary homework/Lexia reading program was well received by ELAC parents and the reading intervention program and move to the learning center model in special education increased services targeted to students with unique needs. Students received math and reading intervention support in small groups, the counselor visited classrooms for meetings and provided SEL support.

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.

no changes

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	To create and sustain a safe, supportive, and respectful environment for all students, including students with disabilities, teachers, staff, and parents.

An explanation of why the LEA has developed this goal.

This broad goal was selected using stakeholder survey data, suspension and discipline data, and campus safety factors. The campus is clean and safe and the goal supports continued campus maintenance programs. Students, parents, and teachers report a safe and friendly environment. Campus supervisors are respectful and receive regular support from the Principal. The counselor time was increased.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Youth Truth Survey	84 of students stated they felt safe at school all or most of the time. (Baseline Less than 1%) and Expulsions (Baseline 0%)	80% of students show belonging and safety occurred most of the time. Suspensions are a total of 6.5 days which is below 1%. There were no expulsions.	82% of students show belonging and safety occurred most of the time. Suspensions are a total of 5 days which is below 1%. There were no expulsions.		90% of students state they feel safe at school or the Youth Truth Survey. Less than 1% suspensions and 0% expulsions.
Youth Truth Survey	Using 2020 survey data from when students were in school time to create a baseline: 80% of parents, including parents of unduplicated students and students with exceptional need,	88% of parents surveyed showed importance of relationship, belonging and participation.	89% of parents surveyed showed importance of relationship, belonging and participation.		Increase parent participation in conferences and activities to 90%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>attend conferences, open house, and back to school night as reported on the parent survey. 81.8% of parents stated they agree or strongly agree that Apple Blossom School encourages parent participation.</p> <p>The 2022 Survey matched these results with 86% of parents said they will attend the activities stated above when the continue and 86% state parent participation is encouraged.</p>				
FIT Survey	All ratings are good.	All ratings are good.	All ratings are good.		Maintain Good FIT ratings.
Attendance including Chronic Absenteeism.	Using 2019-20 data for more accurate Baseline: 96.78% Chronic Absenteeism: 2.9%	97.5% Chronic Absenteeism: 2.5%	Using 2022-2023 data for more accurate Baseline: 96.78% Chronic Absenteeism: 2.7%		Maintain attendance above 96% and reduce chronic Absenteeism to below 2%.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Social Emotional Learning (SEL) Support Programs.	2.1 Continue to provide SEL programs and implement with fidelity: Toolbox; Lifeskills and Peaceful playground.	\$0.00	No Yes
2.2	Attendance	2.2 Monitor student attendance, send truancy letters, and support families.	\$2,300.00	No
2.3	Social Emotional Support - PrimaryPIP	2.3 Continue to offer PIP program to students K-3. Classified Salary/Benefits Resource 9050 funded 50% by contribution from unrestricted and 50% from ELO funding, Resource 7426.	\$26,000.00	No
2.4	Parent Outreach	2.4 Continue parent and community volunteer program with outreach, to all parents, at ELAC, and at IEP meetings.	\$17,200.00	No
2.5	Custodial Services	2.5 Provide Custodial Services. Site and grounds maintenance not included.	\$314,114.00	No
2.6	Student Safety	2.6 Provide Campus Supervision	\$69,058.00	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 provided.

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.

No material differences

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

Counselor provided social emotional support and teachers continued with ToolBox. Intermediate students were trained as Peaceful Playground monitors, and student council was created. Monthly assemblies focused on citizenship and the school core principals. Campus supervisors received Peaceful Playground supervision training. These programs were delivered with fidelity and adjustments were made as needed. Instructional assistants continued to support teachers in all classrooms.

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.

No major changes

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)
\$162,839	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
4.47%	0.45%	\$16,719.98	4.92%

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.

<p>PRINCIPALLY DIRECTED TO SERVE ENGLISH LEARNERS</p> <p>Needs</p> <p>6.3% out of the 300 students are English Learners</p> <p>Actions</p> <p>To Serve English Learners:</p> <p>Provide a Reading Intervention teacher.</p> <p>Math and ELA Support Programs</p> <p>Provide Enrichment Programs</p> <p>Extended Learning Opportunities</p> <p>Counselor</p>

Instructional Assistants

Expected Outcome

2% increase in students making progress in ELPAC

PRINCIPALLY DIRECTED TO SERVE FOSTER YOUTH AND LOW-INCOME STUDENTS

Needs

21.6% of the students are socially disadvantaged students. There were no Foster youths.

Actions

To Serve Foster Youth and Low Income:

Provide a Reading Intervention teacher.

Math and ELA Support Programs

Provide Enrichment Programs

Extended Learning Opportunities

Counseling Time

Instructional Assistants

Expected Outcome

3% increase in students moving to proficient on the Renaissance Assessment

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

According to the BASC LCFF Calculator, the Minimum Proportionality Percentage (MPP) for 2022-23 is 4.56%. To achieve minimum proportionality we are providing increased instructional services and a counselor.

These services are increasing for unduplicated students by providing additional instructional support for English Learners and for students not proficient in ELA and math. The Intervention and Support Coordinator is increased to full-time. The cost of the additional support shown

when compared to the cost of like staff in the base programs as well as adding new services surpasses the required 4.56%. funds will be spent on the students attending this elementary school. The school counselor's time was increased and will continue to principally serve unduplicated students by providing academic, social/emotional, and behavioral support. Research indicates counseling services support academic achievement in elementary schools (Barna, J. Bratt, P. Professional School Counseling, 2007). A .50 FTE instructional assistant will principally serve unduplicated students by providing small group support and tutoring as directed by the classroom teacher. Our experience is that when students receive targeted support within the regular classroom, they have improved learning and work completion. Continuing to provide a full-time EL instructional assistant will principally support unduplicated students with small group instruction and an after-school EL homework support program that includes Lexia Reading (Center for Public Education: Preparing ELs for Academic Success and What Works Clearinghouse, 2009.). The 1.0 Intervention and Student Support Coordinator will continue to provide instructional support to teachers and instructional assistants who work with unduplicated students, as well as other students. The Coordinator principally supports unduplicated students by analyzing student achievement data, providing support to grade-level teams in the implementation of common core state standards and differentiation, and offering small group reading instruction (Barnet, Angela, Using Data to Inform Instruction, 2011). Local data is available to demonstrate that the programs being implemented are effective. The technology coordinator provides assistance to teachers to work with Google Drive, select Apps for student use, and implement Dreambox, Lexia Reading, and IXL Math to support student learning. Lexia Reading is a research-based computer-assisted reading program that demonstrates significant gains in reading by students below proficient. Our experience with UPC shows us that using technology increases student motivation, engagement, and time on task.

In the plan you will see the following actions as contributing which are included as part of the increased percentage:

Goal 1, Action 2,11, 12, 13, 14, 17 Addressing Providing Basic Services for EL, FY, LI

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,656,284.00	\$68,056.00	\$5,478.00	\$166,864.00	\$2,896,682.00	\$2,747,346.00	\$149,336.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Highly Qualified Teachers	All	\$1,721,877.00				\$1,721,877.00
1	1.2	Reading Intervention Teacher	English Learners Foster Youth Low Income	\$49,600.00			\$41,474.00	\$91,074.00
1	1.3	Special Education Teacher/IAs	Below proficient Students with Disabilities	\$134,801.00			\$58,527.00	\$193,328.00
1	1.4	Grade level collaborative planning	All	\$10,500.00				\$10,500.00
1	1.5	Math Support via Online Programs	All	\$7,500.00				\$7,500.00
1	1.6	Reading Support via Online programs	All	\$2,500.00				\$2,500.00
1	1.7	Enrichment Programs	All	\$87,518.00	\$27,500.00			\$115,018.00
1	1.8	Professional Development	All		\$8,856.00		\$13,860.00	\$22,716.00
1	1.9	1:1 Chromebooks for All Student	All					
1	1.10	Instructional Materials	All		\$19,000.00			\$19,000.00
1	1.11	Counselor	All	\$52,188.00			\$53,003.00	\$105,191.00
1	1.12	Instructional Assistants	All	\$30,742.00				\$30,742.00
1	1.13	EL Coordinator	English Learners Foster Youth Low Income	\$76,186.00				\$76,186.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.14	Redesignated EL student support.	English Learners Low Income	\$0.00				\$0.00
1	1.15	Math Intervention Program	Students with identified needs. All		\$0.00			\$0.00
1	1.16	Technology IA	All	\$13,127.00				\$13,127.00
1	1.17	Reading and Intervention Coordinator	English Learners Foster Youth Low Income	\$53,773.00		\$5,478.00		\$59,251.00
1	1.18	After School Learning Extension	All					
2	2.1	Social Emotional Learning (SEL) Support Programs.	All	\$0.00				\$0.00
2	2.2	Attendance	All	\$2,300.00				\$2,300.00
2	2.3	Social Emotional Support - PrimaryPIP	Students with SEL needs All	\$26,000.00				\$26,000.00
2	2.4	Parent Outreach	All	\$4,500.00	\$12,700.00			\$17,200.00
2	2.5	Custodial Services	All	\$314,114.00				\$314,114.00
2	2.6	Student Safety	All	\$69,058.00				\$69,058.00

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
\$3,643,013	\$162,839	4.47%	0.45%	4.92%	\$179,559.00	0.00%	4.93 %	Total:	\$179,559.00
								LEA-wide Total:	\$179,559.00
								Limited Total:	\$179,559.00
								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	1.2	Reading Intervention Teacher	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Apple Blossom Elem	\$49,600.00	
1	1.13	EL Coordinator	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Apple Blossom Elem	\$76,186.00	
1	1.14	Redesignated EL student support.	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Apple Blossom Elem	\$0.00	
1	1.17	Reading and Intervention Coordinator	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Apple Blossom Elem	\$53,773.00	
2	2.1	Social Emotional Learning (SEL) Support Programs.	Yes	Schoolwide			\$0.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,464,993.00	\$2,611,807.00

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	Highly Qualified Teachers	No	\$1,525,634.00	\$1,597,840
1	1.2	Reading Intervention Teacher	Yes	\$60,163.00	\$84,376
1	1.3	Special Education Teacher/IAs	No	\$175,318.00	\$158,054
1	1.4	Grade level collaborative planning	No	\$7,330.00	\$10,565
1	1.5	Math Support via Online Programs	No	\$15,000.00	\$8,301
1	1.6	Reading Support via Online programs	No	\$8,340.00	\$2,300
1	1.7	Enrichment Programs	No	\$66,172.00	\$113,750
1	1.8	Professional Development	No	\$19,925.00	\$6,825
1	1.9	1:1 Chromebooks for All Student	No	\$5,000.00	\$1,500
1	1.10	Instructional Materials	No	\$25,616.00	\$52,865

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	1.11	Counselor	Yes	\$36,472.00	\$2,100
1	1.12	Instructional Assistants	Yes	\$15,980.00	\$18,850
1	1.13	EL Coordinator	Yes	\$61,387.00	\$64,908
1	1.14	Redesignated EL student support.	Yes	\$0.00	
1	1.15	Math Intervention Program	No	\$52,620.00	\$51,007
1	1.16	Technology IA	No	\$10,856.00	\$11,789
1	1.17	Reading and Intervention Coordinator	Yes	\$33,632.00	\$54,765
1	1.18	After School Learning Extension	No		
2	2.1	Social Emotional Learning (SEL) Support Programs.	No	\$0.00	
2	2.2	Attendance	No	\$2,600.00	\$2,300
2	2.3	Social Emotional Support - PrimaryPIP	No	\$9,500.00	\$24,478
2	2.4	Parent Outreach	No	\$21,200.00	\$17,577

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Custodial Services	No	\$254,144.00	\$264,893
2	2.6	Student Safety	No	\$58,104.00	\$62,764

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)
\$168,179	\$168,750.00	\$183,905.00	(\$15,155.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Reading Intervention Teacher	Yes	\$21,279.00	\$43,282		
1	1.11	Counselor	Yes	\$36,472.00	\$2,100		
1	1.12	Instructional Assistants	Yes	\$15,980.00	\$18,850		
1	1.13	EL Coordinator	Yes	\$61,387.00	\$64,908		
1	1.14	Redesignated EL student support.	Yes				
1	1.17	Reading and Intervention Coordinator	Yes	\$33,632.00	\$54,765		

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)
\$3,729,423	\$168,179	0.87	5.38%	\$183,905.00	0.00%	4.93%	\$16,719.98	0.45%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

California Department of Education
January 2022

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Twin Hills Union School District: Apple Blossom School	Anna-Maria Guzman, Ed.D Superintendent	aguzman@twinhillsusd.org 707-823-0871

Introduction

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

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

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

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

Rating Scale (lowest to highest) -

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

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

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

Rating Scale (lowest to highest) -

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

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest) -

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

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

Support for Teachers and Administrators

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

Rating Scale (lowest to highest) -

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

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

Optional Narrative (Limited to 1,500 characters)

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

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

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

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

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

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Eighty-six percent of families completing the Youth Truth survey rated positively this statement: Teachers clearly communicate expectations for child's progress. All measures of engagement improved from the 2022 survey administration.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

While 93% of families reported feeling comfortable approaching their child's teacher with concerns and questions, only 60% feel the same comfort communicating with school administration. This is an area of growth for the school.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

We saw a low turnout for ELAC meetings this year despite Youth Truth responses from this sector of our parent body being particularly high in the area of engagement. This is still an area we need to put resources toward next year.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

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

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

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The District has partnered with SCOE for the past year to implement MTSS. All Apple Blossom staff attended an all-day professional training last week. Systems are in place to implement MTSS next school year.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Getting all staff trained in the administration of diagnostic and screening assessments will be the first task in August 2023. Scheduling assessment times and analysis meetings will follow. Training non-certificated staff to deliver instruction at a student's particular skill level will also be necessary.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Parent meetings that are hybrid in-person and remote will enable more participation. A focus on attendance and punctuality will improve student outcomes and facilitate conversations between school leadership and families about the importance of working together.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

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

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

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

The degree to which there are open and effective lines of communication between families and schools as measured by Youth Truth family responses is at the 82nd percentile. This indicates that the avenues for involving families in decision-making are open. We may just need to ask different questions or engage people in various ways.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

The lowest rated question within the key themes of Youth Truth was: I feel informed about important decisions regarding my school. (which is in the Engagement theme). This indicates that we need better avenues for communication and information-gathering.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Finding informal ways to connect with families that are convenient to their lives will be key.

School Climate (LCFF Priority 6)

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

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

Positive responses to the question, "Do you feel like an important part of your school" were at the 71st %ile compared to the 55th %ile last year. We will continue with the push for kindness and inclusion, utilizing The Toolbox, Soul Shoppe and Peacemakers as our SEL curricula along with lessons from a trained staff member for each classroom once per month.

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

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

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

We are a TK-5 school of fewer than 300 students. We are able to keep track of students' courses of study through teacher and site inventory and ordering spreadsheets. Our teacher/adult:student ratio is less than 20:1, so our ability to know and serve each of our students at an individual level is excellent.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Students at Apple Blossom all have access to core and supplemental curriculum as needed.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

No barriers exist to providing access to a broad course of study for all students.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Teachers have identified areas of need in our reading program and have worked to identify and order curricula to supplement our adopted program for our youngest learners.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Local Control and Accountability Plan 2023-24

Including:

- ✧ 2023-24 LCFF Budget Overview for Parents
- ✧ 2022-23 Local Performance Indicator
Self-Reflection

Twin Hills Charter Middle School (District 53- Fund 03)

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Twin Hills Charter Middle School

CDS Code: 49709616052302

School Year: 2023-24

LEA contact information:

Shawna Whitiestine

Principal

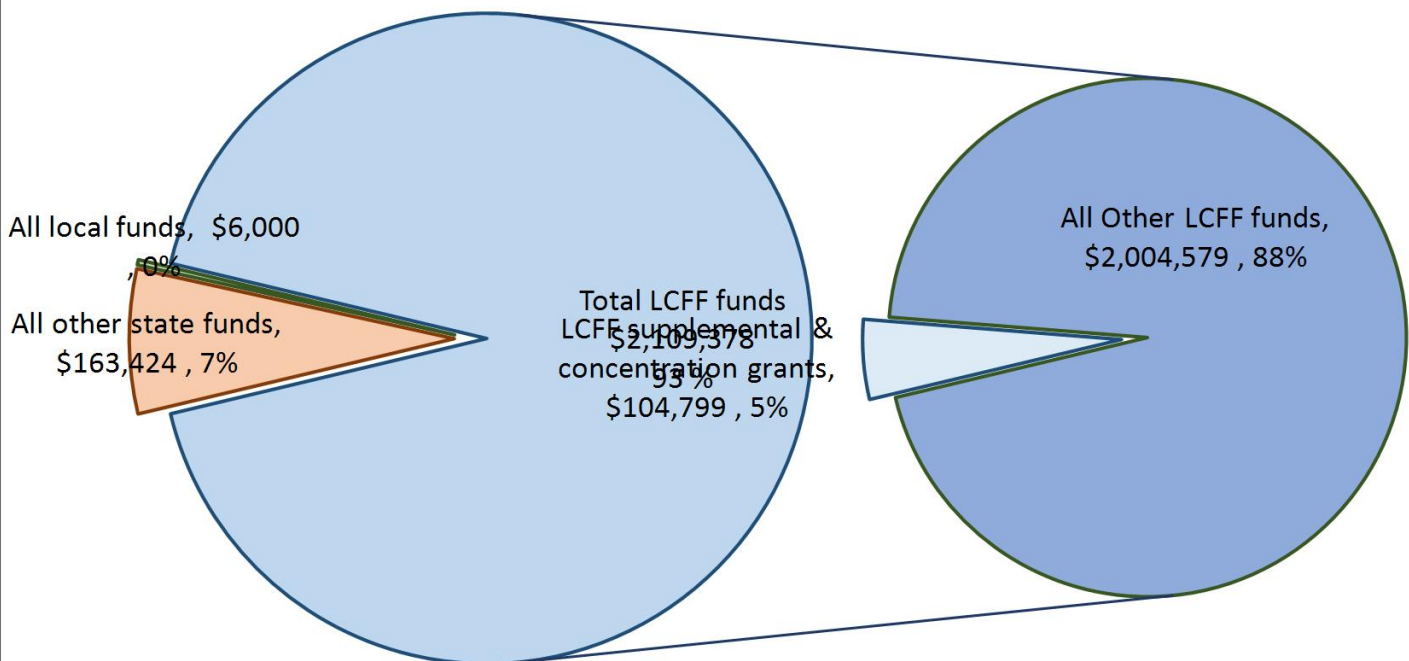
swhitestine@twinhillsusd.org

707-823-7446

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

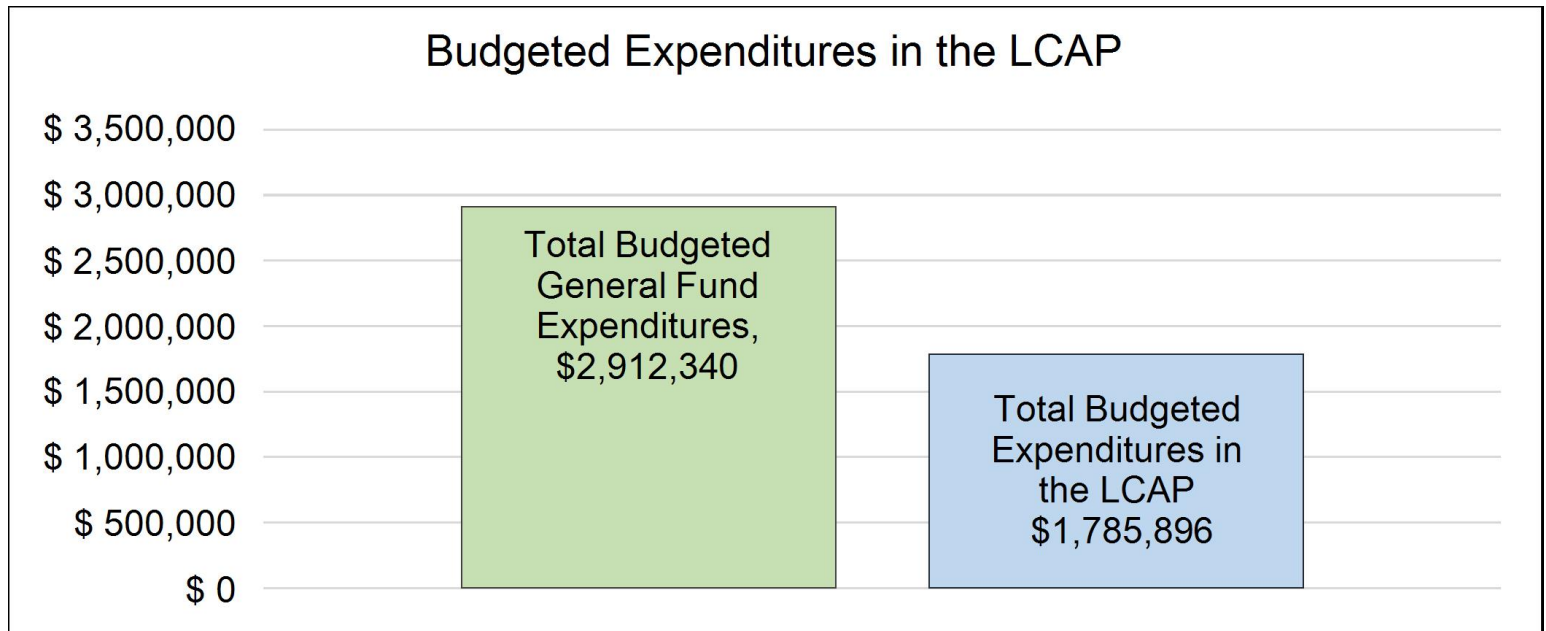


This chart shows the total general purpose revenue Twin Hills Charter Middle School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Twin Hills Charter Middle School is \$2,278,802, of which \$2,109,378 is Local Control Funding Formula (LCFF), \$163,424 is other state funds, \$6,000 is local funds, and \$0 is federal funds. Of the \$2,109,378 in LCFF Funds, \$104,799 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 Twin Hills Charter Middle School 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: Twin Hills Charter Middle School plans to spend \$2,912,340 for the 2023-24 school year. Of that amount, \$1,785,896 is tied to actions/services in the LCAP and \$1,126,444 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

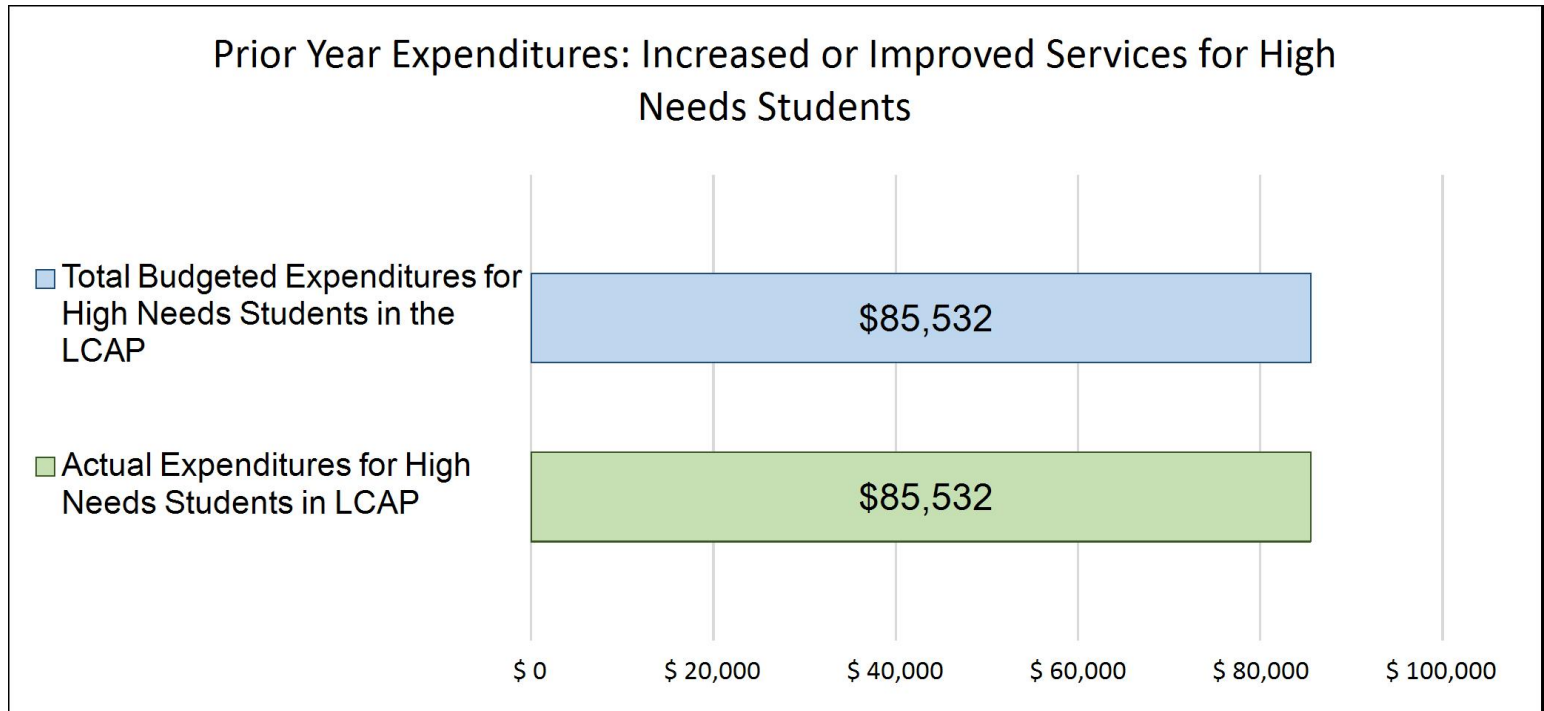
The LCAP includes specific funding for specific actions. The balance of the budget over the LCAP expenses detailed here include costs for administrative and classified staff that support all students as well as supplies and services. Please see the adopted budget for further details.

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

In 2023-24, Twin Hills Charter Middle School is projecting it will receive \$104,799 based on the enrollment of foster youth, English learner, and low-income students. Twin Hills Charter Middle School must describe how it intends to increase or improve services for high needs students in the LCAP. Twin Hills Charter Middle School plans to spend \$104,799 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 Twin Hills Charter Middle School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Twin Hills Charter Middle School 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, Twin Hills Charter Middle School's LCAP budgeted \$85,532 for planned actions to increase or improve services for high needs students. Twin Hills Charter Middle School actually spent \$85,532 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
Twin Hills Charter Middle School	Shawna Whtiestine Principal	swhitestine@twinhillsusd.org 707-823-7446

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.

Twin Hills Charter Middle School is nestled in the beautiful rolling hills of western Sonoma County. The school environment is friendly, supportive, and safe for the 6-8 grade students. About 60% of students reside outside of the district boundaries. They travel from nearby communities. Twin Hills serves 200 students. Generally about 25% of students are socioeconomically disadvantaged, less than 2% are English Learners, and 8% students with disabilities. Demographics: White 65%; Hispanic 22%; Multiple 10%. Others are below 3%. The rigorous and engaging academic program is enhanced by an abundance of elective offerings including choir, band, art, photography, culinary arts, video production, and Spanish.. An 80% guidance counselor supports students' social emotional learning. Intervention classes provide support for students below proficient, and all students have access to computers and 1:1 chromebooks.

Reflections: Successes

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

Local data indicate that 71% of students are proficient in Language Arts based upon the 2022 SBAC scores. This includes both our socioeconomic disadvantaged and hispanic subgroups. The dashboard indicates that overall our students are 38 points above the standard. English Language Arts is a strength on the 2022 SBAC assessments. We maintain a high attendance rate and very low chronic absenteeism along with a very low suspension rate. The school is known for a safe and caring culture with restorative practices and support for students to learn and grow through mistakes. We successfully navigated distance learning and the hybrid model with strong parent support and student participation.

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.

Local data indicate that 50% of students are proficient in math. Although this is 17% higher than the state average, it is 4 points below standard. While all subgroups increased on SBAC scores the socially economic disadvantaged and Hispanic subgroup are still below White students in achievement. While progress has been made, the number of students receiving Ds and Fs is too high. We continue to have a need to find time for teacher professional development and to address parent concerns about the amount of support and communication happening across the grade levels.

LCAP Highlights

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

All students are supported by highly qualified teachers who participate in professional development and provide a rigorous curriculum with a focus on common core state standards. UDC students are additionally supported by an involved school counselor, an intervention program, and an engaged principal dedicated to creating and maintaining a safe welcoming campus. Two education specialists support students with special needs. Study hall and intervention classes are available to all students.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

Twin Hills Charter Middle School provided many opportunities for parents, teachers, and community members to be involved in gathering data and information.

Bimonthly reports to the Board of Trustees by Principal Whitestine.

Parent Survey January 2023, Quarterly meetings with Parent Advisory Committee, Monthly drop-in Second Cup of Coffee open to all parents, and information presented monthly at Education Foundation meetings.

ELAC community meetings with ELD district coordinator held quarterly covering the following topics: safety plan, survey results, LCAP goals, and parent involvement opportunities.

LCAP Goals and School Activities discussed at monthly teacher staff meetings including discussion of staffing. Discussions with Teacher Leadership Team members include THTA union leadership and members.

Principal meets with classified staff monthly and gathers input for the LCAP goals and actions.

Consultation with SELPA to support Performance Indicator Review process.

Principal meets with Parent Advisory Committee and gathered input for the LCAP goals and actions.

Students, staff, and families completed the Youth Truth Survey.

Board Meeting for Public Hearing of LCAP and Budget: June 24, 2022.

Board Meeting for Approval of LCAP and Budget: June 24, 2022.

A summary of the feedback provided by specific educational partners.

Board Meeting - Twin Hills Principal Whitestine reported on LCAP related programs and activities bimonthly. The board provided general questions.

Parent Survey and Parent Meeting Input - Discussions with parents at Parent Council and information from the surveys show that overall parents are very satisfied with the academic and enrichment programs available at Twin Hills Charter Middle School. Some parents noted not enough support provided outside of the school day to struggling learners. Another concern is a lack of communication in a timely manner about curriculum being taught and ways to provide support from home. ELAC parents were very positive about the academic opportunities for their children. Parents would like to have Spanish continue.

Review of Data - Current programs and services are positively influencing student achievement. An increase of these services and the addition of services could have a positive effect on student achievement. In addition, school level data indicates social, emotional, and behavior needs of some students are increasing, which impacts their ability to fully participate and effects achievement. Continued implementation of Advisory Program and social-emotional curriculum will be beneficial.

ELAC parents were very positive about the academic opportunities for their children.

Teachers provided input into areas of support needed for overall students and specific students.

Classified staff reviewed campus safety and yard supervision. Custodian provided information for summer projects.

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

The LCAP was influenced by stakeholder input in these ways: Provide Academic Support Classes in Math during the school day; provide Credit Recovery Class during the school day for 8th graders; professional development in Advisory, Restorative Practices, new adoptions as needed, and increase counselor time. Continue to provide 1:1 technology devices.

Goals and Actions

Goal

Goal #	Description
1	To provide every student with the opportunity to attain increasing levels of achievement that prepares them for success with district curriculum that is rigorous, aligned with Common Core State Standards, and meets 21st century learning goals. Provide strong, inclusive instructional leadership that uses data in decision-making.

An explanation of why the LEA has developed this goal.

This goal was developed based upon data, using the Dashboard released in 2022, local assessment data, as well as stakeholder input. A broad goal was selected to support the overall achievement of all students who can improve in all areas, with specific actions to support UPC students. The 2022 LCFF Evaluation Rubrics report: ELA All students 38 points above standards, and Math 4 points below standard. Teachers will benefit from continued professional development in student engagement strategies, mathematics curriculum planning, and using data to inform lesson planning. This will support all students. We are implementing common core aligned ELA, Math, and NGSS curriculum materials that all have adoptions in recent years. We implement the adopted materials assessments and benchmarks to evaluate student learning and teacher planning in grade level teams. We increased academic support options during the school day.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP	ELA 38.5 points above standard. Math 0.5 points below standard in 2019.	No CAASPP Assessment in 20-21 school year to compare;	CAASPP Assessment in 2022 shows that THCMS remains at 38% above standard. Math is now 4 points below standard.		Maintain ELA at 40 points above standard. Increase Math to 20 points above standard.
Common Core Standards Implementation, Parent/Teacher Input	100% ELA/ELD, Math, and Science fully implemented.	Remained 100% fully implemented			Maintain 100% ELA/ELD, Math, and NGSS fully implemented.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC/Redesignation	Establish ELPAC Baseline	ELPAC scores were maintained during distance learning in 20-21 school year.			Once established, increase baseline by 5%.
# of Highly Qualified Teachers	100% Highly Qualified Teachers appropriately assigned.	100% highly qualified teachers			Maintain 100% highly qualified and appropriately assigned teachers.
Standards Aligned Instructional Materials/Inventory, teacher survey	100% of students will have access to standards aligned instructional materials.	100% of students will have access to standards aligned instructional materials.			Maintain 100% of students have access to standards aligned instructional materials.
Physical Fitness Testing	85% on average test in healthy fitness zone in 2019.	No Physical Fitness Testing Assessment in 20-21 school year to compare	85% on average test in healthy fitness zone in 2022.		Increase by 5% number of students test on average, in healthy fitness zone.
Course Access, class schedules, teacher survey, parent survey	100% of students have access to a broad course of study.	100% of students have access to a broad course of study.			Maintain 100% of students have access to a broad course of study.
Drop Out Rate	0% Dropout Rate	0% Dropout Rate			Maintain 0% dropout rate.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Teachers in all classrooms.	1.1 Highly Qualified teachers in all classrooms	\$1,147,475.00	No
1.2	Provide Academic Support Programs	1.2 Support Programs include: Renew; Math Tutorial; Homework Club; Study Hall. This would be before school, during breaks, and after	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school. Due to COVID, all classes are during the regular school day, see 1.9.		
1.3	Special Education Services	1.3 Provide intervention services for students with disabilities and other students not meeting standards. 2 special education teachers. 2 Instructional Assistants. Will only showing amount of the supplemental dollars used, no way to separate out in this format.		No Yes
1.4	Collaborative Team Planning Time	1.4 Grade Level and department collaborative planning	\$5,595.00	No
1.5	Elective Courses	1.5 Continue to provide a broad selection of elective courses.	\$223,560.00	No
1.6	Professional Development to support Curriculum Planning and Student Engagement	1.6 Teachers will develop and implement units/lesson development with Common Core State Standards using existing curriculum and exploring new adoptions, Professional development will continue to support this work.	\$6,961.00	No
1.7	Technology to Support Learning	1.7 Implement technology to access information and produce work.	\$5,000.00	No
1.8	Standards Aligned Instructional Materials	1.8 Provide standards aligned instructional materials.	\$40,028.00	No
1.9	Intervention Classes for Extra Support in ELA and Math	1.9 Continue to provide intervention program for students below proficient in reading and math. Intervention classes provided by teachers. This is the amount of supplemental grant funding only, there is no way to separate out in this format.	\$71,523.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Rigorous Instructional Program with Support for Redesignated English Learners.	1.10 Provide to RFEP ELs a rigorous instructional program that is offered to all students including support programs. Monitor achievement and differentiate as needed.		Yes
1.11	Increased Counselor Time and Advisory Program	1.11 0.8% Counselor. Actual cost for counselor \$104,374, 50% paid by LCFF funds. The amount paid using Supplemental Funds is shown. The balance paid using Base LCFF funds is not shown. Also not shown is the 50% paid for using State Learning Recovery Block Grant funds.	\$43,261.00	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.

Updated curriculum was added in 2021 for history and math. In 2022, updated curriculum was added in English Language Arts. This new curriculum has decreased our learning deficit after distance learning. According to the 2022 SBAC results, THCMS is 23% above the state average in ELA and 17% above the state average in math.

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.

No material differences.

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

See above.

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.

No changes.

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	To create and sustain a safe, supportive, and respectful environment for students, teachers, staff, and parents.

An explanation of why the LEA has developed this goal.

This broad goal was selected using stakeholder survey data, suspension and discipline data, and campus safety factors. The campus is clean and safe and the goal supports continued campus maintenance programs. Students, parents, and teachers report a safe and friendly environment- campus supervisors are respectful and receive regular support from the Principal. Professional development will continue for restorative resources and implementation of Advisory program. The counselor time was increased.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Youth Truth Survey	75% feel connected to school 81% of parents feel like their child is safe from violence at school.	According to 21-22 Youth Truth Survey: 57% feel connected to school. 81% of parents who completed the survey feel connected to the school.	According to 22-23 Youth Truth Survey: 51% of students feel connected to school. 85% of parents feel like their child is safe from violence at school.		Increase to 80%, number of students who feel connected to school as reported on Youth Truth Survey or Healthy Kids Survey. Maintain parent report of 80% believe students are safe and connected to school.
Suspension/Expulsion Rate	Suspension Rate 1.4% Expulsion Rate = 0	During the 20-21 school year there was less than 1% suspension rate and 0% expulsion rate	5% suspension rate during the 21-22 school year and 0% expulsion rate		Return to suspension rate below 2% and maintain 0% expulsion rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Involvement/parent survey	75% of parents attend school activities and events as measured on parent survey.	Due to COVID restrictions, parents were not permitted on campus for the majority of the school year.	61% of parents feel connected and empowered to make decisions regarding their child's school Attendance increased at Back to School Night, Showcase, and other school events		Increase to 80%, number of parents who participate and are involved in school activities as reported on parent survey.
FIT Rating	FIT Rating Good	FIT Rating Good			Maintain Good FIT Rating.
Attendance and Chronic Absenteeism.	96.5% Attendance Rate Chronic Truancy 0% Dropout rate 0% Chronic Absenteeism: 7.1%	Data from 21-22 School Year: 94% daily attendance rate Less than 1% Chronic Truancy	Data from 22-23 School Year: 93% Daily Attendance Rate 23% Chronis Truancy		Increase attendance rate above 96% and 0% chronic truancy and dropout rate.
Promotion Statistics	Rate of student completion of 8th grade with no more than 8% not meeting all promotion criteria.	No promotion criteria was established to due to unknown levels of learning loss during distance learning.	No promotion criteria was established to due to unknown levels of learning loss during distance learning.		Reinstate promotion expectations and maintain 100% meeting expectations.
Drop Out Rate	0% Drop out rate	0% Drop out rate	0% Drop out rate		Maintain 0% dropout rate.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Safe School Environment.	2.1 Continue to provide a safe school environment with existing character building and support programs such as reward trips, teacher mentoring of students and safe schools programs.		No
2.2	Monitor students attendance.	2.2 Monitor student attendance and complete SARB process as needed.	\$1,500.00	No
2.3	Parent Volunteer Program, Outreach, ELAC, Parent Council.	2.3 Continue parent and community volunteer program, outreach, and education, ELAC, Education activities, Site Council.	\$10,700.00	No
2.4	Custodial Services	2.4 Provide Custodial Services	\$176,438.00	No
2.5	Campus Supervision	2.5 Provide Campus Supervision	\$53,855.00	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.

No substantive differences.

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.

No material differences.

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

Specific actions were effective.

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.

No changes.

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)
\$104,799	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
5.23%	0.00%	\$0.00	5.23%

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.

Twin Hills Charter Middle School has less than 40% Unduplicated Students. No funds for increased or improved services are schoolwide.

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

These funds will be spent on the students attending this charter. Expenditures include computer software and instructional support services including a .80 FTE Counselor and .60 FTE Intervention provided by teachers. The counselor and intervention teachers will principally serve those students in need of social/emotional and academic support. It is our experience when unduplicated students who receive tutoring and intervention supports, including counseling when needed, demonstrate improved learning and work completion. This charter school has 22.1 percent of enrollment of unduplicated pupils.

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	64	
Staff-to-student ratio of certificated staff providing direct services to students	19.52	

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,713,722.00	\$72,174.00			\$1,785,896.00	\$1,685,868.00	\$100,028.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Highly Qualified Teachers in all classrooms.	All	\$1,147,475.00				\$1,147,475.00
1	1.2	Provide Academic Support Programs	English Learners Foster Youth Low Income	\$0.00	\$0.00			\$0.00
1	1.3	Special Education Services	Students with special needs English Learners Foster Youth Low Income					
1	1.4	Collaborative Team Planning Time	All	\$5,595.00				\$5,595.00
1	1.5	Elective Courses	All	\$219,560.00	\$4,000.00			\$223,560.00
1	1.6	Professional Development to support Curriculum Planning and Student Engagement	All		\$6,961.00			\$6,961.00
1	1.7	Technology to Support Learning	All		\$5,000.00			\$5,000.00
1	1.8	Standards Aligned Instructional Materials	All		\$40,028.00			\$40,028.00
1	1.9	Intervention Classes for Extra Support in ELA and Math	English Learners Foster Youth Low Income	\$61,538.00	\$9,985.00			\$71,523.00
1	1.10	Rigorous Instructional Program with Support	English Learners					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		for Redesignated English Learners.						
1	1.11	Increased Counselor Time and Advisory Program	English Learners Foster Youth Low Income	\$43,261.00				\$43,261.00
2	2.1	Safe School Environment.	All					
2	2.2	Monitor students attendance.	All	\$1,500.00				\$1,500.00
2	2.3	Parent Volunteer Program, Outreach, ELAC, Parent Council.	All	\$4,500.00	\$6,200.00			\$10,700.00
2	2.4	Custodial Services	All	\$176,438.00				\$176,438.00
2	2.5	Campus Supervision	All	\$53,855.00				\$53,855.00

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
\$2,004,579	\$104,799	5.23%	0.00%	5.23%	\$104,799.00	0.00%	5.23 %	Total:	\$104,799.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$104,799.00
								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	1.2	Provide Academic Support Programs	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$0.00	
1	1.3	Special Education Services	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			
1	1.9	Intervention Classes for Extra Support in ELA and Math	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$61,538.00	
1	1.10	Rigorous Instructional Program with Support for Redesignated English Learners.	Yes	Limited to Unduplicated Student Group(s)	English Learners			
1	1.11	Increased Counselor Time and Advisory Program	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$43,261.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,442,638.00	\$1,602,466.00

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	Highly Qualified Teachers in all classrooms.	No	\$938,569.00	\$1,034,920
1	1.2	Provide Academic Support Programs	Yes	\$0.00	
1	1.3	Special Education Services	No Yes	\$9,512.00	
1	1.4	Collaborative Team Planning Time	No	\$5,056.00	\$6,645
1	1.5	Elective Courses	No	\$187,892.00	\$219,264
1	1.6	Professional Development to support Curriculum Planning and Student Engagement	No	\$3,675.00	\$1,000
1	1.7	Technology to Support Learning	No	\$5,000.00	\$3,500
1	1.8	Standards Aligned Instructional Materials	No	\$8,285.00	\$16,340
1	1.9	Intervention Classes for Extra Support in ELA and Math	Yes	\$33,776.00	\$49,150

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	1.10	Rigorous Instructional Program with Support for Redesignated English Learners.	Yes		
1	1.11	Increased Counselor Time and Advisory Program	Yes	\$35,320.00	\$36,382
2	2.1	Safe School Environment.	No		
2	2.2	Monitor students attendance.	No	\$1,500.00	\$1,480
2	2.3	Parent Volunteer Program, Outreach, ELAC, Parent Council.	No	\$13,200.00	\$15,000
2	2.4	Custodial Services	No	\$160,334.00	\$175,368
2	2.5	Campus Supervision	No	\$40,519.00	\$43,417

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)
\$85,532	\$78,608.00	\$85,532.00	(\$6,924.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Provide Academic Support Programs	Yes				
1	1.3	Special Education Services	Yes	\$9,512.00	0		
1	1.9	Intervention Classes for Extra Support in ELA and Math	Yes	\$33,776.00	\$49,150		
1	1.10	Rigorous Instructional Program with Support for Redesignated English Learners.	Yes				
1	1.11	Increased Counselor Time and Advisory Program	Yes	\$35,320.00	\$36,382		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$1,780,431	\$85,532	0	4.80%	\$85,532.00	0.00%	4.80%	\$0.00	0.00%

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

California Department of Education
January 2022

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Name Twin Hills Union School District: Twin Hills Charter Middle School	Anna-Maria Guzman, Ed.D Superintendent	aguzman@twinhillsusd.org 707-823-0871

Introduction

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

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

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	1	0

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

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

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

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Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA) •
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool**Recently Adopted Academic Standards and/or Curriculum Frameworks**

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

Rating Scale (lowest to highest) -

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

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

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

Rating Scale (lowest to highest) -

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

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

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

Rating Scale (lowest to highest) -

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

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

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

Rating Scale (lowest to highest) -

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

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

Support for Teachers and Administrators

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

Rating Scale (lowest to highest) -

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

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

Optional Narrative (Limited to 1,500 characters)

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

2023 Local Performance Indicator Self-Reflection for Twin Hills Union School District: Twin Hills Charter Middle School

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

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

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

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

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

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Parent Involvement: Increased opportunities for parent participation at the school and classroom levels.

Open discussion forums were available and attended monthly.

Family events (open to everyone) were available quarterly on campus.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Monthly school bulletins highlighted class curriculum and program events as well as school-wide topics and community connections.

Letters from the principal provided regularly regarding school-wide updates.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Principal will continue to work with the ELD assistant to communicate with families about needs and fostering relationship building.

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Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

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

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

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

THCMS continued to use Google Classroom for communicating with students and parents regarding assignments. In addition, Aeries continued as a grading system in 6-8th, making it easier for teachers to grade while also helping students and families to check on assignment completion. When students were absent, work was sent home or available online.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

THCMS holds quarterly staff meetings to discuss student progress and needs. These discussions are both general and specific regarding students.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Quarterly ELAC meetings will continued to be available. Specific communication will be sent home in multiple languages.

2023 Local Performance Indicator Self-Reflection for Twin Hills Union School District: Twin Hills Charter Middle School

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

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

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

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Principal and office staff regularly announce to the school community upcoming meetings in addition to school wide parent education and parent opportunities.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

All families were surveyed using Youth Truth. THCMS had 44% of parents respond. The survey provides input on policies, program design and opportunities to share their opinion. This includes those from underrepresented groups.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The principal worked with the ELD assistant to build a more robust program to accommodate student needs and begin the conversation with parents at home.

School Climate (LCFF Priority 6)

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

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

Youth Truth Survey Results provided the following data: Students rated highest: Belonging and Peer Collaboration; School Culture; Project-Based Learning Parents rated highest: Relationships and School Culture; School Safety Of those parents surveyed: 74% indicate teachers and students care about each other; 81% feel the school is providing a quality education. 76% feel the school has a positive culture.

No Students expelled.

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

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

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Priority 7 - Course access - Students have access to a broad course of study (English, math, social science, physical education, science, mathematics, visual and performing arts, career technical education, as well as access to classes program such as Spanish as evidenced by the school-wide class schedule and student progress reports.

100% of students have access to the courses appropriate to each grade level.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All students, including unduplicated students and students with exceptional needs are enrolled in a broad course of study.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Goal: continue to maintain 100% of a broad course of study for all students, including unduplicated students (EL, foster, socio-economic) and students with exceptional needs.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

The main actions to ensure a broad course of study for all students are professional development, increased counseling resources to support SEL, continuing to fund the intervention teacher position, and fundraising to support the program's special features.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -

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

Coordinating Instruction	1	2	3	4	5
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1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -

1 - Exploration and Research Phase

2 - Beginning Development

3 - Initial Implementation

4 - Full Implementation

5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Local Control and Accountability Plan 2023-24

Including:

- * 2023-24 LCFF Budget Overview for Parents**
- * 2022-23 Local Performance Indicator
Self-Reflection**

**Orchard View
Charter School
(District 53- Fund 09)**

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Orchard View School

CDS Code: 49709614930319

School Year: 2023-24

LEA contact information:

Maura DuVall

Director

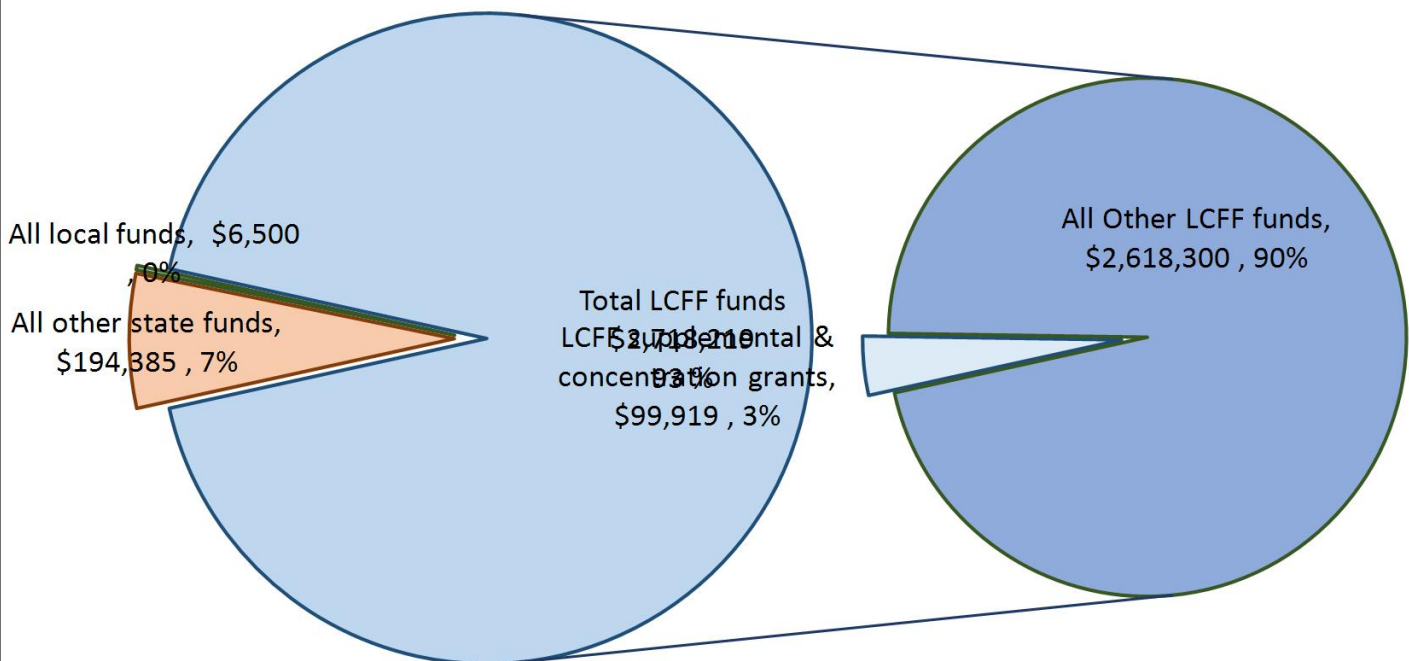
mduvall@twinhillsusd.org

7078234709

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

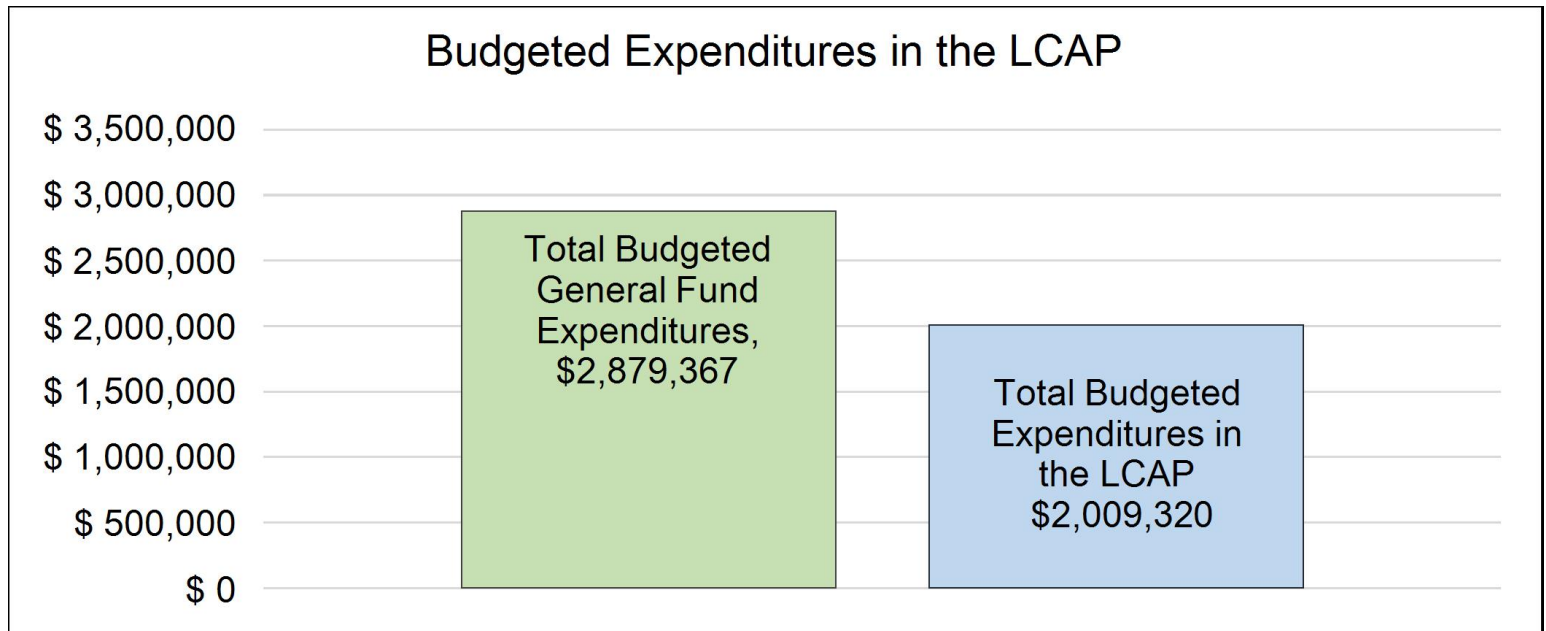


This chart shows the total general purpose revenue Orchard View School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Orchard View School is \$2,919,104, of which \$2,718,219 is Local Control Funding Formula (LCFF), \$194,385 is other state funds, \$6,500 is local funds, and \$0 is federal funds. Of the \$2,718,219 in LCFF Funds, \$99,919 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 Orchard View School 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: Orchard View School plans to spend \$2,879,367 for the 2023-24 school year. Of that amount, \$2,009,320 is tied to actions/services in the LCAP and \$870,047 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

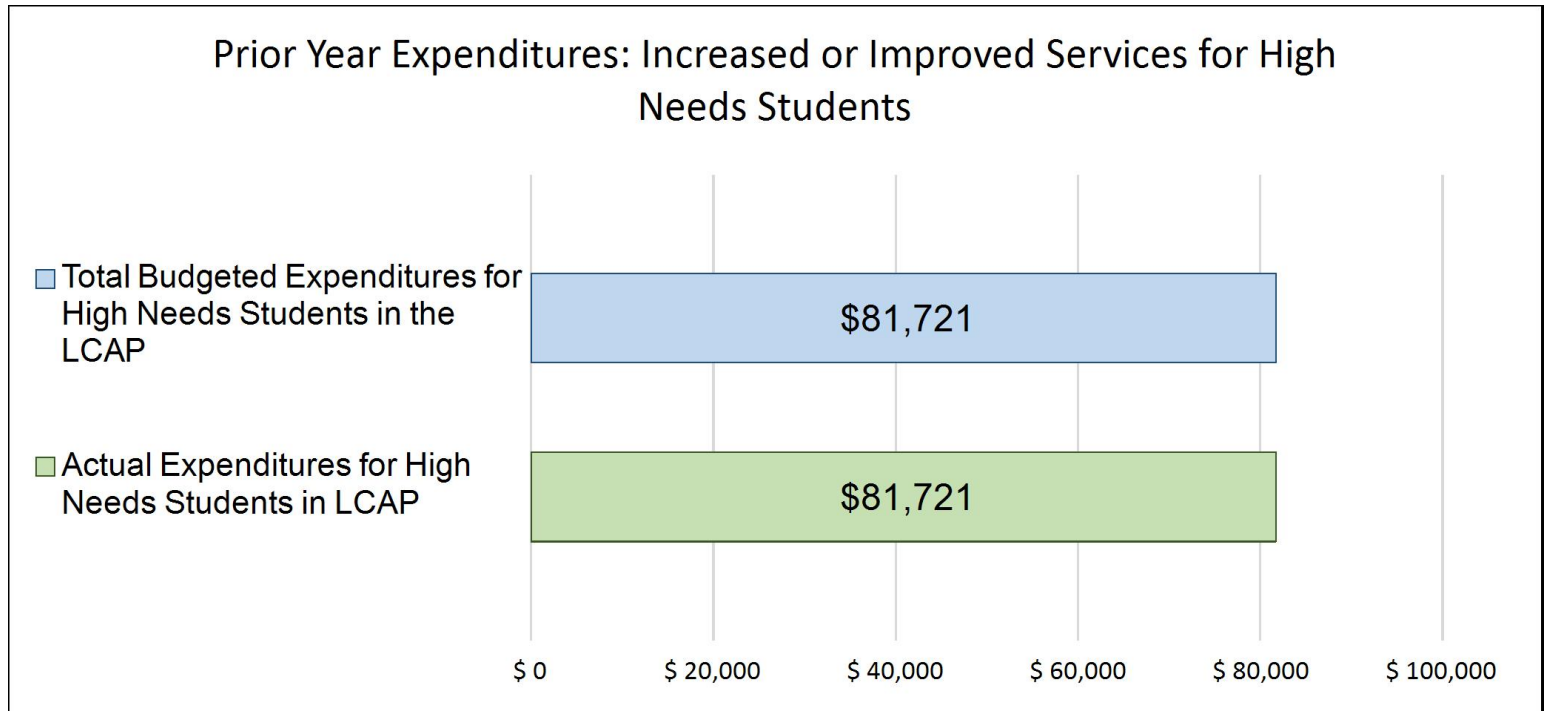
The LCAP includes specific funding for specific actions. The balance of the budget over the LCAP expenses detailed here include costs for administrative and classified staff that support all students as well as supplies and services. Please see the adopted budget for further details.

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

In 2023-24, Orchard View School is projecting it will receive \$99,919 based on the enrollment of foster youth, English learner, and low-income students. Orchard View School must describe how it intends to increase or improve services for high needs students in the LCAP. Orchard View School plans to spend \$99,919 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 Orchard View School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Orchard View School 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, Orchard View School's LCAP budgeted \$81,721 for planned actions to increase or improve services for high needs students. Orchard View School actually spent \$81,721 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
Orchard View School	Maura DuVall Director	mduvall@twinhillsusd.org 7078234709

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.

Orchard View School is a K-12 independent study charter school located 55 miles north of San Francisco, adjacent to the city of Sebastopol, California. The community is semi-rural, in the heart of the wine country, with generally high educational and socio-economic levels. Sixty-four percent of Orchard View School parents have a college degree or higher; this percentage is based on data given at the time of student enrollment. Orchard View serves 222 students in grades TK-12 in these groups: 22.8% Hispanic or Latino; 68.4% White; 5.1% Two or More Races; 2.3% Asian; .5% Filipino; .5% American Indian; .5% Pacific Islander; 16.2% of students are socioeconomically disadvantaged, 0% are English Learners, and 6.9% students with disabilities. Orchard View uses a flexible learning approach to provide students with choices about where, when, and how learning occurs. Supervising teachers design individualized lesson plans that offer flexibility in the implementation of the student’s educational goals and objectives. Individual students meet regularly with a credentialed supervising teacher who works with the parent and student to develop and monitor the academic program. While core curriculum, under the supervision of the credentialed teacher, is completed at home, Orchard View offers a wide variety of on-campus TK-8 enrichment classes such as art, writing, science lab, history topics, and drama. High school on-campus classes include: biology, chemistry, integrated math 1- 3, precalculus, art, environmental science, photoshop, English, creative writing, coding, make workshop and foreign languages. All students have access to Chromebooks, iPads, and a computer lab.

Reflections: Successes

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

Local data indicate that 78% of students tested in grades 3-12 are proficient in Reading, based upon the STAR Renaissance research-based assessment. In 2022, over 46% of OVS students met or exceeded the standard in math on the CAASPP test. This was well above the state average of 33% and county average of 30%. This is similar to our school result from 2019 (45%). (There was no test in 2020 and 2021.) Because of the pandemic and distance learning, math proficiency statewide was down to 33% from a pre-pandemic mark of 40% in 2019. Considering the effects of the pandemic and that Orchard View had no on-campus classes for 18 months from spring 2020 to fall 2021, Orchard View students have performed well in regards to grade-level proficiency in math. Of the students who participated in the CAASPP testing in 2022, over 63% of OVS students met or exceeded the standard in English. Again this is well above the state average of 48% and much higher than the county average of 45%. This is similar to our school result from 2019 (65%). English Language Arts remains a strength for our school. We maintain very high attendance and low levels of chronic absenteeism and suspensions.

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.

Overall performance for all students is GREEN in ELA and Yellow in Math. 2022 CAASPP data shows that 46% of all OVS students in grades 3-8 & 11 met or exceeded math standards. The highest percent was in grade 7 (69%) and the lowest percent was in grade 4 (8%). Test scores are significantly impacted by families that submit waivers to opt out of testing. OVS will continue to track and provide direct intervention with these students scoring below the benchmark and will build a more robust testing culture. Orchard View has made curriculum changes to incorporate a more investigative learning approach in math (Illustrative Mathematics) and use new digital tools (Desmos). In particular, Desmos Activities and the Desmos curriculum have engaged students in math in new ways, allowing them to explore ideas and numbers on the computer and get immediate visual feedback. OVS is also in the process of developing math curricula for independent study students who don't take on-campus classes, using Google Classroom for students to access lessons and activities beyond the textbook: videos, handouts, digital tools/activities, and creative projects. OVS has made progress outlining and assessing grade-level math goals and standards in grades 3-8. While the CAASPP does not outline specific content standard goals, OVS has assessments for grades 6-8 that are connected to specific content goals on a student's OVS evaluation. This way, students, parents, and teachers have specific knowledge of strengths and areas for improvement. OVS is continuing to consider how to best meet the needs of struggling high school students. Roughly 10-40% of incoming high school students lack the foundational math skills to be successful in the 9th grade course, Math 1. OVS has tutorials and remedial curriculum to support these students, but we are also in the process of evaluating options for supporting these students through a new math course and/or further curriculum development. In order to create intervention plans for students Orchard View has purchased licenses for the STAR Renaissance assessment program. Having two forms of testing assessment allows staff to evaluate student need for targeted intervention. As additional means of assessment teachers use writing samples throughout the year. In Professional Learning Communities, Orchard View staff has created multiple rubrics to use as a communication tool for parents and students. We recognize the need to continue to build our rubrics and grade level groups to assess students' needs in ELA. The OVS teaching staff has continued to work on developing grade level ELA courses using Google Classroom, writing portfolios, and agreed upon standards based

curriculum. In 2022, we were able to expand our ELA offerings by hiring an additional highly qualified English teacher. We are now able to offer an on-campus class to all students grades 9-12.

LCAP Highlights

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

Key features of the Orchard View School LCAP include providing increased opportunities and resources for writing and math instruction. Creating a more robust and consistent use of assessment tools and practices. Increase social emotional supports to students and professional development to teachers to support diversity and inclusion. Provide academic counseling and information and access to CTE classes. Increase communication to families and update the website to better communicate school events, student handbook, academics, links to curriculum support, and provide contact and assignment information for parents and students.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

Orchard View School provided many opportunities for parents, teachers, and community members to be involved in gathering data and information. During the 2022-23 school year, staff, parents and students were surveyed utilizing the Youth Truth Survey. The OVS Advisory Board, which consists of four appointed members from the school community, three staff members, two students, one classified member and the director, invites the community to participate in monthly meetings to discuss school progress and concerns, as well as short-term and long-term goals. These recommendations are then reviewed by the director and superintendent and acted upon accordingly. While the Twin Hills Board of Trustees makes major decisions about the school, the Advisory Board acts as a liaison to the parent community, students and staff. The director and the OVS supervising and classroom teachers reviewed data: STAR Reading assessment, report cards, CAASPP results to inform academic direction and support needed. Student work is closely reviewed and monitored as part of the independent study process during one to one student/teacher/parent meetings and students are assessed both individually and in classes. The data is used to provide information on performance of significant subgroups.

A summary of the feedback provided by specific educational partners.

Discussions with parents at Advisory Board Meetings and information from school surveys show that overall parents are very satisfied with the academic and enrichment programs available at Orchard View School. The existing independent study model, with an emphasis on flexible learning and hybrid style classes, allowed the school to successfully continue to supervise independent learning. There were many comments about the positive and supporting school culture. Parents in the survey and the Advisory Board identified the following areas to consider for learning recovery and/or enrichment and improvement of programs: support social studies professional development and instruction, social-emotional support with school counselor time, increase math support through curriculum and instruction, support enrichment activities including creative arts, drama and field trips. Surveys show that parents would like drama and increased enrichment opportunities on-campus.

SELPA consultation provided support for planning for students with disabilities.

Bimonthly staff meets to de-brief professional development experiences, discuss curriculum materials, share curricular and instructional information, discuss upcoming professional development, disseminate information from professional development experiences, and to share strategies to support underachieving students, all part of the LCAP goals and actions. The OVS Supervising Teachers contribute to development of 2022-23 LCAP actions. Time for teachers to apply professional learning and to create units continues to be a need.

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

The LCAP was influenced by stakeholder input in these ways: continued math intervention support; provide online classes and tutoring from Edgenuity. Provide enrichment activities with speakers and local agencies; provide 1:1 chromebooks for all students in grades 6-12 and hotspots for all families as needed. Continue to fund dual college textbook assistance program for grades 10-12.

Goals and Actions

Goal

Goal #	Description
1	To provide every student with the opportunity to attain increasing levels of achievement that prepares them for success in the 21st century with district curriculum that is rigorous, aligned with Common Core State Standards, and meets 21st century learning goals.

An explanation of why the LEA has developed this goal.

This goal was developed based upon data, using the Dashboard released in Fall 2019 and May 2021 local assessment data, as well as stakeholder input. A broad goal was selected to support the overall achievement of all students who can improve in all areas, with specific actions to support UPC students. The 2019 LCFF Evaluation Rubrics/Dashboard place all students in the green range for ELA. Socioeconomically disadvantaged students achieved in the green range. While the group declined by 5.8 points, they are 15.7 points above the standard. Socioeconomically disadvantaged and Hispanic students placed in the orange range declining by 9.6 and 11.6 points respectively. English Learners are too few to report color, yet they scored 2 points above the standard and increased by 9.7 points. In Math all students moved from the green range to yellow, declining 8.5 points. Socioeconomically disadvantaged students had a large increase in 2018 and reduced this increase by 4 points. They are in the orange range. Hispanic students also moved from yellow to orange and declined by 13 points. Teachers will benefit from continued professional development in student engagement strategies, mathematics curriculum planning, and using data to inform lesson planning. This will support all students.

We are implementing common core aligned ELA, Math, and NGSS curriculum materials that all have adoptions in recent years. We implement the adopted materials assessments and benchmarks to evaluate student learning and teacher planning in grade level teams. All teachers are highly qualified and actions include increased reading and math support, and continued 1:1 technology for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP	Grades 3-8 & 11 ELA 64% met or exceeded standard Grades 3-8 & 11 Math 47% met or exceeded standard	No CAASPP assessment in the 2021-2022 year.	Grades 3-8 & 11 ELA 64% met or exceeded standard Grades 3-8 & 11 Math 46% met or exceeded standard		Increase by 5% number of students Met or Exceeded standard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CELDT/ELPAC	0% of CELDT testers (based on 1 student) increased by one CELDT level annually	There were no English Learners in the academic year 2021-2022.	There were no English Learners tested.		Increase by 5% number of students increasing one level on the ELPAC.
Highly Qualified Teachers	100% of teachers are highly qualified	100% of teachers are highly qualified during the 2021-2022 school year.	100% of teachers are highly qualified during the 2022-23 school year.		Maintain 100% of teachers as highly qualified.
Standards Aligned Instructional Materials Parent Survey	100% of students have access to standard aligned instructional materials	100% of students had access to standard aligned instructional material during the 2021-2022.	100% of students had access to standard aligned instructional material during the 2022-23 school year.		Maintain 100% of materials are standards aligned.
Foreign Language and/or culture instruction Schedule of classes, online licenses.	100% of students in grades 6-7 have access to foreign languages online (Rosetta Stone, Edgenuity) and students in grade 8-12 have access to college prep foreign languages classes online with on-campus support and practice labs.	100% of students in grades 6-7 had access to foreign language online (Rosetta Stone, Edgenuity) and students in grade 8-12 had access to college prep foreign language classes online with on campus support.	100% of students in grades 6-12 had access to foreign language courses online (Rosetta Stone, Edgenuity) and students in grade 8-12 had access to Span 1 on campus.		Maintain 100% access to foreign language instruction access for students in grades 6-12.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to full course of study Class schedules and course lists	100% of students will have access to a full course of study.	100% of students had access to a full course of study.	100% of students had access to a full course of study.		Maintain 100% access to a full course of study.
Academic Support in Math and ELA. Online licenses, schedule of classes/tutorials	The school will provide access to academic support in Math and ELA for all students.	Teachers provide support to individual support as needed in Math and ELA.	Students have access on on-campus Math classes for grades 4-12 and tutorials are offered after classes. High school students have access to on-campus classes for ELA. Courses and tutoring is available through Edgenutiy.		Maintain 100% access to academic support in math and ELA.
CSU and UC course requirements A-G Portal	All high school students have access to course work that meets the requirements for CSU and UC.	All high school students had access to course work that meets the requirements for CSU and UC.	All high school students had access to course work that meets the requirements for CSU and UC.		Maintain 00% access to course work that meets the requirements for CSU and UC.
Digital Literacy and Technology Annual evaluations, Parent Survey	All students will have access to technology devises and instruction.	All students had access to technology devices.	All students had access to technology devices and instruction.		Maintain 100% access to technology devises and instruction.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Teachers	1. 1 Highly Qualified teachers in all classrooms	\$1,537,638.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Academic Support	1. 2. Continue to provide Academic Support Programs including: Dreambox Lab; Math Tutorial; Study Hall; one to one instruction; college counseling (see 1.9 and 3.1), subject matter one to one support through Edgenuity.	\$23,693.00	No
1.3	Special Education Support	1.3. Continue to provide intervention services for students with disabilities and other students not meeting standards. The total cost is estimated at over \$150,000, this form will not allow both regular LCFF and Supplemental grant funds on the same action item, the amount shown is supplemental funding only.	\$38,549.00	Yes
1.4	Curriculum Planning	1.4. Continue to provide grade level curriculum and course planning including a-g classes.	\$4,271.00	No
1.5	Enrichment Courses	1.5. Continue to provide a broad selection of enrichment courses including ELA, math, science, technology, creative arts, foreign language and culture.	\$210,757.00	No
1.6	Curriculum Development	1.6. Teachers will continue to develop and implement units/lesson development with Common Core State Standards using existing curriculum and exploring new adoptions, Professional development will continue to support this work.	\$4,500.00	No
1.7	Technology	1.7. Continue to provide access to technology and increase instruction in technology and digital citizenship.	\$13,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	Curriculum/Instructional Materials	1.8. Continue to provide standards aligned instructional materials.	\$39,417.00	No
1.9	Online Math	1.9. Provide Edgenuity and Dreambox online courses with tutoring services for math.	\$66,370.00	Yes
1.10	Homework Support	1.10. Provide homework support through Sonoma County One Card, Edgenuity. Cost not in adopted budget.	\$5,000.00	No
1.11	Instructional Program	1.11 Provide rigorous instructional program that is offered to all students. Monitor achievement and differentiate as needed. Cost included in regular program.		No
1.12	Maintain a-g course offerings approved by CSU and UC			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 planned actions 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.

No material differences.

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

Students participating in the additional support programs are demonstrating improved performance in math and English practice and assessment.

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.

No changes.

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	To create and sustain a safe, supportive, and respectful environment for students, teachers, staff, and parents.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rates	Blue Level (100%)	The school remained in the blue level.	The school remained in the blue level.		Maintain Blue Level suspension rating.
Parent Survey Student Survey Anti-bullying survey.	95% rate OVS 4 or above on a scale of 1-5 (5 being the highest) as a safe and welcoming environment. 90% of students in grades 6-11 report that there is no bullying at OVS. # Suspensions (Baseline 0% and Expulsions (Baseline 0%	in the 2021-2022 school year, students, on average, rated culture as 96% positive on the Youth Truth Survey. Parents rated school culture as 66% positive on the same survey. Suspensions and Expulsions remain at 0%.	Elementary School Students: the degree to which students experience an orderly, respectful classroom environment fell to a 60% average of 3-5th and 6-8th grade students. Secondary School Students: the degree to which students believe that their school fosters a culture of respect and fairness dropped to 66%. Family: the degree to which families believe		Maintain high rating for a safe and welcoming school. Maintain suspensions and expulsions below 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			their school fosters shared goals, respect, fairness, and diversity rose to 93%. Staff: the degree to which staff believe that their school fosters a culture of shared vision, respect, and effective communication rose to 100%.		
Parent Survey School Enrollment	100% of parents are involved in the homeschooling of their students.	100% of parents are involved in the homeschool of their students in the 2021-2022 school year.	100% of parents are involved in the homeschool of their students in the 2022-23 school year.		Maintain 100% parental involvement.
FIT Survey	Good	FIT rating is good.	FIT rating is good.		Maintain FIT rating of Good
Attendance	99.17% attendance	Attendance rate in the 2021-2022 school year was at 97.6%	Attendance rate for Months 1-9 in the 2022-23 school year was at 97.5%		Maintain attendance rate of above 95%
Graduation Rate	Blue Level (100%) Middle School Drop out rates: 0% High School drop out rates: 0% High School Graduation Rates: 100%	In 2021-2022, the graduation rate remained in the blue level and the drop out rates remained at 0%.	In 2022-23, the graduation rate remained in the blue level at 97.1%		Maintain Blue Level graduation rate.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Behavior Guidelines	2.1. Continue to communicate clear expectations for school behavior and expectations for on-site class and meeting norms.		No
2.2	Student Attendance	2.2. Continue to monitor student attendance.	\$3,500.00	No
2.3	Stakeholder Involvement	2.3. Continue parent and community involvement in Advisory Board meetings and WASC Committees. Develop more opportunities for parents to interact with each other and school staff.	\$3,600.00	No
2.4	Custodial Services	2.4. Continue to provide custodial services	\$35,892.00	No
2.5	Campus Supervision	2.5. Continue to provide campus supervision	\$11,833.00	No
2.6	Citizenship	2.6. Continue to provide resources for students and parents about cyberbullying and becoming good digital citizens.		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.

Students returning from distance learning created an increase in student identified need for mental health support and school counseling. Social Emotional supports were increased in class settings as well as increased support meetings.

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.

No material differences.

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

The allocated funds and resources we used to respond to student expressed needs to continue to create a safe and healthy school environment.

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.

Increased communication to students and parents and revision of Behavior Guidelines to respond to Youth Truth survey results.
Redistributed counseling time to provide in class supports.

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	To encourage all students to become Independent Learners who strive to expand their own intellectual growth, explore school and career opportunities, set goals and manage time effectively.

An explanation of why the LEA has developed this goal.

Orchard View School provides students with flexibility in instruction and learning environments, with the goal of supporting students in becoming College and Career Ready through real-world experiences that link to academic standards and college and career planning, completion of Career Technical Education, completion of A-G coursework, college application, and timely high school graduation.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College and Career Awareness Staff agenda notes College and Career Survey	75% of classes include college and career awareness	75% of classes include college and career awareness	100% of high school classes include college and career awareness. 75% of K-8 classes include college and career awareness.		Maintain 75% of classes include college and career awareness.
Academic Counseling School Calendar Counselor's blog	100% of students in grades 8-12 have access to a college and career counselor.	100% of students in grades 8-12 continue to have access to a college and career counselor.	100% of students in grades 8-12 continue to have access to a college and career counselor.		Maintain 100% of students in grades 8-12 have access to a college and career counselor
Textbook Assistance SRJC Course enrollment records, signed contracts	100% of al students in grades 10 and 12 have access to textbook assistance	All students in grades 10-12 have access to textbook assistance	All students in grades 10-12 have access to textbook assistance		Maintain 100% of students in grades 10-12 have access to textbook assistance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	for SRJC con-current enrollment classes.	for SRJC concurrent enrollment classes.	for SRJC concurrent enrollment classes.		for SRJC con-current enrollment classes.
Community Involvement Class schedules, special event committee reports. Professional Development surveys.	100% of students will have access to community involvement projects for students such as the Conversations in Common, Green Team, Book Club, on-campus enrichment, field trips.	All students continued to have access to community involvement projects in the 2021-2022 school year.	All students continued to have access to community involvement projects in the 2022-23 school year.		Maintain 100% access to community
CTE Courses SRJC Concurrent Enrollment records, Edgenuity enrollment, Class schedules	100% of students in grades 9-12 access to CTE courses at the SRJC, on campus, and through Edgenuity	100% of students in grades 9-12 continue to have access to CTE courses at the SRJC, on campus and through Edgenuity in the 2021-2022 school year.	100% of students in grades 9-12 continue to have access to CTE courses at the SRJC, on campus and through Edgenuity in the 2022-23 school year.		Maintain 100% access to CTE courses for students in grades 10-12
Student Communication Parent Survey Student Survey	100% of students have access to student/teacher communication portals through the existing website and Google Classrooms.	In the 2021-2022 school year, all students have access to student/teacher communication portals through the existing website and Google Classrooms.	In the 2022-23 school year, all students have access to student/teacher communication portals through the existing website and Google Classrooms and Aeries.		Maintain 100% access for teacher/student communication.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College and Career Counseling	3.1. College Counselor (cost in progress)		No
3.2	College and Career Outreach	3.2. Continue to provide outreach for first generation college students and targeted college and career counseling.		No
3.3	Textbook Assistance SRJC Dual Enrollment	3.3. Continue to provide text book assistance for students in grade 10-12 concurrently enrolled in college level classes at the Santa Rosa Junior College	\$10,000.00	No
3.4	Community Involvement	3.4. Continue to provide community involvement projects for students such as the composting program and Green Team.		No
3.5	CTE Courses	3.5 Provide students in grades 9-12 access to CTE courses at the SRJC		No
3.6	ADA Compliant Website	Provide parents and students access to information, links to digital support, assignments, student handbook, and contacts via an ADA complaint website.	\$1,300.00	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.

College and Career awareness implemented into K-8 classes to respond to student and parent requests.

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.

No material differences.

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

The actions were effective in making progress toward the goal.

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

No changes were made.

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)
\$99,919	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
3.83%	0.00%	\$0.00	3.83%

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.

The LEA/Orchard View School has less than 40% Unduplicated Students. No funds designated to increased or improved services are contributing school-wide.

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

These funds will be spent on the students attending this school. The academic school counselor will continue to serve unduplicated students by providing academic and college and career outreach. A Math teacher will serve unduplicated students by providing small group support and tutoring as directed by the Supervising Teacher. Our experience is that when students meet one-to-one with Supervising Teachers their individual needs and goals allow them to receive targeted support in their independent study and on-campus instruction. Continuing to provide target support for EL students and work with the district EL coordinator to monitor progress. Continue to provide local assessment (STAR Renaissance) and implement Edgenuity to support student learning. Local Assessment measures (2020 & 2021) and 2019 CAASP data shows significant gains in reading and math by students below proficient.

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	222	
Staff-to-student ratio of certificated staff providing direct services to students	17.90	

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,939,203.00	\$70,117.00			\$2,009,320.00	\$1,881,554.00	\$127,766.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Highly Qualified Teachers	All	\$1,537,638.00				\$1,537,638.00
1	1.2	Academic Support	All	\$23,693.00				\$23,693.00
1	1.3	Special Education Support	English Learners Low Income	\$38,549.00				\$38,549.00
1	1.4	Curriculum Planning	All	\$4,271.00				\$4,271.00
1	1.5	Enrichment Courses	All	\$202,557.00	\$8,200.00			\$210,757.00
1	1.6	Curriculum Development	All		\$4,500.00			\$4,500.00
1	1.7	Technology	All	\$5,000.00	\$8,000.00			\$13,000.00
1	1.8	Curriculum/Instructional Materials	All		\$39,417.00			\$39,417.00
1	1.9	Online Math	English Learners Low Income	\$61,370.00	\$5,000.00			\$66,370.00
1	1.10	Homework Support	All		\$5,000.00			\$5,000.00
1	1.11	Instructional Program	All					
1	1.12	Maintain a-g course offerings approved by CSU and UC	All					
2	2.1	Behavior Guidelines	All					
2	2.2	Student Attendance	All	\$3,500.00				\$3,500.00
2	2.3	Stakeholder Involvement	All	\$3,600.00				\$3,600.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.4	Custodial Services	All	\$35,892.00				\$35,892.00
2	2.5	Campus Supervision	All	\$11,833.00				\$11,833.00
2	2.6	Citizenship	All					
3	3.1	College and Career Counseling	All					
3	3.2	College and Career Outreach	All					
3	3.3	Textbook Assistance SRJC Dual Enrollment	All	\$10,000.00				\$10,000.00
3	3.4	Community Involvement	All					
3	3.5	CTE Courses	All					
3	3.6	ADA Compliant Website	All	\$1,300.00				\$1,300.00

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
\$2,606,123	\$99,919	3.83%	0.00%	3.83%	\$99,919.00	0.00%	3.83 %	Total:	\$99,919.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$99,919.00
								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	1.3	Special Education Support	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$38,549.00	
1	1.9	Online Math	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$61,370.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,589,228.00	\$1,714,540.00

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	Highly Qualified Teachers	No	\$1,175,857.00	\$1,238,068
1	1.2	Academic Support	No	\$18,650.00	\$21,442
1	1.3	Special Education Support	Yes	\$36,453.00	\$28,076
1	1.4	Curriculum Planning	No	\$4,288.00	\$4,288
1	1.5	Enrichment Courses	No	\$187,753.00	\$208,963
1	1.6	Curriculum Development	No	\$4,500.00	\$4,500
1	1.7	Technology	No	\$10,000.00	\$18,700
1	1.8	Curriculum/Instructional Materials	No	\$42,116.00	\$50,130
1	1.9	Online Math	Yes	\$39,057.00	\$53,645
1	1.10	Homework Support	No		

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	1.11	Instructional Program	No		
1	1.12	Maintain a-g course offerings approved by CSU and UC	No		
2	2.1	Behavior Guidelines	No		
2	2.2	Student Attendance	No	\$3,500.00	\$3,500
2	2.3	Stakeholder Involvement	No	\$4,200.00	\$4,200
2	2.4	Custodial Services	No	\$29,816.00	\$31,528
2	2.5	Campus Supervision	No	\$8,538.00	\$9,000
2	2.6	Citizenship	No		
3	3.1	College and Career Counseling	No	\$10,000.00	\$24,000
3	3.2	College and Career Outreach	No		
3	3.3	Textbook Assistance SRJC Dual Enrollment	No	\$10,000.00	\$10,000
3	3.4	Community Involvement	No		
3	3.5	CTE Courses	No		

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	3.6	ADA Compliant Website	No	\$4,500.00	\$4,500

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)
\$81,721	\$75,510.00	\$81,721.00	(\$6,211.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Special Education Support	Yes	\$36,453.00	\$28,076		
1	1.9	Online Math	Yes	\$39,057.00	\$53,645		

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)
\$2,156,185	\$81,721	0.0%	3.79%	\$81,721.00	0.00%	3.79%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

California Department of Education
January 2022

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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Introduction

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

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

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

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

Rating Scale (lowest to highest) -

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

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

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

Rating Scale (lowest to highest) -

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

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest) -

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

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

Support for Teachers and Administrators

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

Rating Scale (lowest to highest) -

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

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

Optional Narrative (Limited to 1,500 characters)

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

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

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

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

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

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Independent Study Supervising Teachers meet with families weekly or bimonthly to communicate academic progress and student goals. Parents, staff and students meet monthly in an advisory meeting to review school progress and needs.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Input and data suggest an increased need for school to family communication. Staff will continue to build the Aeries grade portal, school website and the use of ParentSquare to share information.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The school will build recruitment processes and school communication to increase community understanding of the independent study model.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

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

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

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Partnership for student outcome has increased through increased teacher availability through synchronous instruction and live interaction. Additionally the increased digital communication offered through the Aeries Portal and Google Classroom has increased families access to grades and assignment requirements and completion.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Families suggest that increased opportunity for parent education in supporting students in independent study would be beneficial.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Through increased school communication and access to student support resources, families will be provided with additional opportunities to participate in independent study.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

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

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

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Weekly and bi monthly meetings with supervising teachers provided opportunities for families to support the needs of individual students. Increased parent advisory from quarterly to monthly meetings provides increased opportunities for input.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Improved school wide communication is needed to include partners in access to decision making processes.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Outreach to families will be increased through identification of underrepresented families. Partner access to staff and events will be increased by additional engagement opportunities.

School Climate (LCFF Priority 6)

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

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

Results from the YouthTruth survey:

In the 5th grade student population:

Can you be yourself with other students? 67% responded Yes

Are students friendly to you? 78% responded Yes

Do you feel safe at school? 89% responded Yes

In the 8th grade student population:

I feel safe during school: 88% responded Yes

Most students are friendly to me: 88% responded Yes

I really feel like a part of my school's community: 56% responded Yes

I can usually be myself around other students: 75% responded Yes

In the 9th grade student population:

I feel safe during school: 86% responded Yes

Most students are friendly to me: 71% responded Yes

I really feel like part of my school's community: 43% responded Yes

I can usually be myself around other students: 57% responded Yes

Students in grades 3-12 express areas of strength include culture, belonging and peer collaboration as areas of strength. Areas of growth include instructional methods, academic challenge, college and career readiness and relationships.

Actions to take include relationship building through increased school wide events and increased professional development to build relevant and engaging instructional methods, challenge and college and career readiness.

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

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

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Through a combined approach of digital tools including Aeries, community feedback, and collaborative meetings we monitor and ensure all students, regardless of grade or personal circumstances, have access to a broad course of study.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Through the use of Aeries , we found that the majority of our students across all grade spans are enrolled in a diverse range of courses including but not limited to mathematics, English language arts, sciences, social sciences, physical education, and the arts. This indicates that our students have access to a well-rounded education, enhancing their academic and personal development.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Low-income students may face various out-of-school barriers that affect their academic engagement, such as lack of access to transportation, after-school care, or a quiet place to study. These factors can limit their ability to participate fully in certain courses or extracurricular activities.

Insufficient Support for Students with Special Needs: While we strive to be inclusive, we recognize that our existing infrastructure and support for students with exceptional needs may not always allow these students to access the full range of our course offerings.

Limited Awareness of Course Offerings: Among some student groups, there appears to be limited awareness about the breadth of courses available. This could be due to insufficient advising, communication barriers, or cultural expectations that inadvertently guide students towards a narrower range of courses.

Scheduling Conflicts: For some students, especially those with special needs or those involved in extracurricular activities, scheduling conflicts can limit their ability to enroll in a wide range of courses.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Students will benefit from an investment in resources, strengthening support programs for English learners and students with special needs, improving communication and advisement about course offerings, and adjusting scheduling practices where feasible.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Local Control and Accountability Plan 2023-24

Including:

- ✧ 2023-24 LCFF Budget Overview for Parents
- ✧ 2022-23 Local Performance Indicator
Self-Reflection

**SunRidge
Charter School
(District 21- Fund 09)**



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: SunRidge Charter School

CDS Code: 4970961-4930350

School Year: 2023-24

LEA contact information:

Karen Ertel

Director

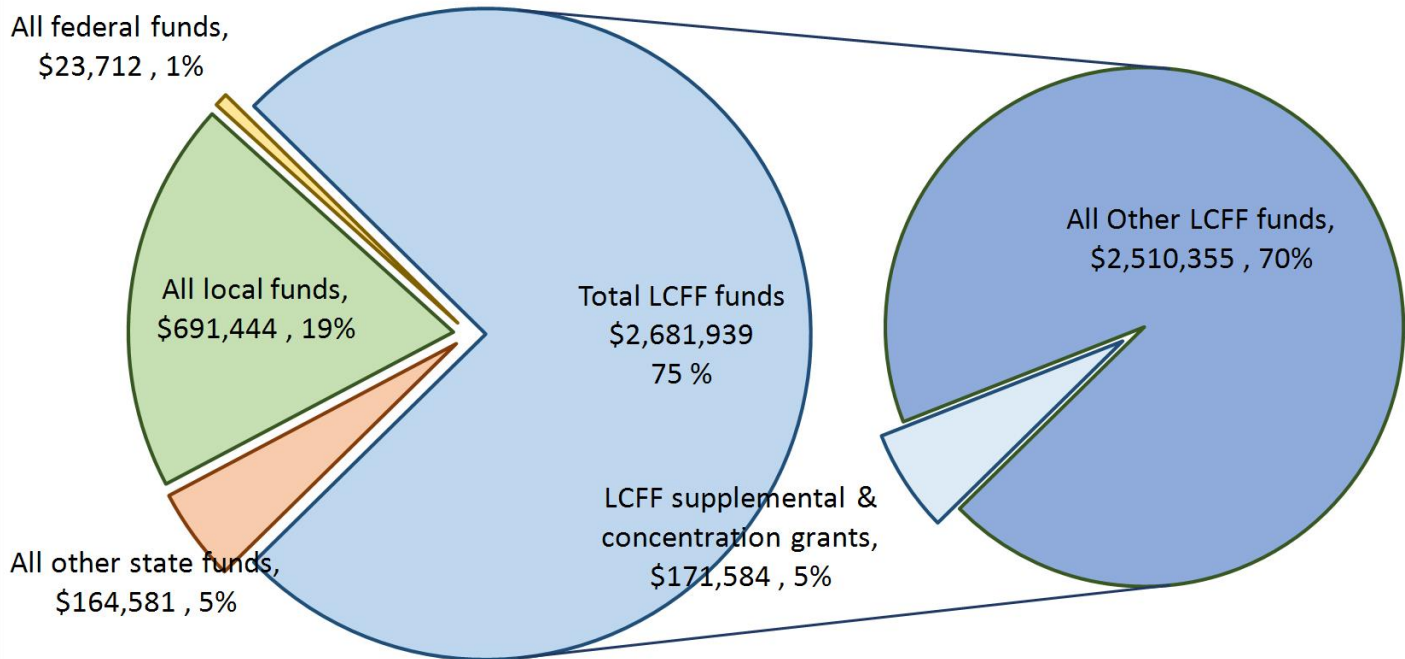
kertel@twinhillsusd.org

707-824-2844

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

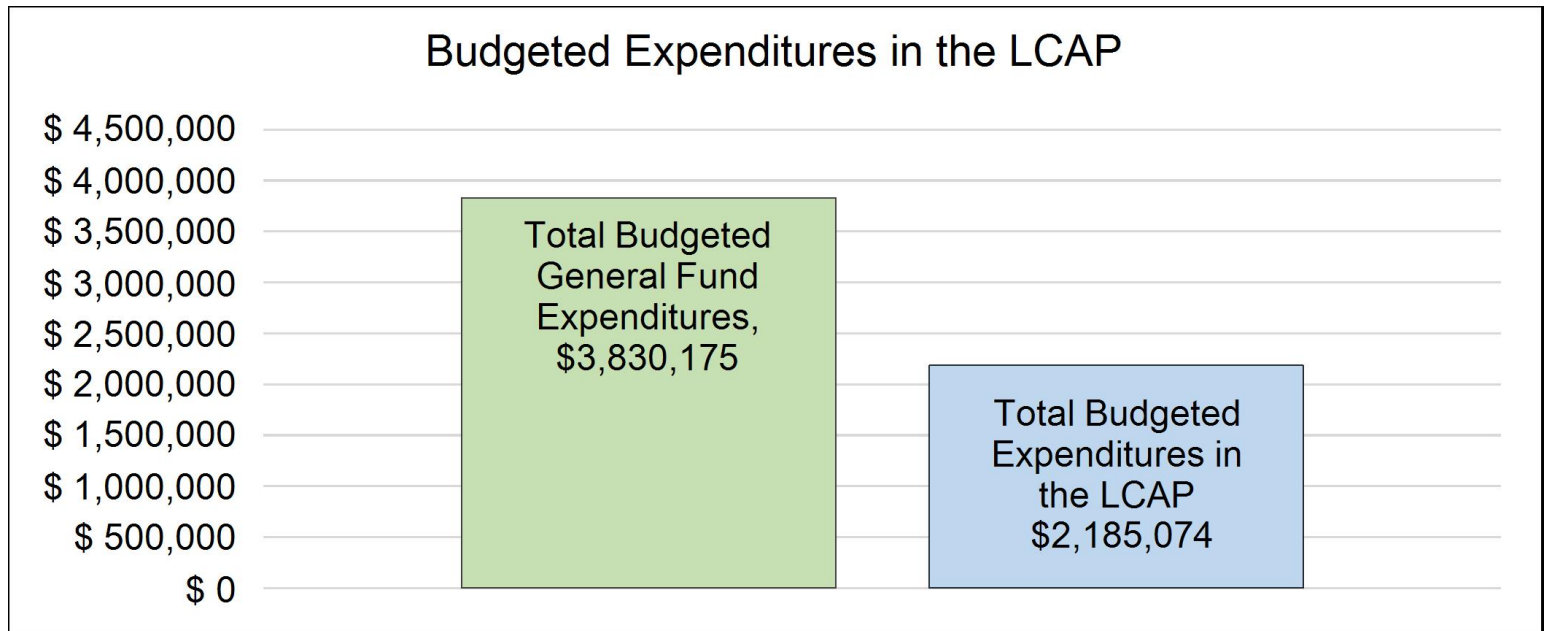


This chart shows the total general purpose revenue SunRidge Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for SunRidge Charter School is \$3,561,676, of which \$2681939 is Local Control Funding Formula (LCFF), \$164581 is other state funds, \$691444 is local funds, and \$23712 is federal funds. Of the \$2681939 in LCFF Funds, \$171584 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 SunRidge Charter School 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: SunRidge Charter School plans to spend \$3830175 for the 2023-24 school year. Of that amount, \$2185074 is tied to actions/services in the LCAP and \$1,645,101 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

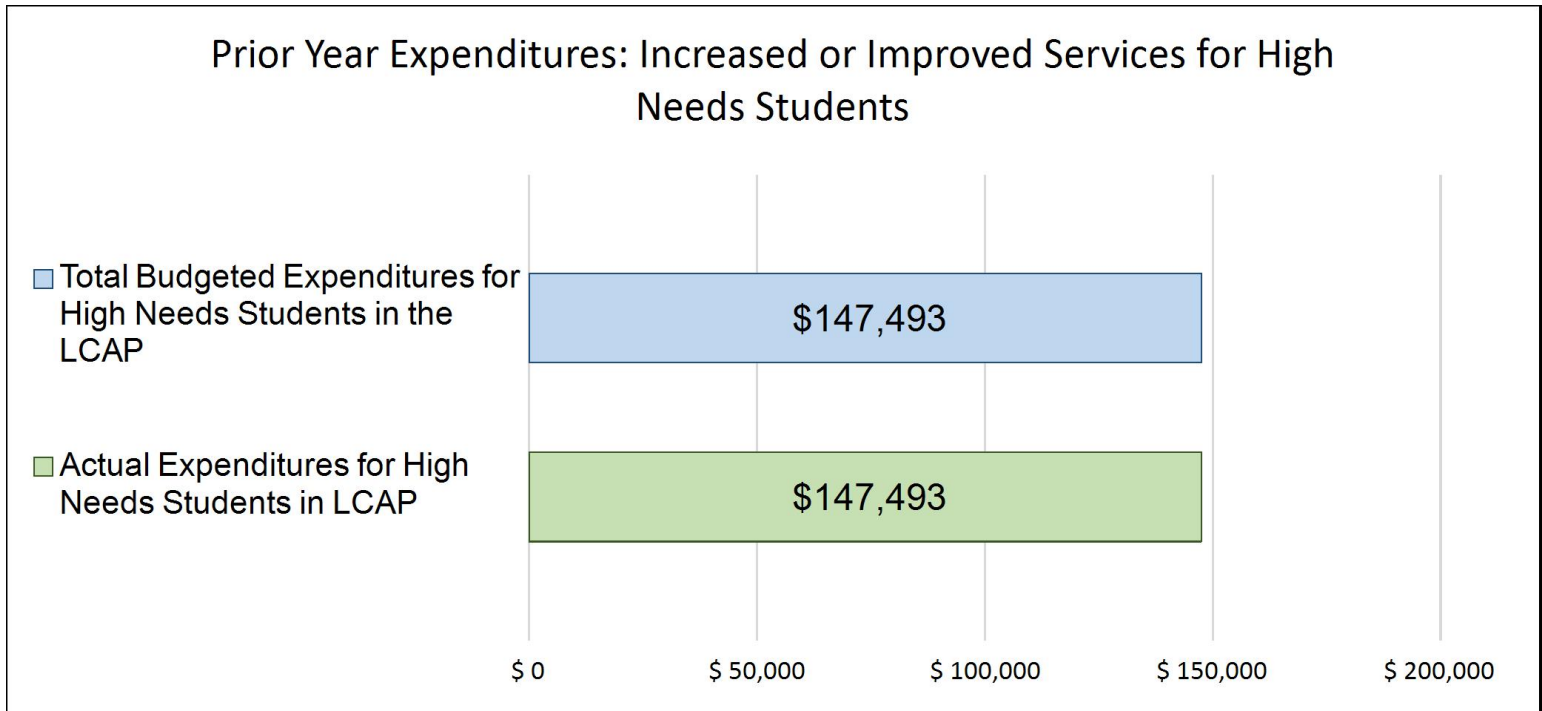
The LCAP includes specific funding for specific actions. The balance of the budget over the LCAP expenses detailed here include costs for administrative and classified staff that support all students as well as supplies and services. Please see the adopted budget for further details.

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

In 2023-24, SunRidge Charter School is projecting it will receive \$171584 based on the enrollment of foster youth, English learner, and low-income students. SunRidge Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. SunRidge Charter School plans to spend \$171584 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 SunRidge Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what SunRidge Charter School 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, SunRidge Charter School's LCAP budgeted \$147493 for planned actions to increase or improve services for high needs students. SunRidge Charter School actually spent \$147493 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
SunRidge Charter School	Karen Ertel Director	kertel@twinhillsusd.org 707-824-2844

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.

SunRidge is a K-8 Public Waldorf Charter School serving 220 students in beautiful rural Sebastopol, Sonoma County. We are located on a 10+ acre site that provides beautiful classrooms, a full sports field, a multipurpose room, a library, and gardens. 82.7% of our students are Caucasian, 6.5% are Hispanic, 8.9% are of multi-ethnicity, 0.5% are Asian-American, 0.9% are African-American and 0.5% are Filipino. Our faculty and staff are dedicated and collaborative in blending Common Core standards with Waldorf's developmental pedagogy. Parents participate in bringing the school's mission and vision to vibrant life through volunteering in the classroom, and through councils, committees, and special events, thus creating a unique school culture that values inclusion, care, and respect. SunRidge students are well prepared academically for the high schools they matriculate to and the academic program is enhanced by a specialty program that includes Spanish, movement, handwork, art, instrumental music, and gardening. Social-emotional learning is emphasized through the multi-year relationship with main lesson teachers and a team of teachers that interact with students throughout the grades. Special Education and a multi-tiered system of support provide a network of instructional strategies for helping all students access learning.

Reflections: Successes

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

In June of 2022, Star Renaissance assessment data indicates that 72% of students in grades 3-8 are proficient in Reading. More specifically - 70% of 3-5th graders and 75% of 6-8th graders scored as proficient. This supports our understanding that while Waldorf methods start reading instruction slightly later than traditional schools, our middle school students demonstrate a high level of proficiency. Star Renaissance assessment data indicates that 56% of all students in grades 3-8 are proficient in Math. More specifically, 62% of 3-5th graders and 49% of 6-8 graders scored as proficient.

According to the CA dashboard data from 2022, our scores in ELA were 36.7 points above the standard. Math results were 19.6 points below the state standard. Both these scores were a drop from the previous year's results. This decrease in student scores is attributed to 4 grades (grades 3-6) making a transition from a paper and pencil test to a digital test. SunRidge students took the CAASPP assessment during the Spring of 2022. Students in grades 3-8, 68.46% met or exceeded the standards for ELA. Students in grades 3-8, 43.19% met or exceeded the math standards.

The 21-22 attendance rate is 90.4%.

We have continued to use Google Classroom for providing information and assignments in grades 6-8. The middle school has also implemented Aeries for communicating grades and assignments to students and families. In addition, students requiring additional support are offered Chromebooks and Reading and Math RTI support.

Truly, Sunridge faculty and staff have done an amazing job of sustaining school culture despite all the disruptions, short and absent staffing, and ever changing regulations due to COVID, that required everyone to double or triple their efforts to reach all students (at many different levels due to COVID) and support their development physically, academically, socially, and emotionally!

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.

Star Renaissance assessments were used in the fall and winter to guide instruction and identify students who needed support. A continued need to provide intervention services in addition to the special education teacher position is evident as the gap (caused by distance learning) for some students was too large to close in a year and this year, many students were also absent with COVID. Professional Development is an area the faculty would like more funding and opportunities for in the 2023-24 school year. The Youth Truth surveys indicate students are seeking more engagement and academic rigor.

Data shows students perform better in ELA than Math. Additional math support was provided in the middle school two days a week.

LCAP Highlights

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

The key features of this year's LCAP are based on staff, parent and student surveys, and meetings with Charter Charter Council and faculty.

The first key feature is providing more special education and instructional support for learning recovery through increasing personnel for special education and multi-tiered supports through small group and individual tutoring and extended day learning opportunities. In addition, learning recovery is addressed through social-emotional learning (SEL) inherent in Waldorf pedagogy which includes multi-year relationships with a team of teachers, instructional aide support in all classes, and specialty classes that incorporate SEL through movement, Spanish, art, music, gardening, projects, and presentations.

CAASPP Assessments: Data for two groups is available from the 2022 test administration - white and socioeconomically disadvantaged. ELA scores for 2022 for students in grades 3-8 were 36.7 points above the state standard. However, these scores were a decline of 33.1 points from the previous year. (Socio-economically disadvantaged students declined by 14.9 points; white students by 33.4 points.)

Math scores for 2022 were 19.6 points below standard and a decline of 33.4 points from the previous year. (Socio-economically disadvantaged students declined by 24 points; white students by 30.6 points.)

This decline is attributed to four grades transitioning from a paper and pencil test to a digital test. Math instruction will be supported through an intervention teacher, extended day learning opportunities, and instructional aide time providing more small groups and individual support.

Instruction and practice will also be provided in keyboarding and digital test-taking for grades 3-8. Data for the 2023 CAASPP scores will be available this August.

A third feature is to continue to improve tardies and increase attendance through a consistent response to tardies and unexcused absences. SR worked with the SARB board to help one student return to school after several months of being truant.

We continue to provide an excellent learning environment through continuing previous goals and good choice programs such as Cyber Civics for 6-8th grade students, Suicide Prevention Education (SOS) and Positive Images for the 7th and 8th grades and implementing an onsite counselor position. Continuing the intervention teacher position will allow students who do not qualify for special education to continue to receive support services and achieve grade-level standards.

Teachers are provided time to collaborate with grade-level teams on a regular basis. Professional development and teacher learning and leadership are emphasized. Specific professional development needs are in the process of being identified including behavioral training for classified as well as certificated staff, to meet the needs of students with sensory and behavioral dysregulation.

We continue to provide a safe, well-maintained site that incorporates features such as student gardens and permaculture, including rain catchment and composting.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

SunRidge provided opportunities for teachers, parents, students, and community members to provide feedback when gathering data and information. During the 2022-2023 school year, parents, students, and staff were surveyed utilizing the platform YouthTruth. Principal Ertel met with the Charter Council (faculty, classified staff, parents, and community members) to review this data and discussed goals and actions with the Charter Council and at staff meetings regularly. Bi-monthly reports to the Board of Trustees by the director include actions taken to support and improve student learning, parent involvement, social-emotional learning activities, and extracurricular opportunities. Renaissance Learning assessments, a site-specific reading inventory for younger grades, SST meetings, and semester progress reports were used to monitor and communicate regarding student progress.

A summary of the feedback provided by specific educational partners.

SunRidge started the year with a new administrator and the intention to rebuild the community. We were successful in rebuilding the in-person school program and were able to welcome parents back onto campus to volunteer and fundraise. SunRidge was also able to attend field trips to local, within the state and out of state activities. While the Charter Council, FEAT, and Education Foundation met regularly, the Parent Council began to rebuild to host teacher appreciation activities and fundraisers.

Twin Hills district formed a Budget Advisory Committee. The committee reviewed the four different budgets for the elementary and charter schools. The committee is composed of certificated staff, classified staff, Board Members, and community members and helped educate more community members regarding the financial situation of the school and the district.

Youth Truth Survey Results provided the following data:

Students rated highest: Belonging and Peer Collaboration; School Culture; Project-Based Learning

Parents rated highest: Relationships; School Culture; Communication and Feedback; School Safety

Of those parents surveyed:

89% indicate teachers and students care about each other

91% indicate families and teachers care about each other

93% feel comfortable approaching teachers about their child's progress

96% feel teachers treat families with respect

85% believe in the school's mission.

78% feel the school is a safe place to learn

83% indicate the school creates a friendly environment

86% receive information about what their child should learn and be able to do

Staff rated highest: Relationships and Engagement

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

The LCAP was influenced by stakeholder input in these ways: Continue to fund a math/science position for the middle school; continue to fund and provide instructional aides; identify and provide professional development needs and opportunities for both classified and certificated staff; and add more administrative support.

Goals and Actions

Goal

Goal #	Description
1	To provide every student, including unduplicated students and students with disabilities, with the opportunity to attain increasing levels of achievement that prepare them for success with curriculum that is aligned with the Common Core State Standards and the core principles of Public Waldorf Education.

An explanation of why the LEA has developed this goal.

This goal was developed based upon local assessment data, as well as stakeholder input. A broad goal was selected to support the overall achievement of all students who can improve in all areas, with specific actions to support UPC and special education students. The 2019 LCFF Evaluation Rubrics/Dashboard place all students in the green range for English Language Arts, the yellow range for Mathematics, Chronic Absenteeism in the yellow range and the suspension rate in the blue range.

All teachers are highly qualified and actions include increased reading and math support and continued technology support and instruction. Teachers will benefit from professional development for student engagement strategies and more frequent data points to inform lesson planning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP	2019 Grades 3-8 ELA: 69% Met or Exceeded Standard Grades 3-8 Math: 46% Met or Exceeded Standard	CAASPP scores not yet available	2022 Grades 3-8 ELA: 68.5% Met or Exceeded Standards Grades 3-8 Math: 43.2% Met or Exceeded Standards.		Increase by 5% number of students who Met or Exceeded Standard
Highly Qualified Teachers	100% of teachers are highly qualified	100% of teachers are highly qualified	100% of our teachers are highly qualified.		Maintain 100% of teachers as highly qualified.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Standards Aligned Instructional Materials, Teacher Survey, Parent Survey Student Survey	Public Waldorf Education utilizes a variety of instructional materials including standards aligned instructional materials including social studies and math textbooks purchased in the 2020-21 school year.	Public Waldorf Education utilizes a variety of instructional materials including standards aligned instructional materials including social studies and math textbooks purchased in the 2020-21 school year.	Public Waldorf Education utilizes a variety of instructional materials including standards aligned instructional materials including social studies and math textbooks purchased in the 2020-21 school year.		Maintain high quality standards- aligned curriculum.
Physical Fitness Test	2019 Assessment: 92% of 5th graders and 89% of 7th graders scored in the Healthy Fitness Zone.	Data for the 2022 indicates participation rates only.	2023 Assessment: 70% of 5th graders and 86% of 7th graders scored in the Healthy Fitness Zone.		Maintain high number of students in the Healthy Fitness Zone.
Course Access	All students have access to core academic subjects: (English, Math, Science, and Social Sciences) and music, fine and practical arts, movement, Spanish, gardening, and library.	All students have access to core academic subjects: (English, Math, Science, and Social Sciences) and music, fine and practical arts, movement, Spanish, gardening, and library.	All students have access to core academic subjects: (English, Math, Science, and Social Sciences) and music, fine and practical arts, movement, Spanish, gardening, and library.		Maintain 100% of students have access to core academic subjects.
UPC access to intervention and support.	Unduplicated students and students with special needs have support programs as identified in Actions and Services.	Unduplicated students and students with special needs have support programs as identified in Actions and Services.	Unduplicated students and students with special needs have support programs as identified in Actions and Services.		Maintain and increase high quality support programs as identified in Actions and Services for UPC and students with special needs.
Common Core	Common Core State Standard	Providing a baseline with the CAASPP	Teachers are develop and implementing		Maintain and increase knowledge and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Implementation in Spring of 2022	2022 scores not yet available. Professional development did not occur due to COVID.	units and lesson development with Common Core State Standards using existing curriculum and exploring new materials.		practice of integrating CCSS/NGSS as documented by teacher input via survey or staff meeting and professional development.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Teachers	1.1 Highly Qualified teachers in all classrooms	\$1,238,077.00	No
1.2	1.0 FTE Intervention Teacher	1.2 Add an intervention teacher to coordinate and provide reading and math interventions and SST process.	\$44,832.00	No
1.3	Special Education Teacher	1.3 Provides support services for students with disabilities and other students not meeting standards in conjunction with the intervention teacher and a special education assistant.	\$187,465.00	No
1.4	Departmental team collaborative planning	1.4 Team planning will occur monthly and may include 2-3 half days of release time annually.	\$14,132.00	No
1.5	School Learning Extension	Provide small group instruction and individual tutoring through before and/or after school support sessions, including support for students in special education program. Continue 40% RTI reading and math support.	\$116,081.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Enrichment Program	1.6 Provide fine and practical art, music, movement, Spanish, gardening, and other enrichment classes.	\$258,893.00	No
1.7	Professional Development	1. 7 Teachers will develop and implement units and lesson development with Common Core State Standards using existing curriculum and exploring new materials. Professional development and collaboration time will continue to support this work.	\$6,961.00	No
1.8	Technology Education and Chromebooks	1.8 Provide and implement technology devices and technology training for learning and producing student work, including Cyber Civics program, in grades 6-8.	\$3,800.00	No
1.9	Counselor	1.9 Continue .4 FTE Counselor position (shared with district)	\$42,942.00	No
1.10	Instructional Assistants	1.10 Provide instructional assistant support for underachieving students in Math and ELA	\$55,503.00	Yes
1.11	Technology Coordinator	1.11 Technology Coordinator maintains devices, provides technical support to teachers and staff, and provides educational use updates. Paid at district level then charter pays to district through MOU.		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.

SunRidge was not able to hire a full time counselor for the 22-23 school year. Instructional aides were difficult to hire due to insufficient salary.

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.

See above

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

See above.

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

We were able to implement the goals and increase school site opportunities for volunteers and school activities.

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	To create and sustain a safe, supportive, and respectful environment for all students, including unduplicated students and students with disabilities, teachers, staff, and parents.

An explanation of why the LEA has developed this goal.

Learning takes place best when the school community fosters a safe, supportive, and respectful environment for all members. This broad goal was selected using stakeholder survey data, suspension and discipline data, and campus safety factors. The campus is clean and safe and the goal supports continued campus maintenance programs. Students, parents, and teachers report a safe and friendly environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey	May 2021 Youth Truth Survey data was not available.	January 2022 Youth Truth survey data indicates 88% of parents feel the school is a safe place to learn.	January 2023 Youth Truth survey data indicates 78% of parents feel the school is a safe place to learn.		Address and create a high rate of parent confidence in site safety.
Suspension Rate	0% baseline for suspensions and expulsions	5 students were suspended in the 2021-22 for a total of 5.5 days 2.5% suspension rate.	2 students were suspended in the 2021-2022 for a total of 3 days 1.7% suspension rate.		Maintain low rate of suspension and 0% expulsions.
Student Surveys	Youth Truth Survey data for 2021 was not available. 2020 data indicated that 81% of 5th grade students and 76% of	January 2022 Youth Truth survey data indicates 90% of students feel the school is a safe place to learn.	January 2023 Youth Truth survey data indicates 65% of students feel the school is a safe place to learn.		Address and create a high rate of student confidence in site safety.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	8th grade students felt safe at school.				
FIT Survey	All ratings are good.	N/A No testing due to COVID	All rating are "GOOD"		Maintain positive FIT ratings.
Attendance including Chronic Absenteeism	2019-20 Attendance: 94% Chronic Absenteeism: 16.7%	2020-21 Attendance: 97.8% Chronic Absenteeism: 5.1%	2021-22 Attendance: 90.4% Chronic Absenteeism: 31.4%		Increase attendance to 95% and reduce chronic absenteeism by 5%.
Faculty Survey	Youth Truth Survey data for 2021 was not available. 2020 data indicated that 92% of staff responding indicated the school was an emotionally safe place for children; 17% reported feeling that students are not respectful of staff; 75% reported that the school site and grounds were a safe place for children; 83% grounds and facilities are clean and well maintained	January 2022 Youth Truth Staff Survey indicates: 94% feel there are clear rules for students against hurting other people 94% feel safe from harm while at school 88% feel adults at school try to stop bullying and harassment	January 2023 Youth Truth Staff Survey indicates: 79% feel there are clear rules for students against hurting other people 100% feel safe from harm while at school 95% feel adults at school try to stop bullying and harassment		Continue to provide SEL and other supports to maintain safe and positive learning environment.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Social Emotional Learning	2.1 Continue to provide SEL and good choice programs, including Cyber Civics and Suicide Prevention education. Continue student buddy program.	\$2,300.00	No
2.2	Attendance	2.2 Monitor student attendance, send truancy letters, and support families to attend school consistently.	\$1,700.00	No
2.3	Parent Outreach	2.3 Continue parent and community volunteer program with outreach to parents of UPC students as well as students with disabilities, parent council members, and at SST/504/IEP meetings.	\$15,900.00	No
2.4	Custodial Services	2.4 Provide custodial services, site and grounds maintenance.	\$196,488.00	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 provided.

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.

No material differences.

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

Specific actions did not effect making progress towards the goal. YT results measured lower than previous year outcomes.

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.

No major changes anticipated.

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)
\$171,584	

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
6.90%	0.00%	\$0.00	6.90%

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.

SUnRidge School has less than 30% Unduplicated students. No funds designated to increased or improved services are contributing school-wide.

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

These funds will be spent on the students attending SunRidge's K-8 program. A part-time school counselor position was added and will support unduplicated students by providing academic, social-emotional, and behavioral support. Research indicates that counseling services support academic achievement in elementary school (Barna, J. Bratt, P. Professional School Counseling, 2007) We weren't able to find qualified applicants for the instructional aide positions last year and will redouble our efforts to find and retain highly qualified candidates. Continuing a 1.0 intervention teacher will allow for targeted support so that unduplicated students, as well as other students, can have more access to small group and individual supports for learning and completing assignments. The intervention teacher will also support teachers by analyzing student achievement data, and assisting teacher teams in the implementation of common core standards and differentiation.

These services are increasing for unduplicated students by providing additional instructional support for students not proficient in Math and ELA.

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	37.32	
Staff-to-student ratio of certificated staff providing direct services to students	19.19	

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,816,646.00	\$129,531.00	\$215,185.00	\$23,712.00	\$2,185,074.00	\$2,116,107.00	\$68,967.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Highly Qualified Teachers	All	\$1,238,077.00				\$1,238,077.00
1	1.2	1.0 FTE Intervention Teacher	All		\$22,416.00	\$22,416.00		\$44,832.00
1	1.3	Special Education Teacher	All Students with Disabilities	\$187,465.00				\$187,465.00
1	1.4	Departmental team collaborative planning	All	\$14,132.00				\$14,132.00
1	1.5	School Learning Extension	English Learners Foster Youth Low Income	\$116,081.00				\$116,081.00
1	1.6	Enrichment Program	All		\$66,124.00	\$192,769.00		\$258,893.00
1	1.7	Professional Development	All		\$6,961.00			\$6,961.00
1	1.8	Technology Education and Chromebooks	All		\$3,800.00			\$3,800.00
1	1.9	Counselor	All		\$19,230.00		\$23,712.00	\$42,942.00
1	1.10	Instructional Assistants	English Learners Foster Youth Low Income	\$55,503.00				\$55,503.00
1	1.11	Technology Coordinator	All					
2	2.1	Social Emotional Learning	All	\$2,300.00				\$2,300.00
2	2.2	Attendance	All	\$1,700.00				\$1,700.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.3	Parent Outreach	All	\$4,900.00	\$11,000.00			\$15,900.00
2	2.4	Custodial Services	All	\$196,488.00				\$196,488.00

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
\$2,486,001	\$171,584	6.90%	0.00%	6.90%	\$171,584.00	0.00%	6.90 %	Total:	\$171,584.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$171,584.00
								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	1.5	School Learning Extension	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$116,081.00	
1	1.10	Instructional Assistants	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$55,503.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,782,188.00	\$1,888,493.00

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	Highly Qualified Teachers	No	\$1,083,311.00	\$1,062,700
1	1.2	1.0 FTE Intervention Teacher	No	\$57,819.00	\$105,974
1	1.3	Special Education Teacher	No	\$67,230.00	\$124,292
1	1.4	Departmental team collaborative planning	No	\$12,918.00	\$7,060
1	1.5	School Learning Extension	Yes	\$123,337.00	\$136,769
1	1.6	Enrichment Program	No	\$168,414.00	\$240,704
1	1.7	Professional Development	No	\$7,000.00	\$7,000
1	1.8	Technology Education and Chromebooks	No	\$4,500.00	\$3,115
1	1.9	Counselor	No	\$23,567.00	0
1	1.10	Instructional Assistants	Yes	\$36,464.00	\$10,724

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	1.11	Technology Coordinator	No		
2	2.1	Social Emotional Learning	No	\$5,000.00	\$4,150
2	2.2	Attendance	No	\$2,000.00	\$1,530
2	2.3	Parent Outreach	No	\$15,500.00	\$14,635
2	2.4	Custodial Services	No	\$175,128.00	\$169,840

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)
\$147,493	\$159,801.00	\$147,493.00	\$12,308.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	School Learning Extension	Yes	\$123,337.00	\$136,769		
1	1.10	Instructional Assistants	Yes	\$36,464.00	\$10,724		

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)
\$2,091,497	\$147,493	0.0%	7.05%	\$147,493.00	0.00%	7.05%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

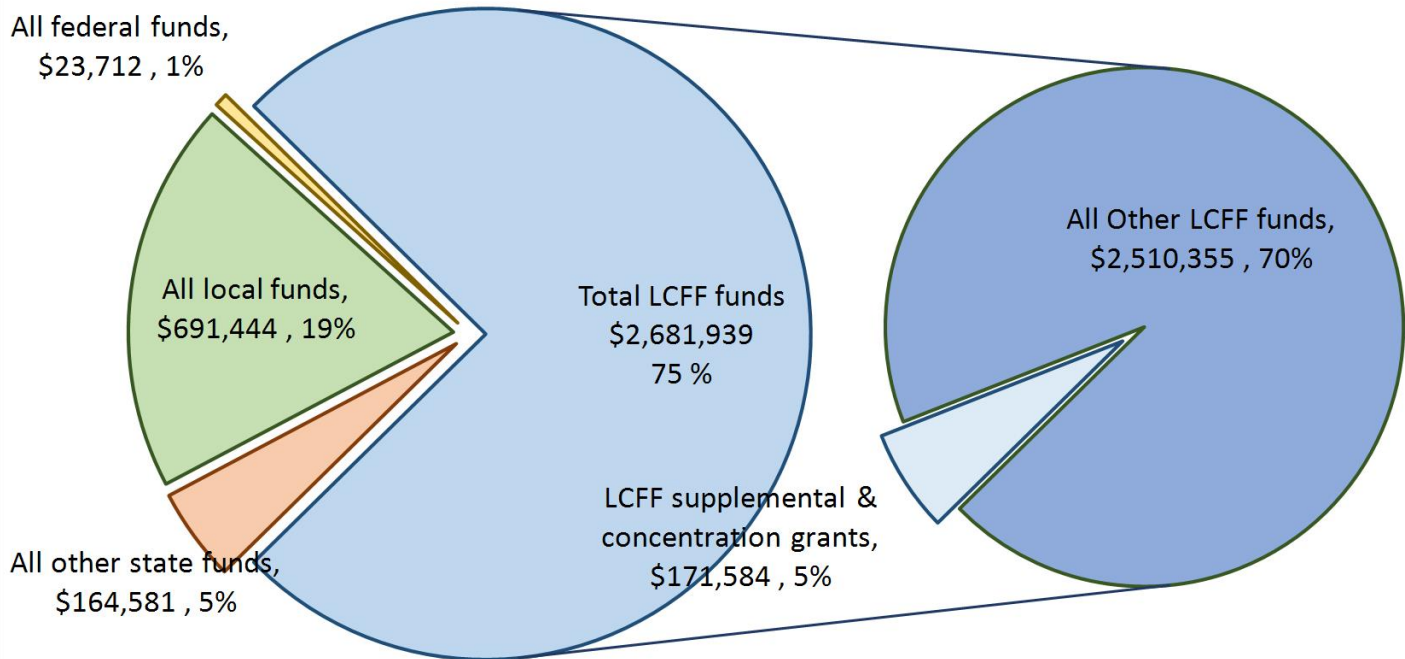
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds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

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

California Department of Education
January 2022

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

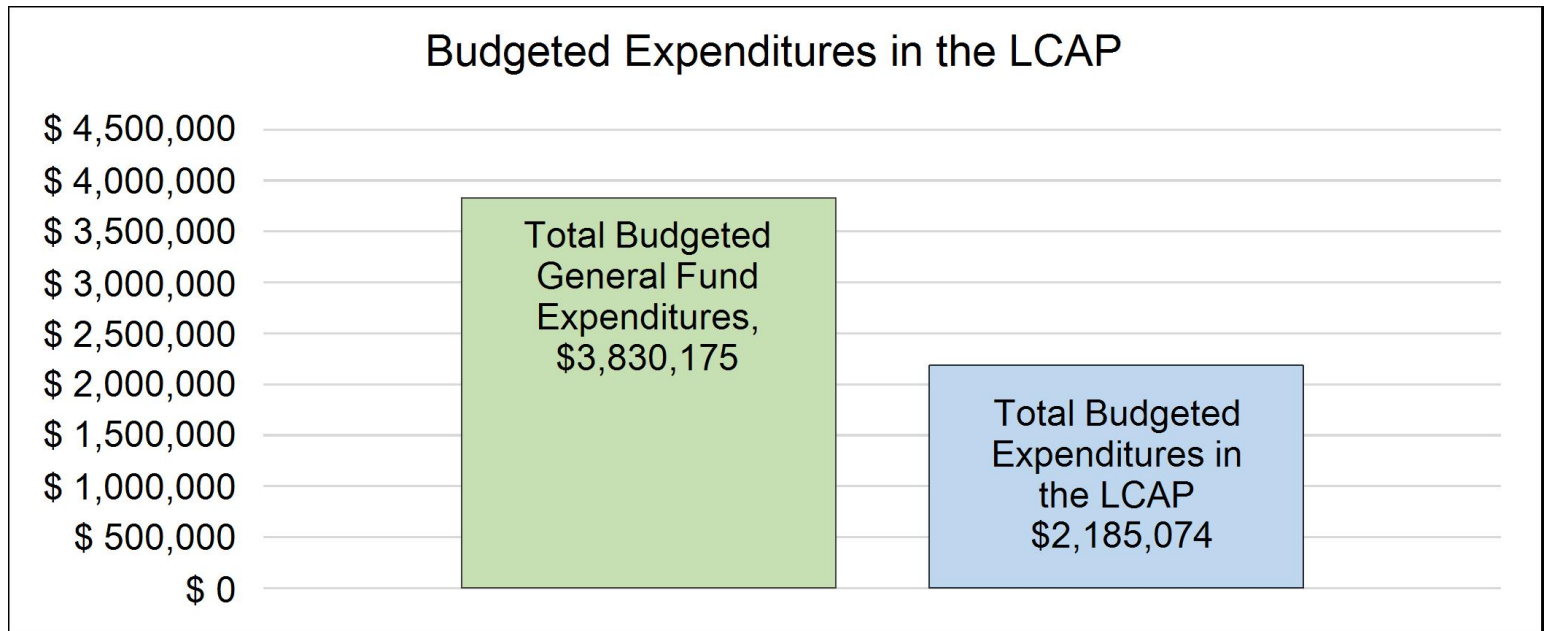


This chart shows the total general purpose revenue SunRidge Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for SunRidge Charter School is \$3,561,676, of which \$2681939 is Local Control Funding Formula (LCFF), \$164581 is other state funds, \$691444 is local funds, and \$23712 is federal funds. Of the \$2681939 in LCFF Funds, \$171584 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 SunRidge Charter School 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: SunRidge Charter School plans to spend \$3830175 for the 2023-24 school year. Of that amount, \$2185074 is tied to actions/services in the LCAP and \$1,645,101 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

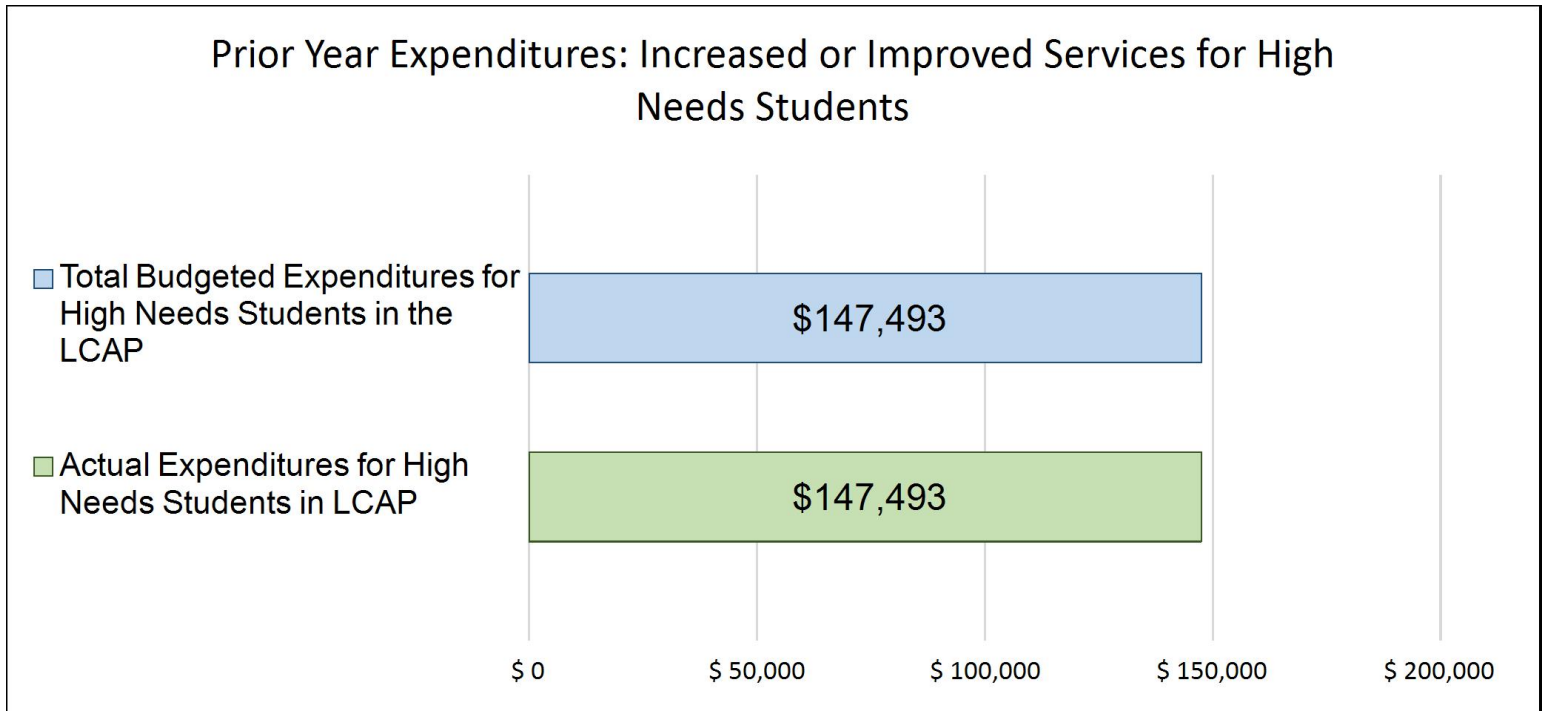
The LCAP includes specific funding for specific actions. The balance of the budget over the LCAP expenses detailed here include costs for administrative and classified staff that support all students as well as supplies and services. Please see the adopted budget for further details.

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

In 2023-24, SunRidge Charter School is projecting it will receive \$171584 based on the enrollment of foster youth, English learner, and low-income students. SunRidge Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. SunRidge Charter School plans to spend \$171584 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 SunRidge Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what SunRidge Charter School 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, SunRidge Charter School's LCAP budgeted \$147493 for planned actions to increase or improve services for high needs students. SunRidge Charter School actually spent \$147493 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
SunRidge Charter School	Karen Ertel Director	kertel@twinhillsusd.org 707-824-2844

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.

SunRidge is a K-8 Public Waldorf Charter School serving 220 students in beautiful rural Sebastopol, Sonoma County. We are located on a 10+ acre site that provides beautiful classrooms, a full sports field, a multipurpose room, a library, and gardens. 82.7% of our students are Caucasian, 6.5% are Hispanic, 8.9% are of multi-ethnicity, 0.5% are Asian-American, 0.9% are African-American and 0.5% are Filipino. Our faculty and staff are dedicated and collaborative in blending Common Core standards with Waldorf's developmental pedagogy. Parents participate in bringing the school's mission and vision to vibrant life through volunteering in the classroom, and through councils, committees, and special events, thus creating a unique school culture that values inclusion, care, and respect. SunRidge students are well prepared academically for the high schools they matriculate to and the academic program is enhanced by a specialty program that includes Spanish, movement, handwork, art, instrumental music, and gardening. Social-emotional learning is emphasized through the multi-year relationship with main lesson teachers and a team of teachers that interact with students throughout the grades. Special Education and a multi-tiered system of support provide a network of instructional strategies for helping all students access learning.

Reflections: Successes

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

In June of 2022, Star Renaissance assessment data indicates that 72% of students in grades 3-8 are proficient in Reading. More specifically - 70% of 3-5th graders and 75% of 6-8th graders scored as proficient. This supports our understanding that while Waldorf methods start reading instruction slightly later than traditional schools, our middle school students demonstrate a high level of proficiency. Star Renaissance assessment data indicates that 56% of all students in grades 3-8 are proficient in Math. More specifically, 62% of 3-5th graders and 49% of 6-8 graders scored as proficient.

According to the CA dashboard data from 2022, our scores in ELA were 36.7 points above the standard. Math results were 19.6 points below the state standard. Both these scores were a drop from the previous year's results. This decrease in student scores is attributed to 4 grades (grades 3-6) making a transition from a paper and pencil test to a digital test. SunRidge students took the CAASPP assessment during the Spring of 2022. Students in grades 3-8, 68.46% met or exceeded the standards for ELA. Students in grades 3-8, 43.19% met or exceeded the math standards.

The 21-22 attendance rate is 90.4%.

We have continued to use Google Classroom for providing information and assignments in grades 6-8. The middle school has also implemented Aeries for communicating grades and assignments to students and families. In addition, students requiring additional support are offered Chromebooks and Reading and Math RTI support.

Truly, Sunridge faculty and staff have done an amazing job of sustaining school culture despite all the disruptions, short and absent staffing, and ever changing regulations due to COVID, that required everyone to double or triple their efforts to reach all students (at many different levels due to COVID) and support their development physically, academically, socially, and emotionally!

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.

Star Renaissance assessments were used in the fall and winter to guide instruction and identify students who needed support. A continued need to provide intervention services in addition to the special education teacher position is evident as the gap (caused by distance learning) for some students was too large to close in a year and this year, many students were also absent with COVID. Professional Development is an area the faculty would like more funding and opportunities for in the 2023-24 school year. The Youth Truth surveys indicate students are seeking more engagement and academic rigor.

Data shows students perform better in ELA than Math. Additional math support was provided in the middle school two days a week.

LCAP Highlights

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

The key features of this year's LCAP are based on staff, parent and student surveys, and meetings with Charter Charter Council and faculty.

The first key feature is providing more special education and instructional support for learning recovery through increasing personnel for special education and multi-tiered supports through small group and individual tutoring and extended day learning opportunities. In addition, learning recovery is addressed through social-emotional learning (SEL) inherent in Waldorf pedagogy which includes multi-year relationships with a team of teachers, instructional aide support in all classes, and specialty classes that incorporate SEL through movement, Spanish, art, music, gardening, projects, and presentations.

CAASPP Assessments: Data for two groups is available from the 2022 test administration - white and socioeconomically disadvantaged. ELA scores for 2022 for students in grades 3-8 were 36.7 points above the state standard. However, these scores were a decline of 33.1 points from the previous year. (Socio-economically disadvantaged students declined by 14.9 points; white students by 33.4 points.)

Math scores for 2022 were 19.6 points below standard and a decline of 33.4 points from the previous year. (Socio-economically disadvantaged students declined by 24 points; white students by 30.6 points.)

This decline is attributed to four grades transitioning from a paper and pencil test to a digital test. Math instruction will be supported through an intervention teacher, extended day learning opportunities, and instructional aide time providing more small groups and individual support.

Instruction and practice will also be provided in keyboarding and digital test-taking for grades 3-8. Data for the 2023 CAASPP scores will be available this August.

A third feature is to continue to improve tardies and increase attendance through a consistent response to tardies and unexcused absences. SR worked with the SARB board to help one student return to school after several months of being truant.

We continue to provide an excellent learning environment through continuing previous goals and good choice programs such as Cyber Civics for 6-8th grade students, Suicide Prevention Education (SOS) and Positive Images for the 7th and 8th grades and implementing an onsite counselor position. Continuing the intervention teacher position will allow students who do not qualify for special education to continue to receive support services and achieve grade-level standards.

Teachers are provided time to collaborate with grade-level teams on a regular basis. Professional development and teacher learning and leadership are emphasized. Specific professional development needs are in the process of being identified including behavioral training for classified as well as certificated staff, to meet the needs of students with sensory and behavioral dysregulation.

We continue to provide a safe, well-maintained site that incorporates features such as student gardens and permaculture, including rain catchment and composting.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

SunRidge provided opportunities for teachers, parents, students, and community members to provide feedback when gathering data and information. During the 2022-2023 school year, parents, students, and staff were surveyed utilizing the platform YouthTruth. Principal Ertel met with the Charter Council (faculty, classified staff, parents, and community members) to review this data and discussed goals and actions with the Charter Council and at staff meetings regularly. Bi-monthly reports to the Board of Trustees by the director include actions taken to support and improve student learning, parent involvement, social-emotional learning activities, and extracurricular opportunities. Renaissance Learning assessments, a site-specific reading inventory for younger grades, SST meetings, and semester progress reports were used to monitor and communicate regarding student progress.

A summary of the feedback provided by specific educational partners.

SunRidge started the year with a new administrator and the intention to rebuild the community. We were successful in rebuilding the in-person school program and were able to welcome parents back onto campus to volunteer and fundraise. SunRidge was also able to attend field trips to local, within the state and out of state activities. While the Charter Council, FEAT, and Education Foundation met regularly, the Parent Council began to rebuild to host teacher appreciation activities and fundraisers.

Twin Hills district formed a Budget Advisory Committee. The committee reviewed the four different budgets for the elementary and charter schools. The committee is composed of certificated staff, classified staff, Board Members, and community members and helped educate more community members regarding the financial situation of the school and the district.

Youth Truth Survey Results provided the following data:

Students rated highest: Belonging and Peer Collaboration; School Culture; Project-Based Learning

Parents rated highest: Relationships; School Culture; Communication and Feedback; School Safety

Of those parents surveyed:

89% indicate teachers and students care about each other

91% indicate families and teachers care about each other

93% feel comfortable approaching teachers about their child's progress

96% feel teachers treat families with respect

85% believe in the school's mission.

78% feel the school is a safe place to learn

83% indicate the school creates a friendly environment

86% receive information about what their child should learn and be able to do

Staff rated highest: Relationships and Engagement

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

The LCAP was influenced by stakeholder input in these ways: Continue to fund a math/science position for the middle school; continue to fund and provide instructional aides; identify and provide professional development needs and opportunities for both classified and certificated staff; and add more administrative support.

Goals and Actions

Goal

Goal #	Description
1	To provide every student, including unduplicated students and students with disabilities, with the opportunity to attain increasing levels of achievement that prepare them for success with curriculum that is aligned with the Common Core State Standards and the core principles of Public Waldorf Education.

An explanation of why the LEA has developed this goal.

This goal was developed based upon local assessment data, as well as stakeholder input. A broad goal was selected to support the overall achievement of all students who can improve in all areas, with specific actions to support UPC and special education students. The 2019 LCFF Evaluation Rubrics/Dashboard place all students in the green range for English Language Arts, the yellow range for Mathematics, Chronic Absenteeism in the yellow range and the suspension rate in the blue range.

All teachers are highly qualified and actions include increased reading and math support and continued technology support and instruction. Teachers will benefit from professional development for student engagement strategies and more frequent data points to inform lesson planning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP	2019 Grades 3-8 ELA: 69% Met or Exceeded Standard Grades 3-8 Math: 46% Met or Exceeded Standard	CAASPP scores not yet available	2022 Grades 3-8 ELA: 68.5% Met or Exceeded Standards Grades 3-8 Math: 43.2% Met or Exceeded Standards.		Increase by 5% number of students who Met or Exceeded Standard
Highly Qualified Teachers	100% of teachers are highly qualified	100% of teachers are highly qualified	100% of our teachers are highly qualified.		Maintain 100% of teachers as highly qualified.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Standards Aligned Instructional Materials, Teacher Survey, Parent Survey Student Survey	Public Waldorf Education utilizes a variety of instructional materials including standards aligned instructional materials including social studies and math textbooks purchased in the 2020-21 school year.	Public Waldorf Education utilizes a variety of instructional materials including standards aligned instructional materials including social studies and math textbooks purchased in the 2020-21 school year.	Public Waldorf Education utilizes a variety of instructional materials including standards aligned instructional materials including social studies and math textbooks purchased in the 2020-21 school year.		Maintain high quality standards- aligned curriculum.
Physical Fitness Test	2019 Assessment: 92% of 5th graders and 89% of 7th graders scored in the Healthy Fitness Zone.	Data for the 2022 indicates participation rates only.	2023 Assessment: 70% of 5th graders and 86% of 7th graders scored in the Healthy Fitness Zone.		Maintain high number of students in the Healthy Fitness Zone.
Course Access	All students have access to core academic subjects: (English, Math, Science, and Social Sciences) and music, fine and practical arts, movement, Spanish, gardening, and library.	All students have access to core academic subjects: (English, Math, Science, and Social Sciences) and music, fine and practical arts, movement, Spanish, gardening, and library.	All students have access to core academic subjects: (English, Math, Science, and Social Sciences) and music, fine and practical arts, movement, Spanish, gardening, and library.		Maintain 100% of students have access to core academic subjects.
UPC access to intervention and support.	Unduplicated students and students with special needs have support programs as identified in Actions and Services.	Unduplicated students and students with special needs have support programs as identified in Actions and Services.	Unduplicated students and students with special needs have support programs as identified in Actions and Services.		Maintain and increase high quality support programs as identified in Actions and Services for UPC and students with special needs.
Common Core	Common Core State Standard	Providing a baseline with the CAASPP	Teachers are develop and implementing		Maintain and increase knowledge and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Implementation in Spring of 2022	2022 scores not yet available. Professional development did not occur due to COVID.	units and lesson development with Common Core State Standards using existing curriculum and exploring new materials.		practice of integrating CCSS/NGSS as documented by teacher input via survey or staff meeting and professional development.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Teachers	1.1 Highly Qualified teachers in all classrooms	\$1,238,077.00	No
1.2	1.0 FTE Intervention Teacher	1.2 Add an intervention teacher to coordinate and provide reading and math interventions and SST process.	\$44,832.00	No
1.3	Special Education Teacher	1.3 Provides support services for students with disabilities and other students not meeting standards in conjunction with the intervention teacher and a special education assistant.	\$187,465.00	No
1.4	Departmental team collaborative planning	1.4 Team planning will occur monthly and may include 2-3 half days of release time annually.	\$14,132.00	No
1.5	School Learning Extension	Provide small group instruction and individual tutoring through before and/or after school support sessions, including support for students in special education program. Continue 40% RTI reading and math support.	\$116,081.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Enrichment Program	1.6 Provide fine and practical art, music, movement, Spanish, gardening, and other enrichment classes.	\$258,893.00	No
1.7	Professional Development	1. 7 Teachers will develop and implement units and lesson development with Common Core State Standards using existing curriculum and exploring new materials. Professional development and collaboration time will continue to support this work.	\$6,961.00	No
1.8	Technology Education and Chromebooks	1.8 Provide and implement technology devices and technology training for learning and producing student work, including Cyber Civics program, in grades 6-8.	\$3,800.00	No
1.9	Counselor	1.9 Continue .4 FTE Counselor position (shared with district)	\$42,942.00	No
1.10	Instructional Assistants	1.10 Provide instructional assistant support for underachieving students in Math and ELA	\$55,503.00	Yes
1.11	Technology Coordinator	1.11 Technology Coordinator maintains devices, provides technical support to teachers and staff, and provides educational use updates. Paid at district level then charter pays to district through MOU.		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.

SunRidge was not able to hire a full time counselor for the 22-23 school year. Instructional aides were difficult to hire due to insufficient salary.

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.

See above

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

See above.

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

We were able to implement the goals and increase school site opportunities for volunteers and school activities.

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	To create and sustain a safe, supportive, and respectful environment for all students, including unduplicated students and students with disabilities, teachers, staff, and parents.

An explanation of why the LEA has developed this goal.

Learning takes place best when the school community fosters a safe, supportive, and respectful environment for all members. This broad goal was selected using stakeholder survey data, suspension and discipline data, and campus safety factors. The campus is clean and safe and the goal supports continued campus maintenance programs. Students, parents, and teachers report a safe and friendly environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey	May 2021 Youth Truth Survey data was not available.	January 2022 Youth Truth survey data indicates 88% of parents feel the school is a safe place to learn.	January 2023 Youth Truth survey data indicates 78% of parents feel the school is a safe place to learn.		Address and create a high rate of parent confidence in site safety.
Suspension Rate	0% baseline for suspensions and expulsions	5 students were suspended in the 2021-22 for a total of 5.5 days 2.5% suspension rate.	2 students were suspended in the 2021-2022 for a total of 3 days 1.7% suspension rate.		Maintain low rate of suspension and 0% expulsions.
Student Surveys	Youth Truth Survey data for 2021 was not available. 2020 data indicated that 81% of 5th grade students and 76% of	January 2022 Youth Truth survey data indicates 90% of students feel the school is a safe place to learn.	January 2023 Youth Truth survey data indicates 65% of students feel the school is a safe place to learn.		Address and create a high rate of student confidence in site safety.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	8th grade students felt safe at school.				
FIT Survey	All ratings are good.	N/A No testing due to COVID	All rating are "GOOD"		Maintain positive FIT ratings.
Attendance including Chronic Absenteeism	2019-20 Attendance: 94% Chronic Absenteeism: 16.7%	2020-21 Attendance: 97.8% Chronic Absenteeism: 5.1%	2021-22 Attendance: 90.4% Chronic Absenteeism: 31.4%		Increase attendance to 95% and reduce chronic absenteeism by 5%.
Faculty Survey	Youth Truth Survey data for 2021 was not available. 2020 data indicated that 92% of staff responding indicated the school was an emotionally safe place for children; 17% reported feeling that students are not respectful of staff; 75% reported that the school site and grounds were a safe place for children; 83% grounds and facilities are clean and well maintained	January 2022 Youth Truth Staff Survey indicates: 94% feel there are clear rules for students against hurting other people 94% feel safe from harm while at school 88% feel adults at school try to stop bullying and harassment	January 2023 Youth Truth Staff Survey indicates: 79% feel there are clear rules for students against hurting other people 100% feel safe from harm while at school 95% feel adults at school try to stop bullying and harassment		Continue to provide SEL and other supports to maintain safe and positive learning environment.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Social Emotional Learning	2.1 Continue to provide SEL and good choice programs, including Cyber Civics and Suicide Prevention education. Continue student buddy program.	\$2,300.00	No
2.2	Attendance	2.2 Monitor student attendance, send truancy letters, and support families to attend school consistently.	\$1,700.00	No
2.3	Parent Outreach	2.3 Continue parent and community volunteer program with outreach to parents of UPC students as well as students with disabilities, parent council members, and at SST/504/IEP meetings.	\$15,900.00	No
2.4	Custodial Services	2.4 Provide custodial services, site and grounds maintenance.	\$196,488.00	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 provided.

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.

No material differences.

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

Specific actions did not effect making progress towards the goal. YT results measured lower than previous year outcomes.

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.

No major changes anticipated.

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)
\$171,584	

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
6.90%	0.00%	\$0.00	6.90%

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.

SUnRidge School has less than 30% Unduplicated students. No funds designated to increased or improved services are contributing school-wide.

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

These funds will be spent on the students attending SunRidge's K-8 program. A part-time school counselor position was added and will support unduplicated students by providing academic, social-emotional, and behavioral support. Research indicates that counseling services support academic achievement in elementary school (Barna, J. Bratt, P. Professional School Counseling, 2007) We weren't able to find qualified applicants for the instructional aide positions last year and will redouble our efforts to find and retain highly qualified candidates. Continuing a 1.0 intervention teacher will allow for targeted support so that unduplicated students, as well as other students, can have more access to small group and individual supports for learning and completing assignments. The intervention teacher will also support teachers by analyzing student achievement data, and assisting teacher teams in the implementation of common core standards and differentiation.

These services are increasing for unduplicated students by providing additional instructional support for students not proficient in Math and ELA.

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	37.32	
Staff-to-student ratio of certificated staff providing direct services to students	19.19	

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,816,646.00	\$129,531.00	\$215,185.00	\$23,712.00	\$2,185,074.00	\$2,116,107.00	\$68,967.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Highly Qualified Teachers	All	\$1,238,077.00				\$1,238,077.00
1	1.2	1.0 FTE Intervention Teacher	All		\$22,416.00	\$22,416.00		\$44,832.00
1	1.3	Special Education Teacher	All Students with Disabilities	\$187,465.00				\$187,465.00
1	1.4	Departmental team collaborative planning	All	\$14,132.00				\$14,132.00
1	1.5	School Learning Extension	English Learners Foster Youth Low Income	\$116,081.00				\$116,081.00
1	1.6	Enrichment Program	All		\$66,124.00	\$192,769.00		\$258,893.00
1	1.7	Professional Development	All		\$6,961.00			\$6,961.00
1	1.8	Technology Education and Chromebooks	All		\$3,800.00			\$3,800.00
1	1.9	Counselor	All		\$19,230.00		\$23,712.00	\$42,942.00
1	1.10	Instructional Assistants	English Learners Foster Youth Low Income	\$55,503.00				\$55,503.00
1	1.11	Technology Coordinator	All					
2	2.1	Social Emotional Learning	All	\$2,300.00				\$2,300.00
2	2.2	Attendance	All	\$1,700.00				\$1,700.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.3	Parent Outreach	All	\$4,900.00	\$11,000.00			\$15,900.00
2	2.4	Custodial Services	All	\$196,488.00				\$196,488.00

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
\$2,486,001	\$171,584	6.90%	0.00%	6.90%	\$171,584.00	0.00%	6.90 %	Total:	\$171,584.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$171,584.00
								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	1.5	School Learning Extension	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$116,081.00	
1	1.10	Instructional Assistants	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$55,503.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,782,188.00	\$1,888,493.00

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	Highly Qualified Teachers	No	\$1,083,311.00	\$1,062,700
1	1.2	1.0 FTE Intervention Teacher	No	\$57,819.00	\$105,974
1	1.3	Special Education Teacher	No	\$67,230.00	\$124,292
1	1.4	Departmental team collaborative planning	No	\$12,918.00	\$7,060
1	1.5	School Learning Extension	Yes	\$123,337.00	\$136,769
1	1.6	Enrichment Program	No	\$168,414.00	\$240,704
1	1.7	Professional Development	No	\$7,000.00	\$7,000
1	1.8	Technology Education and Chromebooks	No	\$4,500.00	\$3,115
1	1.9	Counselor	No	\$23,567.00	0
1	1.10	Instructional Assistants	Yes	\$36,464.00	\$10,724

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	1.11	Technology Coordinator	No		
2	2.1	Social Emotional Learning	No	\$5,000.00	\$4,150
2	2.2	Attendance	No	\$2,000.00	\$1,530
2	2.3	Parent Outreach	No	\$15,500.00	\$14,635
2	2.4	Custodial Services	No	\$175,128.00	\$169,840

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)
\$147,493	\$159,801.00	\$147,493.00	\$12,308.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	School Learning Extension	Yes	\$123,337.00	\$136,769		
1	1.10	Instructional Assistants	Yes	\$36,464.00	\$10,724		

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)
\$2,091,497	\$147,493	0.0%	7.05%	\$147,493.00	0.00%	7.05%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022



Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
SunRidge Charter School	Karen Ertel Director	kertel@twinhillsusd.org 707-824-2844

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	1	10

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)		2			
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards		2			
History-Social Science				4	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)	1				
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards	1				
History-Social Science			3		

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)	1				
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	1				
Health Education Content Standards		2			
Physical Education Model Content Standards				4	
Visual and Performing Arts				4	
World Language			3		

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			3		
Identifying the professional learning needs of individual teachers		2			
Providing support for teachers on the standards they have not yet mastered		2			

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.		2			
2. Rate the LEA's progress in creating welcoming environments for all families in the community.			3		
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.		2			
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.		2			

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.		2			
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.		2			
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.		2			
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.		2			

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.		2			
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.		2			
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.		2			
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.		2			

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

AGENDA ITEM # 5

Board Meeting Dates:
Public Hearing: 06/22/23
Adoption: 06/23/23



**Twin Hills
School District**

APPLE BLOSSOM | *K-5*
ORCHARD VIEW | *K-12*
SUNRIDGE | *K-8*
TWIN HILLS | *6-8*

700 Watertrough Rd. | Sebastopol, CA 95472 | **tel** (707) 823-0871 | **fax** (707) 823-5832 | www.twinhillsusd.org

Adopted Budget

2023-24



2023-24 BUDGET RECAP & NARRATIVE

The revenue side of school budgeting relies heavily on the Governor's May Revision. The May Revision presented on May 12, 2023, by the Governor proposed a COLA of 8.22% for 2023-24. This COLA will be applied to LCFF (state funding for education), special education, child nutrition, and the Mandate Block Grant. The 8.22% COLA is used for revenue estimates as well as the negotiated salary increase for 23-24. The multi-year projections presented with this report are based on this May Revision proposal. It appears the Legislature has agreed to a state budget and we now wait for the Governor to review their spending plan and negotiate the final budget, which is due June 30. Declining enrollment is a statewide issue and we are feeling the effects. Estimates for ADA indicate a recovery from the reduced average daily attendance (ADA) due to COVID19 absences. All school districts rely on guidance provided by SCOE, FCMAT, and School Services, to prepare their annual budgets and multi-year projections for the two subsequent years (see Exhibit A). Below is a table showing COLA, CalSTRS/CalPERS for the years 20-21 through 25-26.

Report Pd	Revenue Item	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Adopt Budget	Planning COLA	0.00%	5.07%	6.56%	8.22%	3.94%	3.29%
	Expense Item						
Adopt Budget	CalSTRS	16.15%	16.92%	19.10%	19.10%	19.10%	19.10%
Adopt Budget	CalPERS	20.70%	22.91%	25.37%	26.68%	27.70%	28.30%

In 2020-21 and 2021-22 there were several state and federal one time COVID funding offerings including ELOP, Expanded Learning Opportunity Program, which extends the school day and/or school year. Almost all of these offerings required a plan prior to receipt of funds as well as reporting quarterly on their use. Schools in this district have spent a large portion of these funds. For 2022-23 school districts also received Art, Music, Instructional Materials Discretionary Block Grant and Learning Recovery Emergency Block Grant funding. The May Revision reduces both of these grants. The Governor has added a program he champions called Universal Prekindergarten. Please check the last page of this narrative for details.

As always, the state funding formula (LCFF) creates an important need to prioritize how we meet the needs of all students and especially the needs of English language learners, low income and foster youth. This requires us to focus on the expenditure side of the budget to assure they align with our education mission as defined in our Local Control Accountability Plan (LCAP). Sufficient contingency reserves continue to be essential to maintain fiscal solvency. A recap of reserves and assignments is included with this report (Exhibit B).

Following is a description of revenue and expenses budgeted for this year. Please see the Common Message parameters and SSC Dartboard used to prepare the budget and multi-year projections (Exhibit A). Be sure to review the multi-year projection assumptions for details. All revenue assumptions are based on laws in place when the Governor's May Revision was disclosed.

GENERAL FUND (FUNDS 01 AND 03)

REVENUE

LCFF Revenue Sources

Fund 01 (Fund 01 {Apple Blossom and the District} plus Fund 03 {Twin Hills Charter Middle School} combined): LCFF Revenue Sources include State Aid and Property Taxes. This year state revenue was estimated based on the BASC (Business and Administration Steering Committee) LCFF Calculator. A copy of this calculation is included with each school's multi-year projections. State Aid also includes EPA (Education Protection Account) funding. These items are shown separately on the LCFF Summary of Funding included with each school's reports. Please see Exhibit C for key LCFF words and a graph showing how the Target Entitlement is calculated. Revenue is calculated based on ADA (Average Daily Attendance) and for Fund 01, Apple Blossom, the estimated ADA is 268. Usually we are funded at traditional schools, such as Apple Blossom, on current year or prior year ADA, whichever is greater and charter schools are funded on current year ADA. Due to COVID and the state declining enrolment issue, we are able to take advantage of a 3 year rolling average for Apple Blossom allowing a funded ADA of 317.52. For Fund 03, the Twin Hills Charter Middle School, the estimated ADA is 195. Please note that these are estimates only.

Under LCFF, there are three driving factors: ADA by grade span, annual COLA which is applied to the LCFF Target entitlement, and the unduplicated pupil count. In 18-19 we began relying on COLA as it once again became the key determinant of increases in funding. It is unlikely that in a normal year (normal is COLA of 3%) that the annual COLA will be sufficient to fund the annual salary cost increases associated with step and column along with the substantial employer retirement system costs.

Fund 01: Apple Blossom/District

	ADA = 268 / Funded ADA = 317.52	Adopted Budget
Object Code	Revenue	
8011	LCFF State Aid	\$1,822,580
8011	Basic Aid Supplement	900,000
8012	EPA (Education Protection Account)	690,806
8041	Secured Property Taxes	4,450,000
8096	In Lieu Property Tax Transfer	(3,006,017)
8091	Revenue Transfer to F14	(50,000)
8097	Special Education Property Tax	84,000
	Total Revenue	\$4,891,369

Fund 03: Twin Hills Charter Middle School

	ADA = 195	Adopted Budget
Object Code	Revenue	
8011	LCFF State Aid	\$729,948
8012	EPA (Education Protection Account)	492,632
8096	In Lieu Property Tax Transfer	886,798
	Total Revenue	\$2,109,378

Total Form 01, Line A.1)

\$7,000,747

Federal Revenue Sources

Generally, federal revenues are budgeted at prior year levels. The special education entitlement is based on updated SELPA information. Further adjustments will be made when actual entitlement notifications are received, usually in the fall of the fiscal year. Over the past few years we have received CARES Act and ESSER funding, please see details on the last page of this narrative. Federal revenue is considered “unearned” which means the balance unspent from one year is set up as revenue in the following year regardless of actual cash received. This is different than most state funding which allows a fund balance.

Object Code	Projected Income
8181 Special Education PL 101-476	\$ 142,000
8290 Title I	46,570
8290 Title IIA – Principal/Teacher Staff Develop.	9,200
8290 COVID19 ESSER Funding (Res 3213-3219)	126,033
Total Form 01, Line A.2)	\$323,803

Other State Revenue Sources

Before LCFF, schools received special program funding, called categorical funding, along with revenue limit state funding. The categorical funding at that time was rolled into the LCFF base year funding calculation. There are still a few special categorical programs funded during the year and we receive those funds with very specific rules on recording the revenue and spending the funds, such as the 2020-21 Learning Loss Mitigation Funds. The state revenues expected on a regular basis are the Mandated Block Grant, Lottery, and mental health funds. The assumptions give details on per ADA funding. STRS on Behalf of State is the state’s CalSTRS liability for this district that they are requiring we run through our accounting system, we don’t receive cash and we don’t spend cash, this is for accounting purposes only required by the State of California.

Object Code	Projected Income
8550 Mandated Block Grant	\$ 14,046
8560 State Lottery	114,708
8590 STRS on Behalf of State	321,692
8590 ERMHS State Mental Health Funds	63,000
Total Form 01, Line A.3)	\$513,446

Local Revenue Sources

Local revenue consists of interest earned, donations, Foundation funding, Special Education AB602 funding, rent, and miscellaneous. This budget reflects historical levels and/or available funds. Donations and Foundation funding will not be budgeted until cash is received.

Local Revenue Sources - continued

Object Code	Projected Income
8650 Lease/Rentals	\$ 20,545
8660 Interest	56,000
8677 Interagency – Special Ed and SCOE	143,931
8689 Indirect Cost Support	400
8689 SunRidge MOU / District costs	250,000
8699 SunRidge Special Ed costs	65,000
8699 Prior Year Special Ed Distribution-1 time	113,000
8792 Special Ed AB602	200,000
Total Form 01, Line A.4)	\$ 848,876
Total Form 01, Line A.5) Total Revenues	\$8,686,872

EXPENDITURES

Staffing and Salaries

Certificated teaching, support staff and administrator positions are based on the following staffing levels:

1.00 FTE	Superintendent
2.00 FTE	Principals
1.00 FTE	Special Education / Student Services (ESSER)
15.30 FTE	AB classroom teachers
9.60 FTE	TH classroom teachers
0.40 FTE	AB enrichment teachers
1.20 FTE	TH elective teachers
1.10 FTE	Academic Intervention
2.00 FTE	Pupil Personnel Counselor
3.80 FTE	Education Specialists
1.00 FTE	Teacher on Loan to SCOE
<u>1.00 FTE</u>	Title I/EIA teacher
39.40 FTE	Total

Prof Dev & Stipends: \$47,000+

Salary calculations are commensurate with approved salary schedules and contractual agreements. This budget includes step movement from prior year plus COLA of 8.22%. Future years include an estimated 2% for cost of step only. There are no additional projected salary increases included in this budget for the subsequent years.

Total Form 01, Line B.1) Total Estimated Cost \$ 3,905,451

Classified staffing levels are as follows:

7.04 FTE	Custodial/Maintenance (includes Maint. Director)
1.48 FTE	AB Yard/Parking Lot Duty
1.24 FTE	TH Campus Supervisors

4.10 FTE	School Offices Clerical
0.25 FTE	Computer tech assistant
1.00 FTE	ELL program assistant
0.71 FTE	AB Academic Intervention
0.98 FTE	Library assistants
0.61 FTE	Health Tech
3.56 FTE	Special Education assistants
2.46 FTE	AB Instructional assistants
0.45 FTE	TH Instructional assistants
0.50 FTE	AB PIP assistants
4.05 FTE	District Office Payroll/Clerical/Technical
<u>1.00 FTE</u>	Business Manager
29.43 FTE	Total

Salary calculations are commensurate with approved salary schedules. The District's classified employees are not represented by any union. This budget includes step movement from prior year plus an 8.22% COLA increase. Future years include an estimated 2% increase for cost of step only. There are no additional projected salary increases included in this budget for the subsequent years.

Total Form 01, Line B.2) Total Estimated Cost \$ 1,602,616

Employee Benefits

Statutory Benefits for **Certificated** employees include:

Benefit	Percent * Salary
State Teachers' Retirement	19.10 %
Medicare	1.45 %
Unemployment Insurance	0.05 %
Workers' Compensation Insurance	1.40 %
Total	22.00%

Statutory Benefits for **Classified** employees include:

Benefit	Percent * Salary
Public Employees Retirement	26.68%
Social Security	6.20%
Medicare	1.45%
Unemployment Insurance	0.05%
Workers' Compensation Insurance	1.40%
Total	35.78%

STRS on Behalf of State, book entry only \$321,692

Total Estimated Cost of All Statutory Benefits \$1,724,924

Health and Welfare

This district increased their contribution for medical insurance to \$1,100 per month on October 1, 2022, and increased this contribution to \$1,200 per month on October 1, 2023. Vision insurance remains unchanged at \$122 per year and it is anticipated that dental insurance will decrease slightly on October 1, 2023, for an

annual cost of \$1,344. Health insurance maximum annual benefit beginning October 1, 2023 is \$15,566 per year for a full FTE.

Total Annual Cost of Health & Welfare Benefits \$696,329

Total Form 01, Line B.3) Total Employee Benefits \$ 2,421,253
Salaries and benefits account for 80% of the District's expenditure budget.

Books and Supplies

Books and supplies are budgeted based on prior year regular expenses. Please note that carryover and donations are not shown in the 2023-24 budget. Multi-year projections include separate lines to show where COVID19 and state categorical funding was spent. The higher budgeted amounts in 2022-23 (57% higher) includes one time expenditures due to receipt of special block grants and COVID19 funding, carryover and donations. 22-23 also included over \$120,000 budgeted for kitchen equipment that is not included in 23-24.

Total Form 01, Line B.4) Total Books and Supplies \$162,986

Services and Operating Expenses

Service and Operating expenses are budgeted based on prior year and expected needs in fiscal year 2023-24. Please note that carryover and donations are not shown in the 2023-24 budget. The previous year, 2022-23, includes one time expenditures using special categorical block grants and COVID19 funding plus carryover and donations.

Total Form 01, Line B.5) Total Contracts & Services \$1,746,137

Capital Outlay

There is no capital outlay anticipated from the General Fund included in this budget.

Other Outgo

This is the amount of Basic Aid Supplement funds and an amount to equal CRSP expenses that are transferred to SunRidge, as it is an external charter a different object code is used for this transfer while the other two charters are internal and are shown as Transfers Out in Section D.

Total Form 01, Line B.7) Total Other Outgo \$60,028

Total Form 01, Line B.9) Total Expenditures \$9,898,471

Transfers In (GF = General Fund, Sp Ed EC = Special Ed Excess Costs)

Transfer In F01 GF from F09 Orchard View Sp Ed EC	\$150,000
Transfer In F01 GF from F09 Orchard View Direct Costs	230,000
Transfer In F01 GF from F03 Twin Hills CMS Sp Ed EC	150,000
Transfer In F01 GF from F03 Twin Hills CMS Direct Costs	200,000
Transfer In F03 THCMS from F01 General Fund BAS	600,000

Transfer In F01 GF from F12 Apple Blossom Aft Sch Pgm	15,000
Transfer In F01 GF +F03 THCMS from F20 OPEB/CRSP	79,225

Total Form 01, Line D.1a) Total Transfers In \$1,424,225

Transfers Out (GF = General Fund, BAS = Basic Aid Supplement Funds)

Transfer Out F01 GF to F13 Cafeteria	\$ 83,000
Transfer Out F03 THCMS to GF F01 Direct Costs	350,000
Transfer Out F01 GF to F03 THCMS BAS	600,000
Transfer Out F01 GF to F09 OV BAS/CRSP	10,356
Transfer Out F01 GF to D21 SR BAS – see Other Outgo	

Total Form 01, Line D.1b) Total Transfers Out \$1,043,356

Program Contributions

Special Education Encroachment

The District has some restricted programs where the cost is more than the revenue received. The General Fund makes contributions to these programs, this is called encroachment.

Special Education continues to require a large contribution annually and this is based on the needs of students. All special education funds and expenses are shown in the General Fund. Twin Hills and Apple Blossom are combined due to implementation of a learning center model at Twin Hills and the fact that the Education Specialist at Apple Blossom also provides early intervention services to some students. The memorandum of understanding between the district and Orchard View Charter School calls for an excess cost model for sharing special education costs. Under this model, the District pays the special education costs for all students. Orchard View pays the District a share of those costs calculated in proportion to student attendance (P-2 ADA). The payment is shown in Transfers In. Since Twin Hills Charter Middle School is also a charter, it pays special education costs using the same excess cost model used for Orchard View. The payment is shown in Transfers In. SunRidge's amount due to the district is also based on student attendance (P-2 ADA) and is reported in the Local Revenue section of these reports as it is has a separate district designation. SunRidge has their own special education program, the amount they pay the district is for excess costs of the West County Special Education Consortium which includes nurse, psych, and speech services.

For 2023-24, the total anticipated contribution to Special Education due to encroachment is \$702,228.

Due to LCFF, transfers to the restricted special education resource must be done by contribution instead of transferring revenue. We now transfer an amount based on the cost of special education staff and the amount of ADA funding received for any NPS students. For 2023-24 the estimated transfer from Fund 01 for Apple Blossom staff is \$100,000 and from Fund 03 the amount is \$100,000.

For 2023-24, the total anticipated cost transfer to Special Education is \$200,000.

PIP Program

Apple Blossom continues to provide PIP, Primary Intervention Program, and this program requires a contribution from the General Fund as the only source of income is currently Box Tops for Education.

For 2023-24, the total anticipated contribution to PIP is \$26,000.

Routine Repair and Maintenance

When a District agrees to receive funding for modernization projects under specific propositions, it is annually required to transfer 3% of the unrestricted adopted budget to the Routine Repair and Maintenance Account (RRMA), a restricted resource. The reason the state made this requirement is to insure that Districts will be able to maintain these modernized facilities for 20 years. Expenses for supplies and services to repair and maintain buildings prior to 2009-10 were paid for directly from the Unrestricted General Fund. These types of expenses are now paid for from the Routine Repair and Maintenance Account (RRMA), including the cost of the district's Maintenance Director. Funds are transferred from unrestricted to restricted to meet this requirement as the year closes.

At Adopted Budget we do not meet the 3% requirement based on the state's calculation but we are exempt from this requirement due to small district size. The state calculation removes the STRS on Behalf of State and COVID19 expenses, and if the state were to update their calculation to also remove all the new one time state categorical expenses, we would meet the 3% requirement. Even though RRMA funds are used for repairs and maintenance of both schools, Twin Hills CMS does not contribute any of the unrestricted funds transferred to this restricted resource. Salary and benefit expenses for THCMS site maintenance personnel are now paid for from this resource. Repairing and maintaining district owned facilities for the safety of all who attend and visit is a priority.

The amount to be transferred to RRM in 2023-24 is \$300,000.

Total Form 01, Line D.3) Total Contributions	\$1,228,228
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RESERVES & ASSIGNMENTS

This district has a board policy (BP3100) stating our reserve level will be 17%. The District meets this requirement by reserving \$1,805,470 designated as the Reserve for Economic Uncertainties. The District is required to reserve \$5,000 for the revolving cash funds. The District is required to reserve \$40,000 as its share of the required economic uncertainty for the West County Special Education Consortium. JPA Transportation funding changed at the state level due to LCFF and \$30,000 is assigned to cover any differences or shortfalls. The assignment to support charters so they maintain a 17% reserve is shown as well as assignments for technology repair or replacement, facilities repair or replacement, the STRS/PERS retirement annual increase cost issue and COVID19 Distance Learning legal fees. There is an Assignment Adjustment line with a negative amount and this means other assignments, except the fund balance support for charters, are reduced by that negative amount. Please see the attached reserve report for details for all funds (Exhibit B).

FUND BALANCE

The District will have an estimated fund balance at the beginning of the budget year of \$4,505,450 and an estimated ending balance of \$3,674,720, this is the total of unrestricted plus restricted. The amount of overspending of \$830,730 is partly due to sharing BAS with the charter schools, the large cost of special education and spending the one time categorical funding. After deducting the reserve for Economic Uncertainties of 17%, the reserve for revolving cash, and the other assignments listed on Exhibit B, there will be no unassigned/unappropriated balance.

CASH FLOW

Funds 01 and 03 will have cash at the end of each month and at the end of the year. Deferrals are not expected for this fiscal year at this time.

MULTI YEAR PROJECTION

The multiyear projection shows the District will continue to remain vigilant and cautious and indicates the necessity of a plan for overspending during the next few years. The LCFF Calculator is a great tool but it is not a guarantee of funding just an instrument to help us estimate revenue. Declining enrollment has been an issue in this state and at Apple Blossom and Twin Hills Charter Middle School over the past few years, but it is anticipated that enrollment will level out and is, therefore, expected to remain the same for the next two years. Due to this enrollment issue as well as the increased cost for STRS/PERS retirement plans and salaries, Twin Hills Charter Middle School is receiving Basic Aid Supplement funds of \$600,000 this year and \$450,000 for the next two years. These BAS transfers are to assist with the staffing to enrollment transition. The Necessary Expense Reduction lines indicate an overall amount and are not specifically pointed at any one expense item as a plan is developed. The SACS report and assumptions show a split between salaries and services but this is by no means the final plan. Please keep in mind, if enrollment increases and/or state revenue improves and/or if we receive one time funds, staffing and expense reductions may not be necessary. We work diligently to maintain and increase enrollment.

Due to COVID, this district has not been receiving the level of donation support the past few years and looks forward to a time when donation support returns to pre-COVID levels. The District continues to recognize the value of the THAB Educational Foundation, the Walkathon-Jogathon and other donations as they help provide the programs our students enjoys including instructional assistants, music, art, gardening physical education and after school sports.

This budget will be updated in August once the State finalizes their budget adoption process and details are published. Please keep in mind that the budget is a living document and is updated once the school year starts and throughout the year as information on funding and staffing changes.

CHARTER SCHOOLS

Charter Schools are funded by LCFF just like the district is. Each school has its own per ADA calculation which can be seen along with each school's reports. Local property taxes are used first to fund LCFF entitlements. The state then fills in the rest of the entitlement using LCFF and EPA funds.

Twin Hills Charter Middle School (D53 Fund 03) (Grades 6-8)

The Twin Hills Charter School's Revenue and Expenditures are included in the General Fund information.

Orchard View Independent Study Charter School (D53 Fund 09) (Grades TK-12)

This charter's ADA of 231 is based on enrollment of 240. This charter's budget indicates an increase to the fund balance of over \$50,090 this year. Previously we included a reduction in expenses as part of the plan for this charter and this is no longer indicated due to changes in staffing and increased enrollment for this year. For 21-22 through 23-24 there is one retired teacher receiving CRSP and those funds are being transferred from the district to the charter. The MOU to the district is included in Transfers Out and is for both their share in the cost to run the district as well as the excess cost for special education. The estimated increase to the fund balance of \$50,093 is added to the estimated beginning fund balance of \$209,186, leaving an estimated ending balance of \$259,279. From this we deduct restricted resources of \$108,610: California Clean Energy \$45,523; Educator Effectiveness \$23,874; Art Music IMDBG \$18,787; Learning Recovery ERBG \$11,475; A-G BG \$8,951. The final assigned balance is a positive \$150,669 equaling a 5% reserve. The board required reserve of 17% is \$468,240 and to meet this, Fund 01 shows an assignment of \$317,571. Please see details on the attached Reserve report (Exhibit B). This fund will have cash at the end of every month and at the end of the year.

ADA = 231 / FTE: Cert=14.30 Clasfd=2.7	Adopted Budget
Revenue	
LCFF State Aid, EPA, In Lieu Property Tax	\$2,718,219
Other State (Mandated, Lottery, STRS on BH)	194,385
Local Revenue (Interest)	6,500
Total Revenue	\$2,919,104
Expenditures	
Salaries & Benefits	\$2,367,288
Books & Supplies	68,879
Services	63,200
Total Expense	\$2,499,367
Transfer In CRSP	+10,356
Transfer Out	-380,000
Net Increase (Decrease) to Fund Balance	\$ 50,093

SunRidge Waldorf Methods Charter School (D21) (Grades TK-8)

SunRidge is currently leasing the Pine Crest Campus on Hayden Avenue from an adjoining school district. The projected ADA of 235 for 2023-24 is based on enrollment of 251 and is not projected to change for the two subsequent years. Specialty program (Res 9041) revenue is estimated at an amount to cover the costs of that program which consists of classified specialty instructor employees and the employer benefit costs. Basic Aid Supplement funds are being given to this charter for all four years shown on the multi-year projection in the amount of \$50,000 per year. Beginning 21-22 there is one retired teacher receiving CRSP and those funds are being transferred from the district to the charter. This charter is budgeted to decrease its fund balance by \$268,499 and this is in part due to spending some of the state restricted dollars this year when the revenue was received last year. This charter is overspending and shows that next year, 2024-25, there needs to be a reduction in expenses of \$100,000. This amount is subject to change based on the actual State adopted budget for 23-24 and what ultimately happens with the Arts, Music, IMDBG and Learning Recovery ERBG funds. These amounts were reduced based on the May Revise.

ADA = 235 / FTE: Cert=14.3 Clasfd=15.8	Adopted Budget
Revenue	
LCFF State Aid, EPA, In Lieu Property Tax	\$2,681,939
Federal COVID19	23,712
Other State (Mandated, Lottery, STRS on Behalf)	164,581
Local Revenue (includes \$50k BAS from D53/F01)	511,416
Federal and State Meal Program Reimbursement	120,000
Total Revenue	\$3,501,648
Expenditures	
Salaries & Benefits	\$2,933,493
Books & Supplies	207,452
Services	689,230
Total Expense	\$3,830,175
Transfers In	\$60,028
Net Increase (Decrease) to Fund Balance	(\$ 268,499)

After deducting the excess expenditures over revenue of \$268,499 from the prior year estimated ending fund balance, the ending balance before assignments and reserves will be \$662,587. After deducting the nonspendable revolving cash amount of \$4,000, the restricted resources of \$347,357 consisting of ELO-P, CA Clean Energy, Educator Effectiveness, Arts Music IMDBG, Learning Recovery ERBG and After Care Programs, plus the assigned RESIG deductible of \$18,000, the final assigned balance is a positive \$293,230 equaling a 8% reserve. The board required reserve of 17% is \$633,750 and to meet this, Fund 01 shows an assignment of \$340,520. Please see details on the attached Reserve report (Exhibit B). This fund is estimated to have cash at the end of every month and at the end of the year.

MULTI-YEAR PROJECTION NOTES FOR ALL SCHOOLS:

Prop 39 Clean Energy funds began in 2013-14. The state gave over \$50,000 per year for five years to schools that completed an application, researched power usage, and prepared expenditure estimation reports. We hired a firm to do all this work for us and applied for and received funding for four of the five years. In 2014-15 we received funds for two years, 2013-14 and 2014-15, in 2015-16 we received funds for 2015-16 and 2016-17. We have upgraded to WiFi thermostats, LED lighting, exterior lighting and installed additional solar panels. No further funding will be applied for, no revenue or expenses are budgeted for this type of funding and any balance left will be returned to the State.

STRS on Behalf of State is being included so the State of California can show what it is costing them to fund their portion of the teacher's retirement plan (CalSTRS). There is a revenue shown as Other State that exactly matches the expense under Employee Benefits. We never actually receive or spend the money but are required to budget and journal as if we do.

The employer cost for retirement will be an issue in future years as the cost climbs to 19.1% for CalSTRS and over 28% for CalPERS, the classified retirement plan. Governor Newsom understands pension reform may devastate school districts and in previous years has chosen to provide millions of dollars to fund the CalSTRS and CalPERS liability resulting in a reduced employer cost in those years. For 22-23 and now for 2023-24 the Governor's May Revise did not include any proposals to cover the pension costs and according to current information, the rates this year of 19.1% for CalSTRS is as high as these pension costs will go. CalPERS continues to increase employer costs and currently 2026-27 shows the cost at 28.7%.

Retirement Plan Year:	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
STRS ER Rates	10.73%	12.58%	14.43%	16.28%	17.10%	16.15%	16.92%	19.10%	19.10%
PERS ER Rates	11.847%	13.888%	15.531%	18.062%	19.721%	20.70%	22.91%	25.37%	26.68%

Necessary Expense Reductions are shown for schools that need to reduce expenses in subsequent years. The amount shown is an overall amount of the reduction needed and do not point to any one expense item as a plan will need developed. There are a few ways to avoid expense reductions, one is to increase enrollment and the other is for the state to increase funding.

OTHER FUNDS

Child Development (Fund 12)

This program continues to provide families with before and after school child care and is going strong. They are currently running their successful summer program. This program has an ending fund balance of \$140,733 after revolving cash of \$4,000 is deducted.

Cafeteria (Fund 13)

Universal Meals begins in August 2022. This allows students to receive two meals each school day at no cost to the students. We were fortunate to keep our current vendor, Revolution Foods, for the 23-24 school year. The higher meal reimbursement from the State should cover the increased cost for the meals. Each year it takes a month or so to fine tune this program so ordering matches consumption. For 22-23 cafeteria staff worked on understanding this new “normal” and it is expected that for 23-24 a new normal will be well established. This fund will be updated often during the year to keep up with what is actually going on. As always this fund requires a contribution from the general fund, for this year that is estimated at \$83,000 to cover the employee salaries and benefits, supplies and permits. The ending fund balance after the reserve for the revolving cash of \$4,000 and inventory of \$457 is estimated to be \$1,350.

Deferred Maintenance (Fund 14)

This district was awarded an Extreme Hardship Grant originating in 2007-08, please see Exhibit D for details. In 2018-19 California Solar Initiative funds (\$145,000) received during the past five years from the installation of the solar panels during the summer of 2011, were transferred from the sites to this fund in order to maintain the solar panels and their safe operation. Due to LCFF, these funds are now included in that calculation and the district is responsible for transferring revenue to this fund based on site needs. Projects are identified and vetted by the Superintendent and Site Administrators. This list of projects is approved by the board annually resulting in these funds being committed. For the summers of 2020 and 2021 we did not do any construction projects due to COVID. During winter break of 2021 a new bell system was installed at Twin Hills CMS. This summer of 2023 we are replacing flooring in some rooms at Apple Blossom and installing new charging stations. Currently I show a revenue transfer from Fund 01 in the amount of \$50,000. The ending balance of \$275,165 is committed.

Special Reserve Fund for Other Than Capital Outlay (Fund 17)

This fund is expected to have an assigned ending balance of \$320,448 at the end of 2023-24. We transferred over \$330,000 of Basic Aid Supplement revenue into this fund in 2008-09. For a five year period after 2008-09, the state budget deteriorated at an alarming pace and for a period of time Basic Aid Supplement funds were transferred to each site directly from the general fund in order to maintain educational programs. For 2011-12 and 2012-13 the amounts of Basic Aid Supplement funds this district received were spent on one-time expenses, such as advertising. In 2013-14 a 5% salary increase was negotiated and in order to fund 50% of this additional cost, BAS funds were transferred to all schools, the AB After School Program, and the Cafeteria Program from Fund 01. In 2013-14 we transferred \$200,000 of these funds to Fund 20 for postemployment benefits. This is the fund cash is borrowed from as needed throughout the year.

Postemployment Benefits (Fund 20)

In June, 2004, the Government Accounting Standards Board (GASB) issued its final accrual accounting standards for retiree healthcare benefits (OPEB). These standards state school districts must disclose this liability in their annual financial statements (audit report). This standard is called GASB Statement #45. Our THTA Contract offered teachers an early retirement plan where they could select either healthcare benefits or a cash buy-out. In July of 2011 an actuarial valuation of our OPEB, which is just the cost for medical benefits for retirees, indicated that our liability was over \$760,000. In July of 2014 an updated actuarial study increased our liability to over \$900,000. Use of this fund and the actual movement of money into it is substantiation of the district’s effort to set aside and fund this liability in accordance with GASB 45 and in 2013-14 the board approved transferring funds from Fund 17 and an amount reserved from Fund 01 to this

fund for postemployment benefits. A change in contract language in April, 2016, no longer offering district paid healthcare benefits as part of the early retirement program for teachers, left the only option available as cash paid in equal payments annually for three years. This change resulted in a new actuarial study which decreased our estimated OPEB liability to just over \$74,000 which is the estimated liability for one retired superintendent, this is now called GASB75. A 2021-22 actuarial valuation states the liability is now \$73k. There is now a GASB Statement #73 that came into effect just a few years ago which requires us to report a liability for our cash buy-out program which is considered a pension. A new actuarial valuation was completed for the 21-22 audit. This new actuarial valuation indicates our liability is currently \$1,098,000. In 2018-19 this district transferred \$200,000 into this fund from the general fund. In 2019-20 there was a transfer made for \$150,000 into this fund from the general fund. A plan to fully fund this liability is in progress. For 2022-23 there were 9 retired teachers and 1 retired principal receiving CRSP and to cover these cost over \$111,132. For 23-24 the estimated amount transferred to other funds to cover CRSP is \$79,225. The ending Assigned fund balance is currently estimated to be \$480,037.

Bond Fund (Fund 21)

This fund is used to record the revenue from the sale of bonds and expenditures based on the Measure M approved projects list. In March of 2011 bonds were sold and after paying off the Zions Bank capital lease, \$2,047,108 was deposited into this fund. In 2010-11 and 2011-12 a large percentage of funds were spent on the solar project, modular project at THCMS, MUR upgrades at THCMS including a lighting and sound system, and energy efficient lighting at both campuses. In 2012-13 and 2013-14 the Orchard View Portable project and the District Technology Infrastructure project (Structured Cable Plan) were completed. Currently the only item budgeted is interest revenue. The ending fund balance is currently estimated to be \$162,544 and is assigned. These funds can only be used for Measure M approved projects.

Capital Facilities Fund (Fund 25)

This fund is used to collect the revenue generated through developer fees. We are currently suspending collection of these developer fees, the only revenue is for interest. This fund pays the District's portion of the cost of the bus facility operated by the West County Transportation JPA. The annual payment for that facility will be about \$11,000. The estimated restricted ending fund balance is \$30,837.

Special Reserve for Capital Projects (Fund 40)

This fund is used to accumulate funds to be used for capital improvements or equipment purchases. The fund balance is projected to be approximately \$98,534 at the end of the fiscal year and this balance is Assigned and will only be used for site or building improvements or equipment costing over \$5,000.

Federal and State Categorical Funding Entitlements and Expenses Recap

Categorical funding by Resource: Apple Blossom Elementary/District								
Res #	Revenue	Final year to spend	Spent 20-21	Spent 21-22	Budget Exp 22-23	23-24 Budget Exp	Fund Balance	Program Title
2600	\$65,951	23-24				\$64,320	\$1,631	Expanded Learning Opportunities Program ELO-P 2021-22, May Revise extends 1 more year
2600	\$144,774	23-24					\$144,774	Expanded Learning Opportunities Program ELO-P 2022-23
3210	\$32,867	21-22	\$32,864	\$3				\$0 Elementary and Secondary School Emergency Relief Fund (ESSER) Fund
3212	\$162,388	22-23	\$69,500	\$92,875	\$13			\$0 Elementary and Secondary School Relief II (ESSER II) Fund
3213	\$292,030	23-24		\$55,000	\$164,000	\$73,030		\$0 Elementary and Secondary School Emergency Relief III (ESSER III) Fund
3214	\$73,008	23-24					\$73,008	Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Learning Loss
3215	\$16,100	21-22	\$16,100					\$0 Governor's Emergency Education Relief Fund: Learning Loss Mitigation
3216	\$37,217	22-23		\$21,417	\$15,800			\$0 Expanded Learning Opportunities (ELO) Grant: ESSER II State Reserve
3217	\$8,542	22-23			\$8,542			\$0 Expanded Learning Opportunities (ELO) Grant: GEER II
3218	\$24,261	23-24		\$13,080		\$11,181		\$0 Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve Emergency Needs
3219	\$41,822	23-24				\$41,822		\$0 Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve Learning Loss
3220	\$129,341	20-21	\$129,341					\$0 Coronavirus Relief Fund: Learning Loss Mitigation
6053	\$59,621	25-26			\$4,621		\$55,000	Universal Prekindergarten Planning and Implementation Grant
6266	\$108,349	25-26			\$23,376	\$24,274	\$60,699	Educator Effectiveness Funds (EEF)
6762	\$95,692	25-26			\$5,000	\$25,000	\$65,692	Arts, Music, and Instructional Materials Discretionary Block Grant (AMIMD) May Revise 50% reduced amount
7420	\$31,545	20-21	\$31,545					\$0 State Learning Loss Mitigation Funds
7422	\$139,729	23-24		\$90,229	\$49,500			\$0 In-Person Instruction (IPI) Grant
7425	\$115,647	23-24		\$71,647	\$44,000			\$0 Expanded Learning Opportunities (ELO) Grant
7426	\$25,277	23-24		\$25,277				\$0 Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff
7435	\$115,260	27-28				\$16,179	\$99,081	Learning Recovery Emergency Block Grant (LRE) May Revise 32% reduced amount
Totals	\$1,719,421		\$279,350	\$369,528	\$314,852	\$255,806	\$499,885	
Categorical funding by Resource: Twin Hills Charter Middle School								
Res #	Revenue	Final year to spend	Spent 20-21	Spent 21-22	Budget Exp 22-23	23-24 Budget Exp	Fund Balance	Program Title
2600	\$50,000	23-24					\$50,000	Expanded Learning Opportunities Program ELO-P 2021-22, May Revise extends 1 more year
2600	\$50,000	23-24					\$50,000	Expanded Learning Opportunities Program ELO-P 2022-23
3215	\$11,040	21-22	\$7,633	\$3,407				\$0 Governor's Emergency Education Relief Fund: Learning Loss Mitigation
3216	\$19,969	22-23		\$19,969				\$0 Expanded Learning Opportunities (ELO) Grant: ESSER II State Reserve
3217	\$4,583	22-23		\$4,583				\$0 Expanded Learning Opportunities (ELO) Grant: GEER II
3218	\$13,017	23-24			\$13,017			\$0 Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve Emergency Needs
3219	\$22,439	23-24			\$22,439			\$0 Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve Learning Loss
3220	\$75,894	20-21	\$75,894					\$0 Coronavirus Relief Fund: Learning Loss Mitigation
6266	\$56,675	25-26		\$9,138	\$7,175	\$6,961	\$33,401	Educator Effectiveness Funds (EEF)
6762	\$65,139	25-26				\$40,000	\$25,139	Arts, Music, and Instructional Materials Discretionary Block Grant (AMIMD) May Revise 50% reduced amount
7420	\$16,682	20-21	\$16,682					\$0 State Learning Loss Mitigation Funds
7422	\$74,971	23-24		\$67,700	\$7,271			\$0 In-Person Instruction (IPI) Grant
7425	\$62,049	23-24		\$57,049	\$5,000			\$0 Expanded Learning Opportunities (ELO) Grant
7426	\$13,562	23-24		\$13,562				\$0 Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff
7435	\$73,010	27-28		\$0		\$72,157	\$853	Learning Recovery Emergency Block Grant (LRE) May Revise 32% reduced amount
Totals	\$609,030		\$100,209	\$175,408	\$54,902	\$119,118	\$159,393	
Categorical funding by Resource: Orchard View School								
Res #	Revenue	Final year to spend	Spent 20-21	Spent 21-22	Budget Exp 22-23	23-24 Budget Exp	Fund Balance	Program Title
2600		23-24						\$0 Non Classroom based, not eligible
3215		21-22						\$0 Governor's Emergency Education Relief Fund: Learning Loss Mitigation
3216	\$21,079	22-23		\$21,079				\$0 Expanded Learning Opportunities (ELO) Grant: ESSER II State Reserve
3217	\$4,838	22-23		\$4,838				\$0 Expanded Learning Opportunities (ELO) Grant: GEER II
3218	\$13,741	23-24		\$13,741				\$0 Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve Emergency Needs
3219	\$23,687	23-24		\$23,687				\$0 Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve Learning Loss
3220	\$14,336	20-21	\$14,336					\$0 Coronavirus Relief Fund: Learning Loss Mitigation
6053	\$26,005	25-26			\$1,005	\$5,000	\$20,000	Universal Prekindergarten Planning and Implementation Grant
6266	\$44,837	25-26		\$4,625	\$8,176	\$8,162	\$23,874	Educator Effectiveness Funds (EEF)
6762	\$70,887	25-26			\$37,100	\$15,000	\$18,787	Arts, Music, and Instructional Materials Discretionary Block Grant (AMIMD) May Revise 50% reduced amount
7412+13	\$8,951	25-26					\$8,951	A-G Completion Improvement Grant Program
7420	\$17,598	20-21	\$17,598					\$0 State Learning Loss Mitigation Funds
7422		23-24						\$0 In-Person Instruction (IPI) Grant
7425	\$65,497	23-24		\$65,497				\$0 Expanded Learning Opportunities (ELO) Grant
7426	\$14,316	23-24		\$14,316				\$0 Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff
7435	\$62,175	27-28				\$50,700	\$11,475	Learning Recovery Emergency Block Grant (LRE) May Revise 32% reduced amount
7810	\$2,327	27-28			\$2,327			\$0 Other State: Ethnic Studies
Totals	\$390,274		\$31,934	\$147,783	\$48,608	\$78,862	\$83,087	
Categorical funding by Resource: SunRidge School								
Res #	Revenue	Final year to spend	Spent 20-21	Spent 21-22	Budget Exp 22-23	23-24 Budget Exp	Fund Balance	Program Title
2600	\$50,000	23-24					\$50,000	Expanded Learning Opportunities Program ELO-P 2021-22 May Revise extends 1 more year
2600	\$105,691	23-24					\$105,691	Expanded Learning Opportunities Program ELO-P 2022-23
3215	\$7,820	21-22	\$5,920	\$1,900				\$0 Governor's Emergency Education Relief Fund: Learning Loss Mitigation
3216	\$23,569	22-23			\$23,569			\$0 Expanded Learning Opportunities (ELO) Grant: ESSER II State Reserve
3217	\$5,409	22-23			\$5,409			\$0 Expanded Learning Opportunities (ELO) Grant: GEER II
3218	\$15,364	23-24			\$15,364			\$0 Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve Emergency Needs
3219	\$26,485	23-24			\$2,773	\$23,712		\$0 Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve Learning Loss
3220	\$75,801	20-21	\$75,801					\$0 Coronavirus Relief Fund: Learning Loss Mitigation
6053	\$55,852	25-26			\$5,852		\$50,000	Universal Prekindergarten Planning and Implementation Grant
6266	\$56,771	25-26			\$7,000	\$6,961	\$42,810	Educator Effectiveness Funds (EEF)
6762	\$65,552	25-26				\$64,124	\$1,428	Arts, Music, and Instructional Materials Discretionary Block Grant (AMIMD) May Revise 50% reduced amount
7420	\$19,510	20-21	\$19,510					\$0 State Learning Loss Mitigation Funds
7422	\$86,719	23-24	\$13,807	\$26,912	\$46,000			\$0 In-Person Instruction (IPI) Grant
7425	\$73,239	23-24	\$0	\$73,239				\$0 Expanded Learning Opportunities (ELO) Grant
7426	\$16,007	23-24	\$0	\$16,007				\$0 Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff
7435	\$107,470	27-28				\$41,646	\$65,824	Learning Recovery Emergency Block Grant (LRE) May Revise 32% reduced amount
Totals	\$791,259		\$115,038	\$118,058	\$105,967	\$136,443	\$315,753	

Twin Hills USD
Enrollment and ADA
2023-24 Adopted Budget - Current

ADA Updated for 22-23 Closing
based on actual P-2 attendance
COVID19 Pandemic: In-Person

	2022-23 PRIOR FISCAL YEAR			2023-24 CURRENT FISCAL YEAR			2024-25 1ST SUBSEQUENT YEAR			2025-26 2ND SUBSEQUENT YEAR		
	Enrollment @ CBEDS (Oct 5)	P-2 ADA (actual)	LCFF UNDUPLICATE D COUNT	Enrollment @ CBEDS (est.)	P-2 ADA (estimate)	LCFF UNDUPLICATE D COUNT	Enrollment @ CBEDS (est.)	P-2 ADA (estimate)	LCFF UNDUPLICATE D COUNT	Enrollment @ CBEDS (est.)	P-2 ADA (estimate)	LCFF UNDUPLICATE D COUNT
DISTRICT Apple Blossom												
K-3	193	179.90	53	180	170	50	180	170	50	180	170	50
4-6	100	92.21	19	105	98	20	105	98	20	105	98	20
4-6: NPS												
7-8: NPS		0.10										
9-12: NPS												
Totals	293	272.21	72	285	268	70	285	268	70	285	268	70
Ratio of ADA to Enrollment / Percentage Unduplicated	LCFF=293	92.90%	24.57%	LCFF=285	94.04%	24.56%	LCFF=285	94.04%	24.56%	LCFF=285	94.04%	24.56%
	AB will be funded on 3 year rolling average, this year = 352.45			AB will be funded on 3 year rolling average, this year = 317.52			AB will be funded on 3 year rolling average, this year = 281.33			AB will be funded on 3 year rolling average, this year = 269.37		
CHARTER SCHOOL Twin Hills CMS												
K-3												
4-6	53	49.68	17	60	57	19	60	57	19	60	57	19
7-8	151	137.60	40	145	138	38	145	138	38	145	138	38
9-12												
Ungraded												
Totals	204	187.28	57	205	195	57	205	195	57	205	195	57
Ratio of ADA to Enrollment / Percentage Unduplicated		91.80%	27.94%		95.12%	27.80%		95.12%	27.80%		95.12%	27.80%
CHARTER SCHOOL Orchard View												
K-3	37	36.41	10	67	65	18	67	65	18	67	65	18
4-6	40	40.64	8	45	43	8	45	43	8	45	43	8
7-8	44	41.89	9	30	28	6	30	28	6	30	28	6
9-12	95	88.52	17	98	95	18	98	95	18	98	95	18
Ungraded												
Totals	216	207.46	44	240	231	50	240	231	50	240	231	50
Ratio of ADA to Enrollment / Percentage Unduplicated		96.05%	20.37%		96.25%	20.83%		96.25%	20.83%		96.25%	20.83%
Sub-Totals District 53	713	667	173	730	694	177	730	694	177	730	694	177
CHARTER SCHOOL SunRidge												
K-3	131	114.46	45	134	125	45	134	125	45	134	125	45
4-6	73	64.24	27	83	78	27	83	78	27	83	78	27
7-8	39	35.03	11	34	32	11	34	32	11	34	32	11
9-12												
Ungraded												
Totals District 21	243	213.73	83	251	235	83	251	235	83	251	235	83
Ratio of ADA to Enrollment / Percentage Unduplicated		87.95%	34.16%		93.63%	33.07%		93.63%	33.07%		93.63%	33.07%
TOTALS ALL SITES	956	881	256	981	929	260	981	929	260	981	929	260

Public Health COVID19 State of Emergency for California ended 2/28/2023 and Federal ended 5/18/23.

Twin Hills USD
Enrollment and ADA
2023-24 Adopted Budget - History

ADA Updated for 22-23 Closing
based on actual P-2 attendance

	Prior to COVID19 Pandemic			COVID19 Pandemic: Distance & Hybrid			COVID19 Pandemic: In-Person			COVID19 Pandemic: In-Person		
	2019-20			2020-21			2021-22			2022-23		
	Prior to COVID19 Pandemic			During COVID19 Pandemic			PRIOR FISCAL YEAR			CURRENT FISCAL YEAR		
	Enrollment @ CBEDS (Oct)	P-2 ADA (actual)	LCFF UNDUPLICATE D COUNT	Enrollment @ CBEDS (Oct)	P-2 ADA - based on prior year	LCFF UNDUPLICATE D COUNT	Enrollment @ CBEDS (Oct 6)	P-2 ADA (actual)	LCFF UNDUPLICATED COUNT	Enrollment @ CBEDS (Oct 5)	P-2 ADA (actual)	LCFF UNDUPLICATE D COUNT
DISTRICT Apple Blossom												
K-3	266	247.18	64	256	247.18	60	210	186.13	52	193	179.90	53
4-6	134	129.41	35	102	129.41	28	109	100.13	21	100	92.21	19
4-6: NPS	1	1.06		1	0.00							
7-8: NPS				1	1.06		1	1.07	0		0.10	
9-12: NPS												
Totals	401	377.65	99	360	377.65	88	320	287.33	73	293	272.21	72
Ratio of ADA to Enrollment / Percentage Unduplicated	LCFF=391	94.18%	25.32%	LCFF=353	104.90%	24.86%	LCFF=315	89.79%	23.47%	LCFF=293	92.90%	24.57%
				G TK-3=249, G4-5=102, NPS=2			AB will be funded on prior year ADA 377.72			AB will be funded on 3 year rolling average, this year = 352.45		
CHARTER SCHOOL Twin Hills CMS												
K-3												
4-6	62	58.73	18	76	58.73	20	64	59.97	16	53	49.68	17
7-8	186	174.76	42	150	174.76	29	143	135.62	31	151	137.60	40
9-12												
Ungraded												
Totals	248	233.49	60	226	233.49	49	207	195.59	47	204	187.28	57
Ratio of ADA to Enrollment / Percentage Unduplicated		94.15%	24.19%		103.31%	21.68%		94.49%	22.71%		91.80%	27.94%
CHARTER SCHOOL Orchard View												
K-3	45	45.08	5	48	45.08	7	48	45.38	6	37	36.41	10
4-6	43	40.57	4	45	40.57	10	47	44.65	8	40	40.64	8
7-8	35	37.19	7	42	37.19	10	36	37.44	6	44	41.89	9
9-12	104	102.78	23	113	102.78	23	91	85.38	16	95	88.52	17
Ungraded												
Totals	227	225.62	39	248	225.62	50	222	212.85	36	216	207.46	44
Ratio of ADA to Enrollment / Percentage Unduplicated		99.39%	17.18%		90.98%	20.16%		95.88%	16.22%		96.05%	20.37%
Sub-Totals District 53	876	837	198	834	837	187	749	696	156	713	667	173
CHARTER SCHOOL SunRidge												
K-3	144	136.88	45	147	136.88	51	107	99.42	40	131	114.46	45
4-6	84	77.97	23	72	77.97	28	63	54.12	27	73	64.24	27
7-8	53	49.29	15	51	49.29	16	45	43.29	11	39	35.03	11
9-12												
Ungraded												
Totals District 21	281	264.14	83	270	264.14	95	215	196.83	78	243	213.73	83
Ratio of ADA to Enrollment / Percentage Unduplicated		94.00%	29.54%		97.83%	35.19%		91.55%	36.28%		87.95%	34.16%
							Funded @ 200.22 based on PY attend %					
TOTALS ALL SITES	1,157	1,100.90	281	1,104	1,100.90	282	964	893	234	956	881	256

Due to COVID, SunRidge funded at 200.22
based on prior year attendance percentage.

COVID19 Public Health Emergency:
State of Emergency for California ends 2/28/2023
Public State of Emergency for USA ends 5/11/2023

Description	2022-23 Estimated Actuals			2023-24 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	272.21	272.21	352.45	268.00	268.00	317.52
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	272.21	272.21	352.45	268.00	268.00	317.52
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class	.95	.95	.95			
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	.95	.95	.95	0.00	0.00	0.00
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	273.16	273.16	353.40	268.00	268.00	317.52
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2022-23 Estimated Actuals			2023-24 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA	187.28	187.28	187.28	195.00	195.00	195.00
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	187.28	187.28	187.28	195.00	195.00	195.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA	207.46	207.46	207.46	231.00	231.00	231.00
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	207.46	207.46	207.46	231.00	231.00	231.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	394.74	394.74	394.74	426.00	426.00	426.00

Description	2022-23 Estimated Actuals			2023-24 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA	213.73	213.73	213.73	235.00	235.00	235.00
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	213.73	213.73	213.73	235.00	235.00	235.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	213.73	213.73	213.73	235.00	235.00	235.00

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

			2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
A. REVENUES									
1) LCFF Sources		8010-8099	6,738,865.00	50,030.00	6,788,895.00	6,916,747.00	84,000.00	7,000,747.00	3.1%
2) Federal Revenue		8100-8299	0.00	425,404.00	425,404.00	0.00	323,803.00	323,803.00	-23.9%
3) Other State Revenue		8300-8599	427,904.00	1,085,198.00	1,513,102.00	96,326.00	417,120.00	513,446.00	-66.1%
4) Other Local Revenue		8600-8799	447,092.00	299,430.00	746,522.00	440,876.00	408,000.00	848,876.00	13.7%
5) TOTAL, REVENUES			7,613,861.00	1,860,062.00	9,473,923.00	7,453,949.00	1,232,923.00	8,686,872.00	-8.3%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	3,039,354.00	440,599.00	3,479,953.00	3,294,765.00	610,686.00	3,905,451.00	12.2%
2) Classified Salaries		2000-2999	1,125,528.00	341,903.00	1,467,431.00	1,291,381.00	311,235.00	1,602,616.00	9.2%
3) Employee Benefits		3000-3999	1,582,280.00	614,417.00	2,196,697.00	1,744,303.00	676,950.00	2,421,253.00	10.2%
4) Books and Supplies		4000-4999	110,607.09	273,145.40	383,752.49	63,392.00	99,594.00	162,986.00	-57.5%
5) Services and Other Operating Expenditures		5000-5999	774,715.00	1,101,538.64	1,876,253.64	734,560.00	1,011,577.00	1,746,137.00	-6.9%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	60,074.00	0.00	60,074.00	60,028.00	0.00	60,028.00	-0.1%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			6,692,558.09	2,771,603.04	9,464,161.13	7,188,429.00	2,710,042.00	9,898,471.00	4.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			921,302.91	(911,541.04)	9,761.87	265,520.00	(1,477,119.00)	(1,211,599.00)	-12,511.5%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	1,306,132.00	0.00	1,306,132.00	1,424,225.00	0.00	1,424,225.00	9.0%
b) Transfers Out		7600-7629	946,803.00	0.00	946,803.00	1,043,356.00	0.00	1,043,356.00	10.2%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(1,250,575.00)	1,250,575.00	0.00	(1,228,228.00)	1,228,228.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(891,246.00)	1,250,575.00	359,329.00	(847,359.00)	1,228,228.00	380,869.00	6.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			30,056.91	339,033.96	369,090.87	(581,839.00)	(248,891.00)	(830,730.00)	-325.1%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	3,624,539.30	511,821.51	4,136,360.81	3,654,596.21	850,855.47	4,505,451.68	8.9%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

49 70961 0000000
Form 01
E8BY4WUJX(2023-24)

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
c) As of July 1 - Audited (F1a + F1b)			3,624,539.30	511,821.51	4,136,360.81	3,654,596.21	850,855.47	4,505,451.68	8.9%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,624,539.30	511,821.51	4,136,360.81	3,654,596.21	850,855.47	4,505,451.68	8.9%
2) Ending Balance, June 30 (E + F1e)			3,654,596.21	850,855.47	4,505,451.68	3,072,757.21	601,964.47	3,674,721.68	-18.4%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	5,000.00	0.00	5,000.00	5,000.00	0.00	5,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	850,855.47	850,855.47	0.00	601,964.47	601,964.47	-29.3%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	1,933,056.21	0.00	1,933,056.21	1,262,287.21	0.00	1,262,287.21	-34.7%
West County JPAs: Special Ed and Transportation	0000	9780	70,000.00		70,000.00			0.00	
Fund Balance Support: Charters	0000	9780	541,558.00		541,558.00			0.00	
Technology Hardware Replacement	0000	9780	500,000.00		500,000.00			0.00	
Facilities: Repair/Replace	0000	9780	600,000.00		600,000.00			0.00	
Pension & Salary Increase Support	0000	9780	300,000.00		300,000.00			0.00	
Assignment Reduction due to Supports	0000	9780	(178,501.79)		(178,501.79)			0.00	
COVID19 Legal: Distance Learning	0000	9780	100,000.00		100,000.00			0.00	
West County JPAs: Special Ed and Transportation	0000	9780			0.00	70,000.00		70,000.00	
Fund Balance Support: Charters	0000	9780			0.00	658,092.00		658,092.00	
Technology Hardware Replacement	0000	9780			0.00	500,000.00		500,000.00	
Facilities: Repair/Replace	0000	9780			0.00	600,000.00		600,000.00	
Pension & Salary Increase Support	0000	9780			0.00	300,000.00		300,000.00	
Assignment Reductions due to Supports	0000	9780			0.00	(965,804.79)		(965,804.79)	
COVID19 Legal: Distance Learning	0000	9780			0.00	100,000.00		100,000.00	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,716,540.00	0.00	1,716,540.00	1,805,470.00	0.00	1,805,470.00	5.2%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
G. ASSETS									

Resource	Description	2022-23		2023-24
		Estimated	Actuals	Budget
2600	Expanded Learning Opportunities Program		310,725.00	246,405.00
6230	California Clean Energy Jobs Act		70,694.47	70,694.47
6266	Educator Effectiveness, FY 2021-22		125,335.00	94,100.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant		155,831.00	90,831.00
7435	Learning Recovery Emergency Block Grant		188,270.00	99,934.00
Total, Restricted Balance			850,855.47	601,964.47

TWIN HILLS UNION SCHOOL DISTRICT
GENERAL FUND = DISTRICT / APPLE BLOSSOM ELEMENTARY SCHOOL AND TWIN HILLS CHARTER MIDDLE SCHOOL COMBINED - FUNDS 01 AND 03
2023-24 CASH FLOW ESTIMATES @ Adopted Budget

GENERAL FUND F01+F03		2023-24 PROJECTIONS												DEFERRED	
DESCRIPT	MONTH OF:	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	REV/EXP
ACCT #S															BUDGET
A: BEGIN CASH	9110	3,900,000.00	3,629,690.00	2,922,112.00	2,754,269.00	2,438,414.00	1,683,436.00	3,611,379.00	3,001,860.00	2,591,483.00	2,179,436.00	3,338,578.00	2,717,147.00		
B: RECEIPTS															
Rev Limit Prop Taxes	8020-8079	0.00	0.00	0.00	0.00	0.00	2,225,000.00	0.00	0.00	0.00	1,668,750.00	0.00	556,250.00	4,450,000.00	0.00
Principal Ap	8010-8019	127,629.00	127,629.00	229,727.00	229,727.00	229,727.00	229,727.00	229,727.00	229,727.00	229,727.00	229,727.00	229,727.00	229,727.00	2,552,528.00	0.00
Basic Aid Supp		45,000.00	45,000.00	81,000.00	81,000.00	81,000.00	81,000.00	81,000.00	81,000.00	81,000.00	81,000.00	81,000.00	81,000.00	900,000.00	0.00
Education Protection Acct	8012	0.00	0.00	295,860.00	0.00	0.00	295,860.00	0.00	0.00	295,859.00	0.00	0.00	295,859.00	1,183,438.00	0.00
Misc Funds	8080-8099	0.00	-127,158.00	-254,306.00	-169,536.00	-169,536.00	-219,536.00	-169,536.00	-127,536.00	-296,703.00	-148,343.00	-148,343.00	-106,343.00	-1,936,876.00	-148,343.00
Federal	8100-8299	0.00	0.00	0.00	7,911.00	98,885.00	66,971.00	7,911.00	0.00	0.00	9,888.00	0.00	63,017.00	254,583.00	69,220.00
Other State	8300-8599	0.00	0.00	0.00	0.00	0.00	14,046.00	28,677.00	0.00	0.00	28,677.00	31,500.00	0.00	102,900.00	410,546.00
Other Local	8600-8799	17,500.00	17,500.00	29,100.00	156,100.00	29,100.00	29,100.00	100,065.00	29,100.00	36,860.00	43,100.00	29,100.00	68,251.00	584,876.00	264,000.00
Interfund TF in	8910-8929	0.00	0.00	0.00	0.00	175,000.00	57,351.00	321,874.00	175,000.00	0.00	0.00	0.00	475,000.00	1,204,225.00	220,000.00
Other Finance sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Non-Revenue		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS		190,129.00	62,971.00	381,381.00	305,202.00	444,176.00	2,779,519.00	599,718.00	387,291.00	346,743.00	1,912,799.00	222,984.00	1,662,761.00	9,295,674.00	815,423.00
C: DISBURSEMENTS															
Certificated Salaries	1000-1999	49,000.00	347,859.00	347,859.00	347,859.00	347,859.00	347,859.00	347,859.00	347,859.00	347,859.00	347,859.00	347,859.00	377,861.00	3,905,451.00	0.00
Classified Salaries	2000-2999	62,000.00	110,000.00	142,661.00	142,661.00	142,661.00	142,661.00	142,661.00	142,661.00	142,661.00	142,661.00	142,661.00	146,667.00	1,602,616.00	0.00
Employee Benefits	3000-3999	45,500.00	181,189.00	206,189.00	184,189.00	184,189.00	184,189.00	184,189.00	184,189.00	184,189.00	184,189.00	184,189.00	193,171.00	2,099,561.00	321,692.00
Books and Supplies	4000-4999	42,402.00	21,018.00	18,428.00	18,634.00	23,232.00	8,064.00	6,897.00	7,481.00	3,552.00	8,150.00	2,727.00	2,401.00	162,986.00	0.00
Services and Other Op	5000-5999	74,608.00	110,483.00	130,087.00	87,307.00	376,213.00	98,419.00	207,631.00	30,478.00	80,529.00	70,798.00	146,979.00	332,605.00	1,746,137.00	0.00
Capital Outlay	6000-6599	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Outgo	7000-7499	0.00	0.00	0.00	0.00	0.00	60,028.00	0.00	0.00	0.00	0.00	0.00	0.00	60,028.00	0.00
Interfund TF out	7600-7629	0.00	0.00	0.00	0.00	125,000.00	10,356.00	320,000.00	85,000.00	0.00	0.00	20,000.00	388,000.00	948,356.00	95,000.00
Other Finance sources	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Non-Expenditures	BAS to SR	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSM		273,510.00	770,549.00	845,224.00	780,650.00	1,199,154.00	851,576.00	1,209,237.00	797,668.00	758,790.00	753,657.00	844,415.00	1,440,705.00	10,525,135.00	416,692.00
D: PRIOR YR TRANSACTIONS															
Accounts Receivable	9200	-6,929.00	0.00	391,000.00	159,593.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	543,664.00	
Accounts Payable	9500	-180,000.00	0.00	-95,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-275,000.00	
TOTAL PRIOR YR		-186,929.00	0.00	296,000.00	159,593.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	268,664.00	
E: NET INC/DEC	(B-C+D)	-270,310.00	-707,578.00	-167,843.00	-315,855.00	-754,978.00	1,927,943.00	-609,519.00	-410,377.00	-412,047.00	1,159,142.00	-621,431.00	222,056.00	-960,797.00	
F: ENDING CASH BAL	(A+E)	3,629,690.00	2,922,112.00	2,754,269.00	2,438,414.00	1,683,436.00	3,611,379.00	3,001,860.00	2,591,483.00	2,179,436.00	3,338,578.00	2,717,147.00	2,939,203.00		398,731.00

TWIN HILLS UNION SCHOOL DISTRICT
DISTRICT, APPLE BLOSSOM, TWIN HILLS CMS -- FUNDS 01 AND 03 COMBINED: 2023-24 Multi-Year Projection @ Adopted Budget

	Object Codes	Prior Fiscal Year Budget: 2022-23			Current Fiscal Year Budget: 2023-24			First Subsequent Fiscal Year: 2024-25			Second Subsequent Fiscal Year: 2025-26		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
COLA (percentage)				6.56%			8.22%			8.22%			8.22%
Funded COLA				13.26%			8.22%			3.94%			3.29%
ADA for LCFF Funding purposes				542.45			512.52			476.33			464.37
Enrollment				480			490			490			490
Revenue													
LCFF Sources: LCFF, EPA, Property Tax	8010-8099	5,793,865	50,030	5,843,895	5,963,938	84,000	6,047,938	5,783,285	84,000	5,867,285	5,825,717	84,000	5,909,717
Transportation Funding: NEW 15-16		95,000	-	95,000	102,809	-	102,809	106,860	-	106,860	110,376	-	110,376
Revenue Transfer (Def Maint F14)		(50,000)	-	(50,000)	(50,000)	-	(50,000)	(50,000)	-	(50,000)	(50,000)	-	(50,000)
Add: Basic Aid Supplement	8011-BAS	900,000	-	900,000	900,000	-	900,000	900,000	-	900,000	900,000	-	900,000
Federal Revenues	8100-8299	-	176,180	176,180	-	197,770	197,770	-	197,770	197,770	-	197,770	197,770
Federal Funding: COVID19 (Unearned - record as expensed)		-	249,224	249,224	-	126,033	126,033	-	-	-	-	-	-
Other State Revenues	8300-8599	95,611	152,273	247,884	96,326	95,428	191,754	96,835	95,428	192,263	97,313	95,428	192,741
State Funding: IPI, Universal PreK (Unearned-see Fed)		-	61,392	61,392	-	-	-	-	-	-	-	-	-
State Funding: ELO-P, Educator Effectiveness,		-	-	-	-	-	-	-	-	-	-	-	-
Art Music IM BG, Learning Recovery ER BG		-	557,836	557,836	-	-	-	-	-	-	-	-	-
STRS on Behalf of State		-	313,697	313,697	-	321,692	321,692	-	337,776	337,776	-	354,667	354,667
THCMS Declining Enrollment Protection 22-23 only		332,293	-	332,293	-	-	-	-	-	-	-	-	-
Local Revenues	8600-8799	447,092	299,430	746,522	440,876	408,000	848,876	443,870	295,000	738,870	446,790	295,000	741,790
Total Revenue		7,613,861	1,860,062	9,473,923	7,453,949	1,232,923	8,686,872	7,280,850	1,009,974	8,290,824	7,330,196	1,026,865	8,357,061
Expenditures													
Certificated Salaries	1000-1999	3,039,354	242,511	3,281,865	3,294,763	432,752	3,727,517	3,336,328	359,739	3,696,067	3,391,814	366,933	3,758,747
Certificated Salaries One Time Grant Funds		-	198,088	198,088	-	177,934	177,934	-	14,000	14,000	-	14,000	14,000
Classified Salaries	2000-2999	1,125,528	341,703	1,467,231	1,291,381	311,235	1,602,616	1,317,209	317,460	1,634,669	1,343,553	323,809	1,667,362
Classified Salaries One Time Grant Funds		-	200	200	-	-	-	-	-	-	-	-	-
Employee Benefits -- Statutory	3301-3399;	218,706	42,993	261,699	223,782	17,525	241,307	227,551	15,542	243,093	231,760	15,853	247,613
Employee Benefits One Time Grant Funds	3501-3699	-	44,622	44,622	-	39,084	39,084	-	3,200	3,200	-	3,200	3,200
Employee Benefits STRS on Behalf of State	3101-3199	-	313,697	313,697	-	321,692	321,692	-	337,776	337,776	-	354,667	354,667
Employee Benefits STRS	3101-3199	544,258	43,262	587,520	599,176	106,122	705,298	613,601	68,710	682,311	623,770	70,084	693,854
Employee Benefits PERS	3201-3300	282,099	82,897	364,996	336,175	81,368	417,543	361,049	87,936	448,985	376,246	91,638	467,884
Employee & Retiree Benefits -- Health & Welfare	3400-3499; 3700-3799; 3900-3998	537,217	62,388	599,605	585,170	89,370	674,540	596,874	82,627	679,501	608,811	84,280	693,091
EE Benefits-H&W One Time Grant Funds		-	24,558	24,558	-	21,789	21,789	-	-	-	-	-	-
Books and Supplies	4000-4999	110,607	256,723	367,330	63,392	58,594	121,986	64,655	59,493	124,148	65,951	60,410	126,361
Books and Supplies One Time Grant Funds		-	16,423	16,423	-	41,000	41,000	-	-	-	-	-	-
Services, Other Operating Expenses	5000-5999	774,715	976,302	1,751,017	734,560	916,460	1,651,020	749,250	927,650	1,676,900	764,240	946,203	1,710,443
Services One Time Grant Funds		0	125,237	125,237	0	95,117	95,117	0	17,000	17,000	0	17,000	17,000
Restricted Expense Adjustment		-	-	-	-	-	-	2,166	(2,166)	-	25,323	(25,323)	-
Necessary Expense Reductions - see narrative		-	-	-	-	-	-	(650,000)	-	(650,000)	(850,000)	-	(850,000)
Capital Outlay	6000-6999	-	-	-	-	-	-	-	-	-	-	-	-
Other Outgo	7100-7299	-	-	-	-	-	-	-	-	-	-	-	-
Other Outgo: BAS to D21 charter	7300-7499	-	-	-	-	-	-	-	-	-	-	-	-
Other Outgo: BAS to D21 charter	7299	60,074	-	60,074	60,028	-	60,028	50,000	-	50,000	50,000	-	50,000
Total Expenditures		6,692,558	2,771,604	9,464,162	7,188,429	2,710,042	9,898,471	6,668,683	2,288,967	8,957,650	6,631,468	2,322,754	8,954,222
Excess (Deficiency)		921,303	(911,542)	9,761	265,520	(1,477,119)	(1,211,599)	612,167	(1,278,993)	(666,826)	698,728	(1,295,889)	(597,161)
Transfers In	8910-8929	1,306,132	-	1,306,132	1,424,225	-	1,424,225	1,217,816	-	1,217,816	1,206,706	-	1,206,706
Transfers Out (enter as negative)	7610-7629	(946,803)	-	(946,803)	(1,043,356)	-	(1,043,356)	(883,000)	-	(883,000)	(883,000)	-	(883,000)
Other Sources	8930-8979	-	-	-	-	-	-	-	-	-	-	-	-
Other Uses (enter as negative)	7630-7699	-	-	-	-	-	-	-	-	-	-	-	-
Contribution to Restricted Program	8980-8999	(1,250,575)	1,250,575	-	(1,228,228)	1,228,228	-	(1,244,793)	1,244,793	-	(1,261,689)	1,261,689	-
Total Transfers/Other Uses		(891,246)	1,250,575	359,329	(847,359)	1,228,228	380,869	(909,977)	1,244,793	334,816	(937,983)	1,261,689	323,706
Net Increase (Decrease)		30,057	339,033	369,090	(581,839)	(248,811)	(830,730)	(297,810)	(34,200)	(332,010)	(239,255)	(34,200)	(273,455)
Fund Balance													
Beginning Balance		3,624,539	511,821	4,136,360	3,654,596	850,854	4,505,450	3,072,757	601,963	3,674,720	2,774,947	567,763	3,342,710
Audit Adjustment(s)		-	-	-	-	-	-	-	-	-	-	-	-
Net Ending Balance		3,654,596	850,854	4,505,450	3,072,757	601,963	3,674,720	2,774,947	567,763	3,342,710	2,535,692	533,563	3,069,255
Components of Ending Balance:													
Revolving Cash (nonspendable)	9711	5,000	-	5,000	5,000	-	5,000	5,000	-	5,000	5,000	-	5,000
Stores (nonspendable)	9712	-	-	-	-	-	-	-	-	-	-	-	-
Restricted (Res 2000-9999)	9740	-	850,854	850,854	-	601,963	601,963	-	567,763	567,763	-	533,563	533,563
Restricted COVID19 Rev 20-21, Exp 21-22	9740	-	-	-	-	-	-	-	-	-	-	-	-
Committed	9750	-	-	-	-	-	-	-	-	-	-	-	-
Assigned - West County JPAs- Spec Ed & Transport		70,000	-	70,000	70,000	-	70,000	70,000	-	70,000	70,000	-	70,000
Assigned - Amount required for Charters to meet BP3100		541,558	-	541,558	658,092	-	658,092	397,202	-	397,202	218,625	-	218,625
Assigned - Fund Bal Site Support/Pensions/Tech/Facilities-Net		1,221,498	-	1,221,498	434,195	-	434,195	287,845	-	287,845	232,417	-	232,417
Assigned - Lottery Unrestricted		-	-	-	-	-	-	-	-	-	-	-	-
Assigned - COVID19 Legal / No Expense Reductions		100,000	-	100,000	100,000	-	100,000	400,000	-	400,000	400,000	-	400,000
Reserve for Economic Uncertainties	9789	1,716,540	-	1,716,540	1,805,470	-	1,805,470	1,614,900	-	1,614,900	1,609,650	-	1,609,650
Unassigned/Unappropriated Ending Bal	9790	0	-	0	0	-	0	0	-	0	0	-	0
Net Ending Balance		3,654,596	850,854	4,505,450	3,072,757	601,963	3,674,720	2,774,947	567,763	3,342,710	2,535,692	533,563	3,069,255
Reserve Requirement													
Economic Uncertainties required level per BP 3100		17%			17%			17%			17%		
Additional Reserves:		Interest			Interest			Interest			Interest		
FUND 17 Calculation of Estimated Ending FB per year		\$ 312,448	\$ 3,000	\$ 315,448	\$ 315,448	\$ 5,000	\$ 320,448	\$ 320,448	\$ 5,000	\$ 325,448	\$ 325,448	\$ 5,000	\$ 330,448

**TWIN HILLS UNION SCHOOL DISTRICT
APPLE BLOSSOM SCHOOL AND DISTRICT
2023-24 CASH FLOW ESTIMATES @ Adopted Budget**

APPLE B ELEM/DISTRICT	2023-24 PROJECTIONS													DEFERRED	
	MONTH OF:	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	BUDGET
DESCRIPT	ACCT #S													REV/EXP	
A: BEGIN CASH	9110	3,300,000.00	3,031,374.00	2,445,223.00	2,320,483.00	2,053,650.00	1,458,643.00	3,334,862.00	2,469,615.00	2,218,823.00	1,711,770.00	2,940,494.00	2,399,692.00		
B: RECEIPTS															
Rev Limit Prop Taxes	8020-8079						2,225,000.00				1,668,750.00		556,250.00	4,450,000.00	4,450,000.00
LCFF State Aid	8010-8019	91,130.00	91,130.00	164,032.00	164,032.00	164,032.00	164,032.00	164,032.00	164,032.00	164,032.00	164,032.00	164,032.00	164,032.00	1,822,580.00	1,822,580.00
Basic Aid Supplement	8011	45,000.00	45,000.00	81,000.00	81,000.00	81,000.00	81,000.00	81,000.00	81,000.00	81,000.00	81,000.00	81,000.00	81,000.00	900,000.00	900,000.00
Education Protection Act	8012			172,702.00			172,702.00			172,701.00			172,701.00	690,806.00	690,806.00
Deferred Maintenance TF	8091						-50,000.00							-50,000.00	-50,000.00
In Lieu Property Tax	8080-8099		-180,363.00	-360,722.00	-240,480.00	-240,480.00	-240,480.00	-240,480.00	-198,480.00	-420,852.00	-210,420.00	-210,420.00	-168,420.00	-2,711,597.00	-2,922,017.00
Federal	8100-8299				7,911.00	98,885.00	3,955.00	7,911.00			9,888.00		0.00	128,550.00	197,770.00
Federal COVID							63,016.00						63,017.00	126,033.00	126,033.00
Other State - see below	8300-8599														
Mandated Block Grant							10,328.00							10,328.00	10,328.00
State COVID														0.00	0.00
New Block Grants														0.00	0.00
Lottery, Unrest+Rest								16,590.00			16,590.00			33,180.00	66,360.00
Special Ed: ERMHS												31,500.00		31,500.00	63,000.00
STRS on Behalf of / State Liability														0.00	210,334.00
Other Local	8600-8799														0.00
Interest					12,500.00			12,500.00			12,500.00			37,500.00	50,000.00
Rent, Util, SR MOU, Misc		3,000.00	3,000.00	3,000.00	116,000.00	3,000.00	3,000.00	59,965.00	3,000.00	10,760.00		3,000.00	132,151.00	342,876.00	592,876.00
Special Ed		14,500.00	14,500.00	26,100.00	26,100.00	26,100.00	26,100.00	26,100.00	26,100.00	26,100.00	26,100.00	26,100.00	-63,900.00	200,000.00	200,000.00
Interfund TF in (MOUs TH+OV+ASP)	8910-8929					175,000.00	57,351.00		175,000.00				175,000.00	582,351.00	802,351.00
Contributions from Unrest.	8930-8979												100,000.00	100,000.00	100,000.00
Other Non-Revenue														0.00	0.00
TOTAL RECEIPTS		153,630.00	-26,733.00	86,112.00	167,063.00	307,537.00	2,516,004.00	127,618.00	250,652.00	33,741.00	1,771,440.00	95,212.00	1,211,831.00	6,694,107.00	7,310,421.00
C: DISBURSEMENTS															
Certificated Salaries	1000-1999	38,000.00	222,841.00	222,841.00	222,841.00	222,841.00	222,841.00	222,841.00	222,841.00	222,841.00	222,841.00	222,841.00	242,841.00	2,509,251.00	2,509,251.00
Classified Salaries	2000-2999	55,000.00	90,000.00	117,846.00	117,846.00	117,846.00	117,846.00	117,846.00	117,846.00	117,846.00	117,846.00	117,846.00	117,849.00	1,323,463.00	1,323,463.00
Employee Benefits	3000-3999	38,000.00	131,189.00	131,189.00	131,189.00	131,189.00	131,189.00	131,189.00	131,189.00	131,189.00	131,189.00	131,189.00	136,188.00	1,486,078.00	1,696,412.00
Books & Supplies	4000-4999	2,402.00	16,335.00	14,414.00	17,296.00	19,218.00	6,726.00	2,883.00	4,805.00	2,883.00	4,805.00	1,922.00	2,401.00	96,090.00	96,090.00
Services & Other Operational	5000-5999	66,035.00	99,053.00	115,562.00	82,544.00	371,450.00	90,799.00	198,106.00	24,763.00	66,035.00	66,035.00	142,216.00	328,289.00	1,650,887.00	1,650,887.00
Capital Outlay	6000-6599													0.00	0.00
Other Outgo	7000-7499						60,028.00							60,028.00	60,028.00
Interfund TF out (Cafet)	7600-7629					40,000.00		20,000.00				20,000.00	3,000.00	83,000.00	83,000.00
Interfund TF out (BAS/OPEB)	7600-7629						10,356.00	300,000.00					300,000.00	610,356.00	610,356.00
Other Non-Expenditures														0.00	0.00
TOTAL DISBURSEMENTS		199,437.00	559,418.00	601,852.00	571,716.00	902,544.00	639,785.00	992,865.00	501,444.00	540,794.00	542,716.00	636,014.00	1,130,568.00	7,819,153.00	8,029,487.00
D: PRIOR YR TRANSACTIONS															
Accounts Receivable	92x														
Prior year LCFF, In Lieu Property Tax															
Lottery, Other State, Interest		-72,819.00			27,820.00									-44,999.00	
Prior year Clear Due To/From			391,000.00	110,000.00										501,000.00	
Accounts Payable	95x														
Prior year: Clear Due To/From, MOU, Books															
Sup, Unearned Rev. CY Use Tax		-150,000.00												-150,000.00	
TOTAL PRIOR YR		-222,819.00	0.00	391,000.00	137,820.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	306,001.00	
E: NET INC/DEC	(B-C+D)	-268,626.00	-586,151.00	-124,740.00	-266,833.00	-595,007.00	1,876,219.00	-865,247.00	-250,792.00	-507,053.00	1,228,724.00	-540,802.00	81,263.00	-819,045.00	
F: ENDING CASH BALANCE	(A+E)	3,031,374.00	2,445,223.00	2,320,483.00	2,053,650.00	1,458,643.00	3,334,862.00	2,469,615.00	2,218,823.00	1,711,770.00	2,940,494.00	2,399,692.00	2,480,955.00		405,980.00

Notes: Amount expected in or after July of 2024 for all types of revenue is estimated at over \$400,000. This includes In Lieu property tax to charters, MOU amounts due from charters. STRS on Behalf of the State for their retirement liability is budgeted only as we will not receive dollars nor will we spend them, we are required, however, to report (\$210,334). Expenses to be made after June 30, 2024 shows the book entry amount for STRS on Behalf of State (will not be paid) and estimated amounts to be paid after that date in supplies and services.

Twin Hills Union School District - District & Apple Blossom Elementary School
2023-24 Multi-Year Projection Assumptions @ Adopted Budget

General Note: Please refer to the attached spreadsheet presentation showing Multi-year Projections for the District and Apple Blossom Elementary, Fund #01

	2022-23	2023-24	2024-25	2025-26
	Prior Fiscal Year Actual	Current Budget Year	1st Subsequent Year	2nd Subsequent Year
Revenue				
LCFF Revenue Sources				
Funded/Planning COLA	6.56% + 6.70% Base Inc	8.22%	3.94%	3.29%
Unduplicated Count # / Rolling % for Sup Grant	72 / 24.25%	70 / 24.08%	70 / 24.57%	70 / 24.56%
Funded ADA / Actual ADA	3 year average ADA 352.45 / CY ADA 272.11	3 year average ADA 317.52 / CY ADA 268.00	3 year average ADA 281.33 / CY ADA 268.00	3 year average ADA 269.37 / CY ADA 268.00
Enrollment (w/LCFF - TK below age 5)	293.00	285 : LCFF 285	285 : LCFF 285	285 : LCFF 285
Enrollment notes:	1 NPS+0 SCOE	1 SCOE student (not reported above)	1 SCOE student (not reported above)	1 SCOE student (not reported above)
Property Taxes % inc/dec	\$4,392,468	\$4.45 Million	\$4.5 Million	\$4.55 Million
In Lieu Property Tax per ADA	\$4,571	\$4,548	\$4,775	\$4,890
Transportation Funding	\$95,000	\$102,809 prior year plus COLA starts this year	\$106,860 (prior year plus COLA)	\$110,376 (prior year plus COLA)
Revenue Transfer to Deferred Maintenance	\$50,000	\$50,000 Same as prior year	\$50,000	Same as prior year
Basic Aid Supplemental Funding	\$900,000	\$900,000 estimate based prior year	Same as prior year	Same as prior year
Federal	Rest: Spec Ed, Title 1 & Title 2	Rest: Special Ed plus Title 1 & Title 2 based on prior year, rounded.	Same as prior year	Same as prior year
COVID19 Federal Funding (Unearned, recorded as spent)	\$213,768	\$126,033 ESSER Res 3213, 3218, 3219	Res 3214 not included, for summer school/extended day only	Res 3214 not included, for summer school/extended day only
Other State				
Lottery Unrestricted/Restricted	Unr \$170 : Rest \$67	Unr \$170 Rest \$67 ADA*1.04446	Unr \$170 Rest \$67 ADA*1.04446	Unr \$170 Rest \$67 ADA*1.04446
Mandated Block Grant	Unr \$34.94	Unr \$37.81 *prior year ADA	Unr \$39.30 *prior year ADA	Unr \$40.59 *prior year ADA
Special Ed Mental Health (ERMHS)	\$20,247	Rest: \$63,000 counseling & psych costs	Same as PY	Same as PY
COVID19 IPI and UPK (Unearned, see Fed)	\$54,121	Record Revenue when funds spent.	20-21 through 22-23 Only	20-21 through 22-23 Only
ELO-P, Educator Effectiveness, , Art Music IM BG, Learning Recovery ER BG	\$369,687	21-22 and 22-23 Only	21-22 and 22-23 Only	21-22 and 22-23 Only
STRS on Behalf of State	Book entry only	Based on CalSTRS info at PY YEC - matches expense	Prior year +5% - matches expense	Prior year +5% - matches expense
Local				
Interest	\$55,000	Unr Interest \$50,000	Same as PY	Same as PY
Other Local, see Narrative	SR MOU, rents, other	Unr SunRidge MOU \$250k, rents, util	PY + rent inc THH + SCOE EE inc	PY + rent inc THH + SCOE EE inc
Donations, Safety, COVID Testing, see Narrative	\$45,249	Rest: RESIG Safety and donations will be budgeted when actually received	Zero, only budgeted when received	Zero
Special Ed Transfers	\$248,845	Unr Consortium Rent. Rest funding from SELPA, SR share of WC Consortium costs	Prior year - one time 23-24 SELPA funding of \$113,000	Same as PY
Expenditures				
Certificated Salaries				
Staffing (FTEs)	19.2 FTE Teachers & Student Support (Counselor, Intervention) plus 1.0 FTE Site Admin +1.0 FTE Superintendent	21.5 FTE Teachers & Student Support: Teachers 15.0 FTE; AB, TH, OV, Dist Special Ed 4.3 FTE; Intervention 1.0 FTE; Enrichment (Art & Music) 0.7 FTE; Counselor 0.5 FTE Admin=1.0 FTE Site Admin, 1.0 FTE Superintendent	See necessary reductions, staffing will need reduced if student enrollment is not increased. MYP amounts do not include any specific dollar reductions by category until a plan is developed. Rest: deduct 0.50 FTE Dist Special Ed and reduce Special Ed teacher by 0.20 FTE.	See prior year
Step & Column Costs		Based on actual current known payroll	PY + estimated 2% and CRSP adjustments. Reductions in staffing expected but not included.	Prior year plus 2%
One Time Grant Funds	Math Intervention 0.8 FTE, Maker 0.4 FTE	Counselor 0.5 FTE; Special Ed/Student Services 0.5 FTE, Summer School Admin 0.05 FTE	None of the prior year personnel. Amount for professional development using Res 6266	Same as prior year
Classified Salaries				
Staffing (FTEs)	16.8 FTE (with TH site maint and AB+TH special ed) 6.0 FTE District	16.3 FTE (includes AB+TH Special Ed Instr Assist 3.60 FTE, Health Tech 0.60 FTE). 6.0 FTE District personnel	See necessary reductions, staffing to be reduced if student enrollment is not increased.	See Prior Year
Step & Column Costs		Based on actual current known payroll	PY + estimated 2%	PY + estimated 2%
One Time Grant Funds	Professional Development only, Res 6266	None (to be determined)	None	None
Employee Benefits				
Statutory Benefits (Fixed)		Statutory benefits include Social Security and Medicare taxes, unemployment and workers compensation. Based on actual current payroll	Prior year minus 1x + 2%	Prior year + 2%
One Time Grant Funds	ER costs for 1X pgms	Employer costs for 1X grant funded programs	Res 6266 Prof development	Same as prior year
STRS on Behalf of State	Book entry only	Based on CalSTRS info at PY YEC - matches revenue	Prior year +5% - matches revenue	Prior year +5% - matches revenue
STRS / PERS	STRS=19.1%; PERS=25.37	STRS = 19.1%; PERS = 26.68%	STRS = 19.1%; PERS = 27.7%	STRS = 19.1%; PERS = 28.3%
Health & Welfare Benefits	\$13,690 full FTE	District annual maximum for a full FTE is apx. \$15,600. Actual cost known to date.	Prior year + 2%	Prior year + 2%
One Time Grant Funds	Costs for 1X pgms	H&W costs for 1X grant funded programs	Prior years only	Prior years only

Twin Hills USD - District & Apple Blossom Elementary School - 2023-24 Multi-Year Projection Assumptions @ Adopted Budget page 2 of 2

Assumptions Continued	2022-23		2023-24		2024-25	2025-26
District/AB 23-24 Adopted Budget	Prior Fiscal Year Actual		Current Budget Year		1st Subsequent Year	2nd Subsequent Year
			Expenses based on prior year. One time purchases, carryover, and donations received are not budgeted		Prior year + 2%	Prior year + 2%
Books and Supplies					None	None
One Time Grant Funds		\$10,927	Estimated expenses \$1,000		None	None
			Current known expenses including: Unrestricted; JPA Transportation (see below), utilities, legal fees; Restricted special education, federal programs, RRM.		Prior year + 2%	Prior year + 2%
Services, Other Operating Expenses					Prior year + 2%	Prior year + 2%
Transportation (matches funding)		\$95,000	\$95,000, will update to match revenue 1st Int		Same as prior year. To be updated 1st Int.	Same as prior year.
One Time Grant Funds		\$114,962	Estimated expenses \$91,817 for ELOP Summer School, prof. dev., garden instructor		Estimated expenses \$10,000 Prof Dev R6266	Same as prior year.
Restricted Expense Adjustment			See subsequent years		Annual expenses increase, revenue generally does not, no adjust this year	Adj needed, annual expenses increase, revenue generally does not
			See subsequent years		Expenses need reduced by \$500,000. Need to work on plans to use PY categorical funding to slow necessary reductions.	Additional reduction of \$200,000 added to prior year = \$700,000 Note: Reduction still results in overspending.
Necessary Expense Reductions			See subsequent years			
Capital Outlay	\$0		None anticipated to date		None	None
	\$50,000 Exp support + \$10,074 CRSP		\$50,000 Expense support + \$10,028 CRSP		\$50,000 Expense support	\$50,000 Expense support
Other Outgo: BAS to D21 SunRidge						
Transfers In						
MOU amounts from Charters+ABASP		\$745,000	\$730K Charters+\$15k ABASP		\$730k Charters+ \$15k ABASP	Same as prior year
CRSP from Fund 20		\$55,406	\$57,351		\$11,706	\$11,706
Transfers Out						
Contribution to Cafeteria Fund		\$86,400	\$83,000 is current estimate		\$83,000 is current estimate	Same as prior year
Basic Aid Supplement Funds to THCMS		\$450,000	\$600,000 is current estimate		\$450,000 is current estimate	\$450,000 is current estimate
Basic Aid Supplement/CRSP Funds to OV		\$60,403	CRSP \$10,356		None	None
Contributions: Restricted						
Special Ed Encroachment & ADA transfers		\$825,875	\$802,228		Prior year + 2%	Prior year +2%
Routine Restricted Maintenance		\$300,000	\$300,000		No change	No change
PIP Program		\$24,700	\$26,000		Prior year + 2%	Prior year + 2%
Net Increase (Decrease) - Unrestricted			Negative amount decreases fund balance		Negative amount decreases fund balance	Negative amount decreases fund balance
Components of Ending Fund Balance						
Nonspendable (Revolving Fund cash)		\$5,000	Revolving funds, no change		Same as prior year	Same as prior year
	CA Clean EF \$15,103 + \$210,725 ELO/COVID + Ed EF \$84,973 + Art Music IMDBG \$90,692 + LRER BG \$115,260		CA Clean Energy \$15,103, ELO Res2600 \$146,405, Ed Effect Res6266 \$60,699, Art Music IMD BG Res6762 \$65,692, LRER BG Res7435 \$99,081		CA Clean Energy \$15,103, ELO Res2600 \$146,405, Ed Effect Res6266 \$37,199, Art Music IMD BG Res6762 \$65,692, LRER BG Res7435 \$99,081	CA Clean Energy \$15,103, ELO Res2600 \$146,405, Ed Effect Res6266 \$13,699, Art Music IMD BG Res6762 \$65,692, LRER BG Res7435 \$99,081
Restricted			MYP & SACS show each Assignment w/amount, Narrative & Exhibit B have details BP 3100 = 17% rounded up		MYP & SACS show each Assignment w/amount, Narrative & Exhibit B have details BP 3100 = 17% rounded up	MYP & SACS show each Assignment w/amount, Narrative & Exhibit B have details BP 3100 = 17% rounded up
Assigned- See MYP+SACS+Exhibit B			Balance after Assignments and REU		Balance after Assignments and REU	Balance after Assignments and REU
Reserve for Economic Uncertainties (REU)		17%				
Unassigned/Unappropriated						
2022-23: Please see budgeted dollar amounts on MYP.			RRM & REU calculated without STRS on Behalf of State			

Abbreviations:

Adj = Adjusted, Adjustment(s)

Art, Music IMD BG= Art, Music, Instructional Materials Discretionary Block Grant

BA = original Budget Adopted in June

BP = Board Policy

Ed Effect = Educator Effectiveness

EU = Economic Uncertainties

inc/dec = increase/decrease

FTE = Full Time Equivalent

k = thousands

LLM/PI/ELO = Learning Loss Mitigation/In Person Instruction/Expanded Learning Opport.

LRER BG = Learning Recovery Emergency Block Grant

MYP = Multi-year projection

NPS = Non Public School

Abbreviations (continued):

PERS = Public Employee Retirement System (Classified personnel)

PY = prior year

R&R = Repair or replace

Rest = restricted

REU = Reserve for Economic Uncertainties

RRM = Routine Restricted Maintenance

SACS = State software reports (Standardized Account Code Structure)

STRS = State Teachers Retirement System (Certificated Teachers, Counselors and Administrators)

Unr = unrestricted

WC = West County

YEC = Year end close

TWIN HILLS UNION SCHOOL DISTRICT
DISTRICT AND APPLE BLOSSOM - FUND 01: 2023-24 Multi-Year Projection @ Adopted Budget

Object Codes		Prior Fiscal Year Budget: 2022-23			Current Fiscal Year Budget: 2023-24			First Subsequent Fiscal Year: 2024-25			Second Subsequent Fiscal Year: 2025-26			
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	
COLA (percentage)				6.56%			8.22%			3.94%			3.29%	
Funded COLA			LCFF funding	13.26%		LCFF funding	8.22%		LCFF funding	3.94%		LCFF funding	3.29%	
ADA for LCFF Funding purposes			rolling 3 yr avg	352.45		rolling 3 yr avg	317.52		rolling 3 yr avg	281.33		rolling 3 yr avg	269.37	
ADA for budget year Enrollment		Donation Rev & Exp shown as rec'd		272.11	Donation Rev & Exp NOT shown		268.00	Donation Rev & Exp NOT shown		268.00	Donation Rev & Exp NOT shown		268.00	
Revenue				293.00			285.00			285.00			285.00	
LCFF Sources: LCFF, EPA, Property Tax		8010-8099	3,927,902	50,030	3,977,932	3,854,560	84,000	3,938,560	3,583,721	84,000	3,667,721	3,554,095	84,000	3,638,095
Transportation Funding			95,000	-	95,000	102,809	-	102,809	106,860	-	106,860	110,376	-	110,376
Revenue transfer (Def Maint, F14)		8091	(50,000)	(50,000)	(50,000)	(50,000)	(50,000)	(50,000)	(50,000)	(50,000)	(50,000)	(50,000)	(50,000)	(50,000)
Basic Aid Supplement: Cur & Subq years, estimates only			900,000	900,000	900,000	900,000	900,000	900,000	900,000	900,000	900,000	900,000	900,000	900,000
Federal Revenues		8100-8299	-	176,180	176,180	-	197,770	197,770	-	197,770	197,770	-	197,770	197,770
Federal Funding: COVID19 (Unearned - record as expensed)			-	213,768	213,768	-	126,033	126,033	-	-	-	-	-	-
Other State Revenues		8300-8599	58,364	139,007	197,371	57,928	81,760	139,688	58,132	81,760	139,892	58,478	81,760	140,238
State Funding: IPI, Universal PreK (Unearned-see Fed)			-	54,121	54,121	-	-	-	-	-	-	-	-	-
State Funding: ELO-P, Educator Effectiveness, Art Music IM BG, Learning Recovery ER BG			-	369,687	369,687	-	-	-	-	-	-	-	-	-
Other State: STRS/PERS on Behalf of State			202,070	202,070	202,070	-	210,334	210,334	-	220,850	220,850	-	231,895	231,895
Local Revenues		8600-8799	440,592	284,094	724,686	434,876	408,000	842,876	437,870	295,000	732,870	440,790	295,000	735,790
Total Revenue			5,371,858	1,488,957	6,860,815	5,300,173	1,107,897	6,408,070	5,036,583	879,380	5,915,963	5,013,739	890,425	5,904,164
Expenditures														
Certificated Salaries		1000-1999	1,773,299	242,511	2,015,810	1,953,675	432,752	2,386,427	1,979,086	359,739	2,338,825	2,018,440	366,933	2,385,373
Certificated Salaries One Time Grant Funds			-	169,945	169,945	-	122,824	122,824	-	11,000	11,000	-	11,000	11,000
Classified Salaries		2000-2999	877,981	341,703	1,219,684	1,012,228	311,235	1,323,463	1,032,473	317,460	1,349,933	1,053,122	323,809	1,376,931
Classified Salaries One Time Grant Funds			-	200	200	-	-	-	-	-	-	-	-	-
Employee Benefits -- Statutory		3301-3399;												
Employee Benefits One Time Grant Funds		3501-3699	149,429	42,993	192,422	156,124	17,525	173,649	158,849	15,542	174,391	162,026	15,853	177,879
Employee Benefits STRS/PERS on Behalf of State			-	38,295	38,295	-	26,960	26,960	-	2,500	2,500	-	2,500	2,500
Employee Benefits STRS			-	202,070	202,070	-	210,334	210,334	-	220,850	220,850	-	231,895	231,895
Employee Benefits PERS		3101-3199	326,015	43,262	369,277	361,911	106,122	468,033	369,137	68,710	437,847	376,520	70,084	446,604
Employee & Retiree Benefits -- Health & Welfare		3201-3299	208,738	82,897	291,635	249,358	81,368	330,726	267,897	87,936	355,833	279,173	91,638	370,811
Employee & Retiree Benefits -- Health & Welfare		3400-3499;												
EE Benefits-H&W One Time Grant Funds		3700-3799	351,592	62,388	413,980	384,135	89,370	473,505	391,818	82,627	474,445	399,654	84,280	483,934
Books and Supplies		4000-4999	78,712	200,323	279,035	50,164	44,926	95,090	51,165	45,825	96,990	52,191	46,742	98,933
Books and Supplies One Time Grant Funds			-	10,927	10,927	-	1,000	1,000	-	-	-	-	-	-
Services, Other Operating Expenses		5000-5999	684,685	961,762	1,646,447	642,610	916,460	1,559,070	655,460	927,650	1,583,110	668,570	946,203	1,614,773
Services One Time Grant Funds			-	114,962	114,962	-	91,817	91,817	-	10,000	10,000	-	10,000	10,000
Restricted Expense Adjustment (clear through unres)			-	-	-	-	-	-	2,166	(2,166)	-	25,323	(25,323)	-
Necessary Expense Reductions - see narrative			-	-	-	-	-	-	(500,000)	(500,000)	-	(700,000)	(700,000)	-
Capital Outlay		6000-6999	-	-	-	-	-	-	-	-	-	-	-	-
Other Outgo		7100-7199;												
7300-7499		7299	60,074	-	60,074	60,028	-	60,028	50,000	-	50,000	50,000	-	50,000
Other Outgo: BAS & CRSP to D21 Charter			-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures			4,510,525	2,534,135	7,044,660	4,870,233	2,465,898	7,336,131	4,458,051	2,147,673	6,605,724	4,385,019	2,175,614	6,560,633
Excess (Deficiency)			861,333	(1,045,178)	(183,845)	429,940	(1,358,001)	(928,061)	578,532	(1,268,293)	(689,761)	628,720	(1,285,189)	(656,469)
Transfers In from OVS		8910-8929	380,000	-	380,000	380,000	-	380,000	380,000	-	380,000	380,000	-	380,000
Transfers In from THCMS		8910-8929	350,000	-	350,000	350,000	-	350,000	350,000	-	350,000	350,000	-	350,000
Transfers In from F20 OPEB for CRSP		8910-8929	55,406	-	55,406	57,351	-	57,351	11,706	-	11,706	11,706	-	11,706
Transfers In from ABASP		8910-8929	15,000	-	15,000	15,000	-	15,000	15,000	-	15,000	15,000	-	15,000
Transfers Out to Cafeteria (enter as negative)		7610-7629	(86,400)	-	(86,400)	(83,000)	-	(83,000)	(83,000)	-	(83,000)	(83,000)	-	(83,000)
Transfers Out: BAS to Fund 03		7200+7600	(450,000)	(450,000)	(900,000)	(600,000)	(600,000)	(1,200,000)	(450,000)	(450,000)	(900,000)	(450,000)	(450,000)	(900,000)
Transfers Out: BAS / CRSP to OV			(60,403)	(60,403)	(120,806)	(10,356)	(10,356)	(20,712)	-	-	-	-	-	-
Transfers Out: BAS Assist with 20-21 4% Salary Increase			-	-	-	-	-	-	-	-	-	-	-	-
Other Sources		8930-8979	-	-	-	-	-	-	-	-	-	-	-	-
Other Uses (enter as negative)		7630-7699	-	-	-	-	-	-	-	-	-	-	-	-
Contribution to Restricted Program		8980-8999	(1,150,575)	1,250,575	100,000	(1,128,228)	1,228,228	100,000	(1,144,793)	1,244,793	100,000	(1,161,689)	1,261,689	100,000
Total Transfers/Other Uses			(946,972)	1,250,575	303,603	(1,019,233)	1,228,228	208,995	(921,087)	1,244,793	323,706	(937,983)	1,261,689	323,706
Net Increase (Decrease)			(85,639)	205,397	119,758	(589,293)	(129,773)	(719,066)	(342,555)	(23,500)	(366,055)	(309,263)	(23,500)	(332,763)
Fund Balance														
Beginning Balance			3,537,021	311,356	3,848,377	3,451,382	516,753	3,968,135	2,862,089	386,980	3,249,069	2,519,534	363,480	2,883,014
Audit Adjustment(s)			-	-	-	-	-	-	-	-	-	-	-	-
Net Ending Balance			3,451,382	516,753	3,968,135	2,862,089	386,980	3,249,069	2,519,534	363,480	2,883,014	2,210,271	339,980	2,550,251
Components of Ending Balance:														
Revolving Cash (nonspendable)		9711	5,000	-	5,000	5,000	-	5,000	5,000	-	5,000	5,000	-	5,000
Stores (nonspendable)		9712	-	-	-	-	-	-	-	-	-	-	-	-
Restricted (Res 2000-9999)		9740	-	516,753	516,753	-	386,980	386,980	-	363,480	363,480	-	339,980	339,980
Restricted COVID19 Rev 20-21, Exp 21-22		9740	-	-	-	-	-	-	-	-	-	-	-	-
Committed		9750	-	-	-	-	-	-	-	-	-	-	-	-
Assigned: West County JPAs- Spec Ed & Transport			70,000	-	70,000	70,000	-	70,000	70,000	-	70,000	70,000	-	70,000
Assigned - Amount required for THCMS to meet BP3100			248,626	-	248,626	265,502	-	265,502	183,387	-	183,387	117,729	-	117,729
Assigned - Amount required for OV to meet BP3100			396,156	-	396,156	317,571	-	317,571	123,814	-	123,814	-	-	-
Assigned - Amount required for SR to meet BP3100			145,402	-	145,402	340,521	-	340,521	273,388	-	273,388	218,625	-	218,625
Assigned - Fund Bal Support/Pensions/Tech/Facilities			1,400,000	-	1,400,000	1,400,000	-	1,400,000	1,400,000	-	1,400,000	1,400,000	-	1,400,000
Assigned - Reduces Above Assignment			(178,502)	-	(178,502)	(965,805)	-	(965,805)	(1,112,155)	-	(1,112,155)	(1,167,583)	-	(1,167,583)
Assigned - Lottery Res 1100 Unrestricted			-	-	-	-	-	-	-	-	-	-	-	-
Assigned - COVID19 Legal: Distance Learning			100,000	-	100,000	100,000	-	100,000	100,000	-	100,000	100,000	-	100,000
Assigned - No Expense Reductions			-	-	-	-	-	-	300,000	-	300,000	300,000	-	300,000
Reserve for Economic Uncertainties		9789	1,264,700	-	1,264,700	1,329,300	-	1,329,300	1,176,100	-	1,176,100	1,166,500	-	1,166,500
Unassigned/Unappropriated Ending Bal		9790	0	0	0	0	0	0	0	0	(0)	0	0	(0)
Net Ending Balance			3,451,382	516,753	3,968,135	2,862,089	386,980	3,249,069	2,519,534	363,480	2,883,014	2,210,271	339,980	2,550,251
Reserve percentage is based on Reserve of Economic Uncertainties+ Unassigned/Unappropriated Ending Bal divided by Total Expenditures and Transfers Out.					17%			17%			17%			17%

Twin Hills Union Elementary (70961) - Apple Blossom Elem/District
Adopted Budget 2023-24

5/24/2023

	2022-23	2023-24	2024-25	2025-26
SUMMARY OF FUNDING				
General Assumptions				
COLA & Augmentation	13.26%	8.22%	3.94%	3.29%
Base Grant Proration Factor	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%
LCFF Entitlement				
Base Grant	\$3,247,324	\$3,165,801	\$2,915,852	\$2,883,989
Grade Span Adjustment	220,286	215,399	196,176	191,843
Supplemental Grant	168,179	162,839	152,925	151,085
Concentration Grant	-	-	-	-
Add-ons: Targeted Instructional Improvement Block Grant	-	-	-	-
Add-ons: Home-to-School Transportation	95,000	102,809	106,860	110,376
Add-ons: Small School District Bus Replacement Program	-	-	-	-
Add-ons: Transitional Kindergarten	30,268	48,708	56,955	65,365
Total LCFF Entitlement Before Adjustments, ERT & Additional State Aid	\$3,761,057	\$3,695,556	\$3,428,768	\$3,402,658
Miscellaneous Adjustments	-	-	-	-
Economic Recovery Target	261,813	261,813	261,813	261,813
Additional State Aid	-	-	-	-
Total LCFF Entitlement	4,022,870	3,957,369	3,690,581	3,664,471
LCFF Entitlement Per ADA	\$ 11,414	\$ 12,463	\$ 13,118	\$ 13,604
Components of LCFF By Object Code				
State Aid (Object Code 8011)	\$ 1,833,226	\$ 1,822,580	\$ 1,724,585	\$ 1,720,124
EPA (for LCFF Calculation purposes)	\$ 578,558	\$ 690,806	\$ 622,535	\$ 626,987
<i>Local Revenue Sources:</i>				
Property Taxes (Object 8021 to 8089)	\$ 4,392,468	\$ 4,450,000	\$ 4,500,000	\$ 4,550,000
In-Lieu of Property Taxes (Object Code 8096)	(2,781,382)	(3,006,017)	(3,156,539)	(3,232,640)
<i>Property Taxes net of In-Lieu</i>	<i>\$ 1,611,086</i>	<i>\$ 1,443,983</i>	<i>\$ 1,343,461</i>	<i>\$ 1,317,360</i>
TOTAL FUNDING	4,022,870	3,957,369	3,690,581	3,664,471
Basic Aid Status				
Excess Taxes	Non-Basic Aid \$ -	Non-Basic Aid \$ -	Non-Basic Aid \$ -	Non-Basic Aid \$ -
EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -
Total LCFF Entitlement	4,022,870	3,957,369	3,690,581	3,664,471
SUMMARY OF EPA				
% of Adjusted Revenue Limit - Annual	45.21920787%	45.21920787%	45.21920787%	45.21920787%
% of Adjusted Revenue Limit - P-2	45.21920787%	45.21920787%	45.21920787%	45.21920787%
EPA (for LCFF Calculation purposes)	\$ 578,558	\$ 690,806	\$ 622,535	\$ 626,987
EPA, Current Year (Object Code 8012)	\$ 578,558	\$ 690,806	\$ 622,535	\$ 626,987
(P-2 plus Current Year Accrual)				
EPA, Prior Year Adjustment (Object Code 8019)	\$ (71,407.00)	\$ -	\$ -	\$ -
(P-A less Prior Year Accrual)				
Accrual (from Data Entry tab)	-	-	-	-
LCAP PERCENTAGE TO INCREASE OR IMPROVE SERVICES				
Base Grant (Excludes add-ons for TIIG and Transportation)	\$ 3,729,423	\$ 3,643,013	\$ 3,373,841	\$ 3,337,645
Supplemental and Concentration Grant funding in the LCAP year	\$ 168,179	\$ 162,839	\$ 152,925	\$ 151,085
Percentage to Increase or Improve Services	4.51%	4.47%	4.53%	4.53%
SUMMARY OF STUDENT POPULATION				
Unduplicated Pupil Population				
Enrollment	293	285	285	285
COE Enrollment	-	-	-	-
Total Enrollment	293	285	285	285
Unduplicated Pupil Count	72	70	70	70
COE Unduplicated Pupil Count	-	-	-	-
Total Unduplicated Pupil Count	72	70	70	70
Rolling %, Supplemental Grant	24.2500%	24.0800%	24.5700%	24.5600%
Rolling %, Concentration Grant	24.2500%	24.0800%	24.5700%	24.5600%

Twin Hills Union Elementary (70961) - Apple Blossom Elem/District Adopted Budget 2023-24				
	2022-23	2023-24	2024-25	2025-26
SUMMARY OF LCFF ADA				
Third Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)				
Grades TK-3	247.18	247.18	199.09	179.90
Grades 4-6	129.41	129.41	104.78	92.21
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
LCFF Subtotal	376.59	376.59	303.87	272.11
NSS	-	-	-	-
Combined Subtotal	376.59	376.59	303.87	272.11
Second Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)				
Grades TK-3	247.18	199.09	179.90	170.00
Grades 4-6	129.41	104.78	92.21	98.00
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
LCFF Subtotal	376.59	303.87	272.11	268.00
NSS	-	-	-	-
Combined Subtotal	376.59	303.87	272.11	268.00
Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)				
Grades TK-3	199.09	179.90	170.00	170.00
Grades 4-6	104.78	92.21	98.00	98.00
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
LCFF Subtotal	303.87	272.11	268.00	268.00
NSS	-	-	-	-
Combined Subtotal	303.87	272.11	268.00	268.00
Prior 3-Year Average ADA (adjusted for +/- current year charter shift)				
Grades TK-3	231.15	208.72	183.00	173.30
Grades 4-6	121.20	108.80	98.33	96.07
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
LCFF Subtotal	352.35	317.52	281.33	269.37
NSS	-	-	-	-
Combined Subtotal	352.35	317.52	281.33	269.37
Current Year Charter Shift ADA for the Hold Harmless and Prior 3-Year Average				
	1.54	-	-	-
Current Year ADA				
Grades TK-3	179.90	170.00	170.00	170.00
Grades 4-6	92.21	98.00	98.00	98.00
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
LCFF Subtotal	272.11	268.00	268.00	268.00
NSS	-	-	-	-
Combined Subtotal	272.11	268.00	268.00	268.00
Change in LCFF ADA (excludes NSS ADA)				
	(31.76)	(4.11)	-	-
	Decline	Decline	No Change	No Change
2021-22 Proxy ADA Determination - for School District Calculations only. Funding for charter schools under Section 123 of AB 181 will be allocated outside of the LCFF an				
Yield Calculation				
Total ADA				
Total Enrollment				
Attendance Yield				
Quotient				
2021-22 Proxy ADA				
Grades TK-3				
Grades 4-6				
Grades 7-8				
Grades 9-12				
Subtotal				
NSS				
Combined Subtotal				
Funded LCFF ADA (greater of current year, prior year or 3-prior year average)				
Grades TK-3	231.15	208.72	183.00	173.30
Grades 4-6	121.20	108.80	98.33	96.07
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-

Twin Hills Union Elementary (70961) - Apple Blossom Elem/District
 Adopted Budget 2023-24

5/24/2023

	2022-23	2023-24	2024-25	2025-26
Subtotal	352.35	317.52	281.33	269.37
	<i>3-PY Average</i>	<i>3-PY Average</i>	<i>3-PY Average</i>	<i>3-PY Average</i>
Funded NSS ADA				
Subtotal	-	-	-	-
NPS, CDS, & COE Operated				
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	0.10	-	-	-
Grades 9-12	-	-	-	-
Subtotal	0.10	-	-	-
ACTUAL ADA (Current Year Only)				
Grades TK-3	179.90	170.00	170.00	170.00
Grades 4-6	92.21	98.00	98.00	98.00
Grades 7-8	0.10	-	-	-
Grades 9-12	-	-	-	-
Total Actual ADA	272.21	268.00	268.00	268.00
TOTAL FUNDED ADA				
Grades TK-3	231.15	208.72	183.00	173.30
Grades 4-6	121.20	108.80	98.33	96.07
Grades 7-8	0.10	-	-	-
Grades 9-12	-	-	-	-
Total	352.45	317.52	281.33	269.37
<i>Funded Difference (Funded ADA less Actual ADA)</i>	80.24	49.52	13.33	1.37
FUNDED ADA for the Transitional Kindergarten Add-on				
Current Year TK ADA	10.76	16.00	18.00	20.00
PER-ADA FUNDING LEVELS				
Base, Supplemental and Concentration Rate per ADA				
Grades TK-3	\$ 10,610	\$ 11,478	\$ 11,941	\$ 12,333
Grades 4-6	\$ 9,755	\$ 10,554	\$ 10,980	\$ 11,341
Grades 7-8	\$ 10,045	\$ 10,866	\$ 11,304	\$ 11,676
Grades 9-12	\$ 11,943	\$ 12,921	\$ 13,443	\$ 13,884
Base Grants				
Grades TK-3	\$ 9,166	\$ 9,919	\$ 10,310	\$ 10,649
Grades 4-6	\$ 9,304	\$ 10,069	\$ 10,466	\$ 10,810
Grades 7-8	\$ 9,580	\$ 10,367	\$ 10,775	\$ 11,129
Grades 9-12	\$ 11,102	\$ 12,015	\$ 12,488	\$ 12,899
Grade Span Adjustment				
Grades TK-3	\$ 953	\$ 1,032	\$ 1,072	\$ 1,107
Grades 9-12	\$ 289	\$ 312	\$ 325	\$ 335
Prorated Base, Supplemental and Concentration Rate per ADA				
Grades TK-3	\$ 10,119	\$ 10,951	\$ 11,382	\$ 11,756
Grades 4-6	\$ 9,304	\$ 10,069	\$ 10,466	\$ 10,810
Grades 7-8	\$ 9,580	\$ 10,367	\$ 10,775	\$ 11,129
Grades 9-12	\$ 11,391	\$ 12,327	\$ 12,813	\$ 13,234
Prorated Base Grants				
Grades TK-3	\$ 9,166	\$ 9,919	\$ 10,310	\$ 10,649
Grades 4-6	\$ 9,304	\$ 10,069	\$ 10,466	\$ 10,810
Grades 7-8	\$ 9,580	\$ 10,367	\$ 10,775	\$ 11,129
Grades 9-12	\$ 11,102	\$ 12,015	\$ 12,488	\$ 12,899
Prorated Grade Span Adjustment				
Grades TK-3	\$ 953	\$ 1,032	\$ 1,072	\$ 1,107
Grades 9-12	\$ 289	\$ 312	\$ 325	\$ 335
Supplemental Grant	20%	20%	20%	20%
Maximum - 1.00 ADA, 100% UPP				
Grades TK-3	\$ 2,024	\$ 2,190	\$ 2,276	\$ 2,351
Grades 4-6	\$ 1,861	\$ 2,014	\$ 2,093	\$ 2,162
Grades 7-8	\$ 1,916	\$ 2,073	\$ 2,155	\$ 2,226
Grades 9-12	\$ 2,278	\$ 2,465	\$ 2,563	\$ 2,647
Actual - 1.00 ADA, Local UPP as follows:	24.25%	24.08%	24.57%	24.56%
Grades TK-3	\$ 491	\$ 527	\$ 559	\$ 577

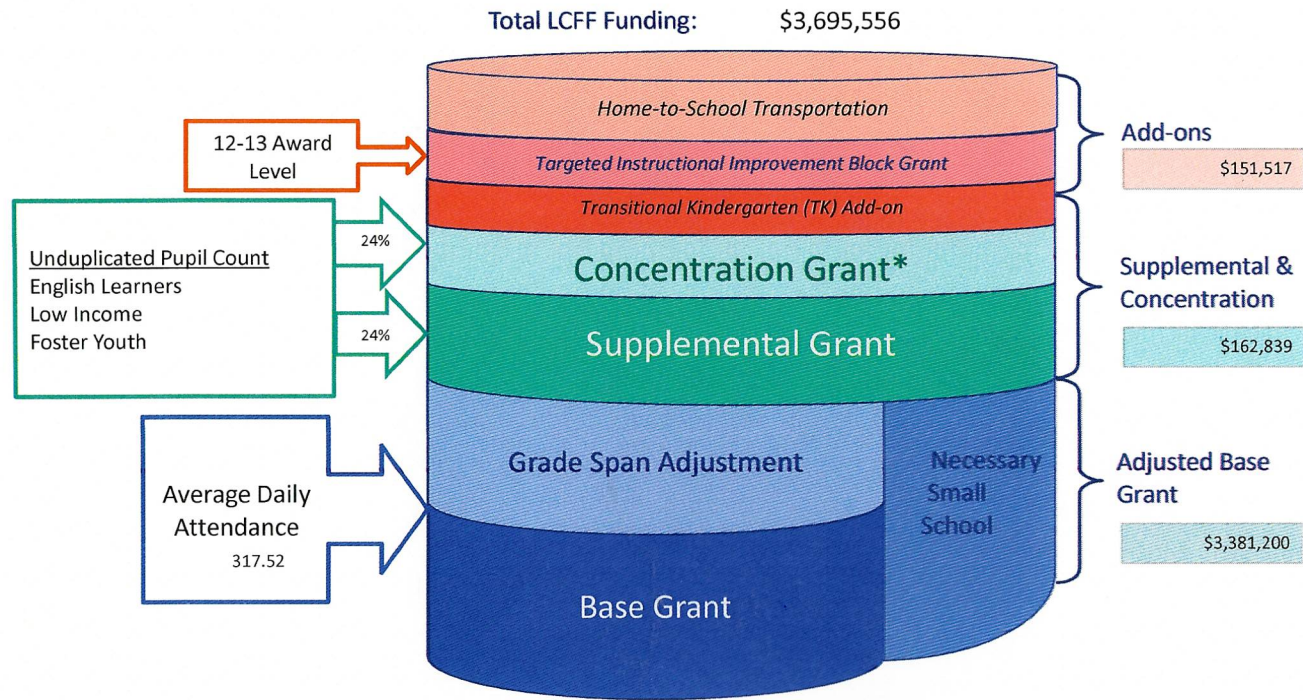
Twin Hills Union Elementary (70961) - Apple Blossom Elem/District Adopted Efv.23.2c							5/24/2023	CY	v.23.2c	CY1
LOCAL CONTROL FUNDING FORMULA							2022-23		2023-24	
LCFF ENTITLEMENT CALCULATION										
Calculation Factors	COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage					
	13.26%		0.00%		24.25%	24.25%				
	ADA	Base	Grade Span	Supplemental	Concentration	Total	ADA	Base	Grade Span	Total
Grades TK-3	231.15	\$ 9,166	\$ 953	\$ 491	\$ -	\$ 2,452,449	208.72	\$ 9,919	\$ 1,032	\$ 2,395,772
Grades 4-6	121.20	9,304		451	-	1,182,336	108.80	10,069		1,148,267
Grades 7-8	0.10	9,580		465	-	1,004	-	10,367		-
Grades 9-12	-	11,102	289	552	-	-	-	12,015	312	-
Subtract Necessary Small School ADA and Funding	-	-	-	-	-	-	-	-	-	-
Total Base, Supplemental, and Concentration Grant		\$ 3,247,324	\$ 220,286	\$ 168,179	\$ -	\$ 3,635,789		\$ 3,165,801	\$ 215,399	\$ 3,544,039
NSS Allowance		-	-	-	-	-		-	-	-
TOTAL BASE	352.45	\$ 3,247,324	\$ 220,286	\$ 168,179	\$ -	\$ 3,635,789	317.52	\$ 3,165,801	\$ 215,399	\$ 3,544,039
ADD ONS:										
Targeted Instructional Improvement Block Grant						\$ -				\$ -
Home-to-School Transportation (COLA added commencing 2023-24)						95,000				102,809
Small School District Bus Replacement Program (COLA added commencing 2023-24)						-				-
Transitional Kindergarten (Commencing 2022-23)						30,268				48,708
ECONOMIC RECOVERY TARGET PAYMENT						261,813				261,813
LCFF ENTITLEMENT						\$ 4,022,870				\$ 3,957,369
STATE AID CALCULATION										
Miscellaneous Adjustments						-				-
Adjusted LCFF Entitlement						4,022,870				3,957,369
Local Revenue (including RDA)						(1,611,086)				(1,443,983)
Gross State Aid						\$ 2,411,784				\$ 2,513,386
MINIMUM STATE AID CALCULATION										
2012-13 RL/Charter Gen BG adjusted for ADA			12-13 Rate	2022-23 ADA		N/A		12-13 Rate	2023-24 ADA	N/A
2012-13 NSS Allowance (deficit)			\$ 5,027.20	352.45	\$ 1,771,837			\$ 5,027.20	317.52	\$ 1,596,237
Minimum State Aid Adjustments					-					-
Less Current Year Property Taxes/In-Lieu					(1,611,086)					(1,443,983)
Subtotal State Aid for Historical RL/Charter General BG					160,751					152,254
Categorical funding from 2012-13 net of fair share reduction					855,303					855,303
Charter School Categorical Block Grant adjusted for ADA					-					-
Minimum State Aid Guarantee Before Proration Factor					1,016,054					1,007,557
Proration Factor					0.00%					0.00%
Minimum State Aid Guarantee					\$ 1,016,054					\$ 1,007,557
CHARTER SCHOOL MINIMUM STATE AID OFFSET										
LCFF Entitlement					-					-
Minimum State Aid plus Property Taxes Including RDA					-					-
Offset					-					-
Minimum State Aid Prior to Offset					-					-
Total Minimum State Aid with Offset					-					-
GROSS STATE AID					\$ 2,411,784					\$ 2,513,386
ADDITIONAL STATE AID					\$ -					\$ -
LCFF Entitlement (before COE transfer, Choice & Charter Supplemental)					\$ 4,022,870					\$ 3,957,369
Change Over Prior Year			5.89%	223,866				-1.63%	(65,501)	
LCFF Entitlement Per ADA					11,414					12,463
Per-ADA Change Over Prior Year			13.48%	1,356				9.19%	1,049	
Basic Aid Status (school districts only)					Non-Basic Aid					Non-Basic Aid
LCFF SOURCES INCLUDING EXCESS TAXES										
State Aid			14.80%	Increase 236,398	2022-23 \$ 1,833,226			-0.58%	Increase (10,646)	2023-24 \$ 1,822,580
Education Protection Account					578,558					690,806
Property Taxes Net of In-Lieu Transfers			-3.05%	(50,692)	1,611,086			-10.37%	(167,103)	1,443,983
Charter In-Lieu Taxes			0.00%	-	-			0.00%	-	-
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)			4.89%	185,706	\$ 4,022,870			-4.42%	(177,749)	\$ 3,957,369

Twin Hills Union Elementary (70961) - Apple Blossom Elem/District Adopted 8/1/23.2c										CY2	v.23.2c	CY3						
LOCAL CONTROL FUNDING FORMULA										2024-25		2025-26						
LCFF ENTITLEMENT CALCULATION																		
Calculation Factors		COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage				COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage				
		3.94%		0.00%		24.57%		24.57%		3.29%		0.00%		24.56%		24.56%		
		ADA	Base	Grade Span	Supplemental	Concentration	Total				ADA	Base	Grade Span	Supplemental	Concentration	Total		
Grades TK-3		183.00	\$ 10,310	\$ 1,072	\$ 559	\$ -	\$ 2,185,260				173.30	\$ 10,649	\$ 1,107	\$ 577	\$ -	\$ 2,137,388		
Grades 4-6		98.33	10,466		514	-	1,079,693				96.07	10,810		531	-	1,089,529		
Grades 7-8		-	10,775		529	-	-				-	11,129		547	-	-		
Grades 9-12		-	12,488	325	630	-	-				-	12,899	335	650	-	-		
Subtract Necessary Small School ADA and Funding		-	-				-				-	-				-		
Total Base, Supplemental, and Concentration Grant			\$ 2,915,852	\$ 196,176	\$ 152,925	\$ -	\$ 3,264,953					\$ 2,883,989	\$ 191,843	\$ 151,085	\$ -	\$ 3,226,917		
NSS Allowance			-				-					-				-		
TOTAL BASE		281.33	\$ 2,915,852	\$ 196,176	\$ 152,925	\$ -	\$ 3,264,953				269.37	\$ 2,883,989	\$ 191,843	\$ 151,085	\$ -	\$ 3,226,917		
ADD ONS:																		
Targeted Instructional Improvement Block Grant										\$ -							\$ -	
Home-to-School Transportation (COLA added commencing 2023-24)										106,860							110,376	
Small School District Bus Replacement Program (COLA added commencing 2023-24)										-							-	
Transitional Kindergarten (Commencing 2022-23)										56,955							65,365	
ECONOMIC RECOVERY TARGET PAYMENT										261,813							261,813	
LCFF ENTITLEMENT										\$ 3,690,581							\$ 3,664,471	
STATE AID CALCULATION																		
Miscellaneous Adjustments										-							-	
Adjusted LCFF Entitlement										3,690,581							3,664,471	
Local Revenue (including RDA)										(1,343,461)							(1,317,360)	
Gross State Aid										\$ 2,347,120							\$ 2,347,111	
MINIMUM STATE AID CALCULATION																		
				12-13 Rate	2024-25 ADA		N/A						12-13 Rate	2025-26 ADA		N/A		
2012-13 RL/Charter Gen BG adjusted for ADA				\$ 5,027.20	281.33		\$ 1,414,302						\$ 5,027.20	269.37		\$ 1,354,177		
2012-13 NSS Allowance (deficit)							-									-		
Minimum State Aid Adjustments							-									-		
Less Current Year Property Taxes/In-Lieu							(1,343,461)									(1,317,360)		
Subtotal State Aid for Historical RL/Charter General BG							70,841									36,817		
Categorical funding from 2012-13 net of fair share reduction							855,303									855,303		
Charter School Categorical Block Grant adjusted for ADA							-									-		
Minimum State Aid Guarantee Before Proration Factor							926,144									892,120		
Proration Factor							0.00%									0.00%		
Minimum State Aid Guarantee							\$ 926,144									\$ 892,120		
CHARTER SCHOOL MINIMUM STATE AID OFFSET																		
LCFF Entitlement										-							-	
Minimum State Aid plus Property Taxes including RDA										-							-	
Offset										-							-	
Minimum State Aid Prior to Offset										-							-	
Total Minimum State Aid with Offset										-							-	
GROSS STATE AID										\$ 2,347,120							\$ 2,347,111	
ADDITIONAL STATE AID										\$ -							\$ -	
LCFF Entitlement (before COE transfer, Choice & Charter Supplemental)										\$ 3,690,581							\$ 3,664,471	
Change Over Prior Year				-6.74%	(266,788)								-0.71%	(26,110)				
LCFF Entitlement Per ADA							13,118									13,604		
Per-ADA Change Over Prior Year				5.26%	655								3.70%	486				
Basic Aid Status (school districts only)							Non-Basic Aid									Non-Basic Aid		
LCFF SOURCES INCLUDING EXCESS TAXES																		
					Increase		2024-25							Increase		2025-26		
State Aid				-5.38%	(97,995)		\$ 1,724,585						-0.26%	(4,461)		\$ 1,720,124		
Education Protection Account							622,535									626,987		
Property Taxes Net of In-Lieu Transfers				-6.96%	(100,522)		1,343,461						-1.94%	(26,101)		1,317,360		
Charter In-Lieu Taxes				0.00%	-		-						0.00%	-		-		
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)				-5.02%	(198,517)		\$ 3,690,581						-0.83%	(30,562)		\$ 3,664,471		

Charts and Graphs

Components of LCFF Entitlement

	2023-24	
Base Grant	\$ 3,165,801	317.52 ADA
Grade Span Adjustment	\$ 215,399	\$ 3,381,200 Adjusted Base Grant
Supplemental Grant	\$ 162,839 24%	
Concentration Grant	\$ - 24%	\$ 162,839 Supplemental & Concentration
Add-ons: Targeted Instructional Improvement Block Grant	\$ -	
Add-ons: Home-to-School Transportation	\$ 102,809	
Add-ons: Small School District Bus Replacement Program	\$ -	\$ 151,517 Add-ons
Add-ons: Transitional Kindergarten	\$ 48,708	
Total	\$ 3,695,556	\$ 3,695,556



*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

	LCFF Entitlement per ADA							
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	
Funded ADA	383.17	377.65	377.72	352.45	317.52	281.33	269.37	
LCFF Sources per ADA	\$ 9,660.11	\$ 9,640.69	\$ 10,057.72	\$ 11,414.02	\$ 12,463.37	\$ 13,118.33	\$ 13,603.86	
Net Change per ADA		\$ (19.42)	\$ 417.03	\$ 1,356.29	\$ 1,049.35	\$ 654.97	\$ 485.52	
Net Percent Change		-0.20%	4.33%	13.49%	9.19%	5.26%	3.70%	
Estimated LCFF Entitlement per ADA	\$ 9,660.11	\$ 9,640.69	\$ 10,057.72	\$ 11,414.02	\$ 12,463.37	\$ 13,118.33	\$ 13,603.86	
Net Change per ADA		\$ (19.42)	\$ 417.03	\$ 1,356.29	\$ 1,049.35	\$ 654.97	\$ 485.52	
Net Percent Change		-0.20%	4.33%	13.49%	9.19%	5.26%	3.70%	

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**TWIN HILLS UNION SCHOOL DISTRICT
TWIN HILLS CHARTER MIDDLE SCHOOL
2023-24 CASH FLOW ESTIMATES @ Adopted Budget**

TWIN HILLS CMS		2023-24 PROJECTIONS													DEFERRED	
	MONTH OF:	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	REV/EXP	BUDGET
DESCRIPT	ACCT #S														JU-AU 24	
A: BEGIN CASH	9110	600,000.00	598,316.00	476,889.00	433,786.00	384,764.00	224,793.00	276,517.00	532,245.00	372,660.00	467,666.00	398,084.00	317,455.00			
B: RECEIPTS																
State Revenue	8010-8019															
LCFF State Aid	8015	36,499.00	36,499.00	65,695.00	65,695.00	65,695.00	65,695.00	65,695.00	65,695.00	65,695.00	65,695.00	65,695.00	65,695.00	729,948.00	0.00	729,948.00
Education Protection Account	8012			123,158.00			123,158.00			123,158.00			123,158.00	492,632.00		492,632.00
In Lieu Property Tax	8096		53,205.00	106,416.00	70,944.00	70,944.00	70,944.00	70,944.00	70,944.00	124,149.00	62,077.00	62,077.00	62,077.00	824,721.00	62,077.00	886,798.00
Federal	8100-8299													0.00		0.00
Other State - see below	8300-8599															
Mandated Block Grant							3,718.00							3,718.00		3,718.00
New Block Grants														0.00		0.00
Lottery, Unrest+Rest								12,087.00			12,087.00			24,174.00	24,174.00	48,348.00
STRS on Behalf of / State Liability														0.00	111,358.00	111,358.00
Other Local - see below	8300-8599															
Interest					1,500.00			1,500.00			1,500.00			4,500.00	1,500.00	6,000.00
Donations & THABEF														0.00		0.00
Interfund TF in	8910-8929							321,874.00					300,000.00	621,874.00		621,874.00
Other Finance sources	8930-8979													0.00		0.00
Special Ed Rev TF	8980												-100,000.00	-100,000.00		-100,000.00
Other Non-Revenue														0.00		0.00
TOTAL RECEIPTS		36,499.00	89,704.00	295,269.00	138,139.00	136,639.00	263,515.00	472,100.00	136,639.00	313,002.00	141,359.00	127,772.00	450,930.00	2,601,567.00	199,109.00	2,800,676.00
C: DISBURSEMENTS																
Certificated Salaries	1000-1999	11,000.00	125,018.00	125,018.00	125,018.00	125,018.00	125,018.00	125,018.00	125,018.00	125,018.00	125,018.00	125,018.00	135,020.00	1,396,200.00		1,396,200.00
Classified Salaries	2000-2999	7,000.00	20,000.00	24,815.00	24,815.00	24,815.00	24,815.00	24,815.00	24,815.00	24,815.00	24,815.00	24,815.00	28,818.00	279,153.00		279,153.00
Employee Benefits	3000-3999	7,500.00	50,000.00	75,000.00	53,000.00	53,000.00	53,000.00	53,000.00	53,000.00	53,000.00	53,000.00	53,000.00	56,983.00	613,483.00	111,358.00	724,841.00
Books& Supplies	4000-4999	40,000.00	4,683.00	4,014.00	1,338.00	4,014.00	1,338.00	4,014.00	2,676.00	669.00	3,345.00	805.00	0.00	66,896.00		66,896.00
Services & Other Operational	5000-5999	8,573.00	11,430.00	14,525.00	4,763.00	4,763.00	7,620.00	9,525.00	5,715.00	14,494.00	4,763.00	4,763.00	4,316.00	95,250.00		95,250.00
Capital Outlay	6000-6599													0.00		0.00
Other Outgo	7000-7499													0.00		0.00
Interfund TF out	7600-7629					85,000.00			85,000.00				85,000.00	255,000.00	95,000.00	350,000.00
Other Finance sources	7630-7699													0.00		0.00
Other Non-Expenditures														0.00		0.00
TOTAL DISBURSM		74,073.00	211,131.00	243,372.00	208,934.00	296,610.00	211,791.00	216,372.00	296,224.00	217,996.00	210,941.00	208,401.00	310,137.00	2,705,982.00	206,358.00	2,912,340.00
D: PRIOR YR TRANSACTIONS																
Accounts Receivable	9200															
Prior year LCFF, In Lieu Property Tax																
Lottery, Other State, Interest		65,890.00			21,773.00									87,663.00		
Accounts Payable	9500															
Prior year: Clear Due To/From, MOU, Books																
Sup, Unearned Rev. CY Use Tax		-30,000.00		-95,000.00										-125,000.00		
TOTAL PRIOR YR		35,890.00	0.00	-95,000.00	21,773.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-37,337.00		
E: NET INC/DEC	(B-C+D)	-1,684.00	-121,427.00	-43,103.00	-49,022.00	-159,971.00	51,724.00	255,728.00	-159,585.00	95,006.00	-69,582.00	-80,629.00	140,793.00	-141,752.00		
F: ENDING CASH BAL	(A+E)	598,316.00	476,889.00	433,786.00	384,764.00	224,793.00	276,517.00	532,245.00	372,660.00	467,666.00	398,084.00	317,455.00	458,248.00		-7,249.00	

Notes: Amount expected in or after July of 2024 for all types of revenue is estimated at \$80,000+. This includes In Lieu property tax and lottery.
STRS on Behalf of the State for their retirement liability is budgeted only as we will not receive dollars nor will we spend them, we are required, however, to report (\$111,358).
Expense shown to be made after June 30, 2024 is for the balance due for the special education excess costs and the MOU payable to the district of \$95,000.

**Twin Hills Union School District - Twin Hills Charter Middle School
2023-24 Multi-Year Projection Assumptions @ Adopted Budget**

General Note: Please refer to the attached spreadsheet presentation showing Multi-year Projections for Twin Hills Charter Middle School, Fund #03

	2022-23	2023-24	2024-25	2025-26
Revenue	Prior Fiscal Year Actual	Current Budget Year	1st Subsequent Year	2nd Subsequent Year
LCFF Revenue Sources				
Funded/Planning COLA	6.56% + 6.70% Base Inc	8.22%	3.94%	3.29%
Unduplicated Count # / Rolling % for Sup Grant	57 / 24.02%	57 / 26.14%	57 / 27.85%	57 / 27.80%
Funded ADA	187.28	195.00	195.00	195.00
Enrollment	204.00	205.00	205.00	205.00
In Lieu Property Tax per ADA	\$4,571	\$4,548	\$4,775	\$4,890
Federal: COVID19 (Unearned, recorded as spent)	\$35,456	NONE	NONE	NONE
Other State				
Lottery Unrestricted/Restricted	Unr \$170 Rest \$67	Unr \$170 Rest \$67 ADA*1.04446	Unr \$170 Rest \$67 ADA*1.04446	Unr \$170 Rest \$67 ADA*1.04446
Mandated Block Grant	Unr \$18.34	Unr \$19.85 *prior year ADA	Unr \$20.63 *prior year ADA	Unr \$21.31 *prior year ADA
COVID19 IPI and UPK (Unearned, see Fed)	\$7,271	Prior years only	20-21 - 22-23 only	20-21 - 22-23 only
Educator Effectiveness, Art Music IM BG, Learning Recovery ER BG	\$188,149	NONE	21-22 and 22-23 Only	21-22 and 22-23 Only
One Time Declining Enrollment Protection	\$332,293	22-23 only	22-23 Only	22-23 Only
STRS on Behalf of State	Book entry only	Based on CalSTRS info at PY YEC - matches expense	Prior year +5% - matches expense	Prior year +5% - matches expense
Local				
Interest + Miscellaneous	\$6,500	Unr Interest \$6,000	Unr Interest \$6,000	Same as PY
Donations	\$15,336	Budgeted as received.	Zero, only budgeted when received	Zero
Expenditures				
Certificated Salaries				
Staffing (FTEs)	11.5 FTE Teachers, .40 FTE counselor, 1.0 FTE Site Admin	10.5 FTE Teachers + 1.2 FTE Electives + .50 FTE Counselor plus 1.00 FTE Site Administrators	Same FTE as prior year. Change in amount is due to change in CRSP.	Same as prior year.
Step & Column Costs		Based on actual current known payroll	PY + estimated 2%	PY + estimated 2%
One Time Grant Funds	Res 3218+3219 .40 FTE Counselor	Res 7435 .50 FTE Counselor and .20 ELD	Prior years only	Prior years only
Classified Salaries				
Staffing (FTEs)	5.95 FTE (maint 1.0 FTE pd F01)	5.90 FTE	Same as prior year	Same as prior year
Step & Column Costs		Based on actual current known payroll	PY + estimated 2%	PY + estimated 2%
One Time Grant Funds	21-22 Only	None	None	None
Employee Benefits				
Statutory Benefits (Fixed)		Statutory benefits include Social Security and Medicare taxes, unemployment and workers compensation. Based on current payroll.	PY + estimated 2%	Prior year + 2%
One Time Grant Funds	Counselor costs	Cost of Counselor and ELD benefits	Cost for Prof. Dev. Res6266	Same as prior year
STRS on Behalf of State	Book entry only	Based on CalSTRS info at PY YEC - matches revenue	Prior year +5% - matches revenue	Prior year +5% - matches revenue
STRS / PERS	STRS=19.1%; PERS=25.37	STRS = 19.1%; PERS = 26.68%	STRS = 19.1%; PERS = 27.7%	STRS = 19.1%; PERS = 28.3%
Health & Welfare Benefits	\$13,690 for full FTE	District annual maximum is for a full FTE is apx. \$15,600. Actual cost known to date.	Prior year + 2%	Prior year + 2%
One Time Grant Funds	Cost for Counselor	Cost of Counselor and ELD benefits	Prior years only	Prior years only

Twin Hills CMS - 2023-24 Adopted Budget page 2		2022-23	2023-24	2024-25	2025-26
Books and Supplies			Expenses based on prior year. One time purchases, carryover, donations are not included.	Unrestricted prior year + 2%; Restricted Lottery only, equals lottery revenue.	Unrestricted prior year + 2%; Restricted Lottery only
One Time Grant Funds	\$5,496		\$40,000 new ELA textbooks	Prior years only	Prior years only
Services, Other Operating Expenses			Expenses based on prior year. One time purchases, carryover, donations are not included.	Unrestricted prior year + 2%; Rest is Educator Effectiveness conference expense.	Unrestricted prior year + 2%; Restricted same as PY.
One Time Grant Funds	\$10,275		Estimated expenses \$3,300 Prof Dev R6266	Estimated expenses \$7,000 Prof Dev R6266	Same as prior year.
Necessary Expense Reductions				Expenses need reduced by \$150,000.	Same as prior year.
Capital Outlay			None anticipated to date	None	None
Transfers In					
Basic Aid Supplement Funds from F01	\$450,000		\$600,000 is current estimate	\$450,000	\$450,000
CRSP from Fund 20	\$55,726, 4 Teachers+1 Admin		\$21,874, 2 Teachers	\$11,100 - 1 Teacher	None
Transfers Out					
MOU amount for District Costs	\$200,000		\$200,000 current estimate	Same as prior year	No change
MOU amount for Special Ed Excess Costs	\$150,000		\$150,000 current estimate	Same as prior year	No change
Contribution	\$100,000		\$100,000 is current estimate	No change	No change
Net Increase (Decrease)	Positive amount increases fund balance		Negative amount decreases fund balance	Positive amount increases fund balance	Positive amount increases fund balance
Components of Ending Fund Balance					
Restricted	CA Clean Energy \$55,590, Ed Effect Res6266 \$40,362, ELO Res2600 \$100,000, Art Music BG Res6762 \$65,139, LRERBG Res7435 \$73,010	CA Clean Energy \$55,590, ELO Res2600 \$100,000, Ed Effect Res6266 \$33,401, Art Music BG Res6762 \$25,139, LRER BG Res7435 \$853	CA Clean Energy \$55,590, ELO Res2600 \$100,000, Ed Effect Res6266 \$33,401, Art Music BG Res6762 \$25,139, LRER BG Res7435 \$853	CA Clean Energy \$55,590, ELO Res2600 \$100,000, Ed Effect Res6266 \$22,701, Art Music BG Res6762 \$25,139, LRER BG Res7435 \$853	CA Clean Energy \$55,590, ELO Res2600 \$100,000, Ed Effect Res6266 \$12,001, Art Music BG Res6762 \$25,139, LRER BG Res7435 \$853
Assigned- Amount to meet 17%-See Fund 01		(Negative=Assignment reduction* needed)	(Negative=Assignment reduction* needed)	(Negative=Assignment reduction* needed)	(Negative=Assignment reduction* needed)
Reserve for Economic Uncertainties (REU)		Positive = balance after specific assignments	Positive = balance after specific assignments	Positive = balance after specific assignments	Positive = balance after specific assignments
Unassigned/Unappropriated		BP 3100 = 17% rounded up	BP 3100 = 17% rounded up	BP 3100 = 17% rounded up	BP 3100 = 17% rounded up
		Balance after Assignments and REU	Balance after Assignments and REU	Balance after Assignments and REU	Balance after Assignments and REU
2022-23: Please see actual dollar amounts shown on MYP.		*Assignment reduction= reduces reserve below 17%, see Fund 01 for Assigned amount.			

TWIN HILLS UNION SCHOOL DISTRICT
TWIN HILLS CHARTER MIDDLE SCHOOL - FUND 03: 2023-24 Multi-Year Projection @ Adopted Budget

	Object Codes	Prior Fiscal Year Budget: 2022-23			Current Fiscal Year Budget: 2023-24			First Subsequent Fiscal Year: 2024-25			Second Subsequent Fiscal Year: 2025-26		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
COLA (percentage)				6.56%			8.22%			3.94%			3.29%
Funded COLA				13.26%			8.22%			3.94%			3.29%
ADA for LCFF Funding purposes				190.00			195.00			195.00			195.00
Enrollment				187.28			205.00			205.00			205.00
Revenue													
LCFF Sources: LCFF, EPA, In Lieu Property Tax	8010-8099	1,865,963		1,865,963	2,109,378		2,109,378	2,199,564		2,199,564	2,271,622		2,271,622
Federal Revenues	8100-8299			-			-			-			-
Federal Funding: COVID19 (Unearned - record as expended)			35,456	35,456			-			-			-
Other State Revenues	8300-8599	37,247	13,266	50,513	38,398	13,668	52,066	38,703	13,668	52,371	38,835	13,668	52,503
State Funding: IPI, Universal PreK (Unearned-see Fed)			7,271	7,271			-			-			-
State Funding: ELO-P, Educator Effectiveness, Art Music IM BG, Learning Recovery ER BG			188,149	188,149			-			-			-
One time Declining Enrollment Protection		332,293		332,293			-			-			-
Other State: STRS/PERS on Behalf of State			111,627	111,627		111,358	111,358		116,926	116,926		122,772	122,772
Local Revenues	8600-8799	6,500	15,336	21,836	6,000		6,000	6,000		6,000	6,000		6,000
Total Revenue		2,242,003	371,105	2,613,108	2,153,776	125,026	2,278,802	2,244,267	130,594	2,374,861	2,316,437	136,440	2,452,897
Expenditures													
Certificated Salaries	1000-1999	1,266,055		1,266,055	1,341,090		1,341,090	1,357,242		1,357,242	1,373,374		1,373,374
Certificated Salaries One Time Grant Funds			28,143	28,143		55,110	55,110		3,000	3,000		3,000	3,000
Classified Salaries	2000-2999	247,547		247,547	279,153		279,153	284,736		284,736	290,431		290,431
Classified Salaries One Time Grant Funds				-			-			-			-
Employee Benefits -- Statutory	3301-3399;	69,277		69,277	67,658		67,658	68,702		68,702	69,734		69,734
Employee Benefits One Time Grant Funds	3501-3699		6,327	6,327		12,124	12,124		700	700		700	700
Employee Benefits STRS/PERS on Behalf of State			111,627	111,627		111,358	111,358		116,926	116,926		122,772	122,772
Employee Benefits STRS	3101-3199	218,243		218,243	237,265		237,265	244,464		244,464	247,250		247,250
Employee Benefits PERS	3201-3299	73,361		73,361	86,817		86,817	93,152		93,152	97,073		97,073
Employee & Retiree Benefits -- Health & Welfare	3400-3499;	185,625		185,625	201,035		201,035	205,056		205,056	209,157		209,157
EE Benefits-H&W One Time Grant Funds	3700-3799		4,661	4,661		8,584	8,584			-			-
Books and Supplies	4000-4999	31,895	56,400	88,295	13,228	13,668	26,896	13,490	13,668	27,158	13,760	13,668	27,428
Books and Supplies One Time Grant Funds			5,496	5,496		40,000	40,000			-			-
Services, Other Operating Expenses	5000-5999	90,030	14,540	104,570	91,950		91,950	93,790		93,790	95,670		95,670
Services One Time Grant Funds			10,275	10,275		3,300	3,300		7,000	7,000		7,000	7,000
Necessary Expense Reductions - see narrative				-			-	(150,000)		(150,000)	(150,000)		(150,000)
Capital Outlay	6000-6999			-			-			-			-
Other Outgo	7100-7199			-			-			-			-
	7300-7399			-			-			-			-
Total Expenditures		2,182,033	237,469	2,419,502	2,318,196	244,144	2,562,340	2,210,632	141,294	2,351,926	2,246,449	147,140	2,393,589
Excess (Deficiency)		59,970	133,636	193,606	(164,420)	(119,118)	(283,538)	33,635	(10,700)	22,935	70,008	(10,700)	59,308
Transfers In from General Fund 01	8910-8929	450,000		450,000	600,000		600,000	450,000		450,000	450,000		450,000
Transfers In from Fund 20 CRSP		55,726		55,726	21,874		21,874	11,110		11,110			
Transfers Out to General Fund 01	7610-7629	(350,000)		(350,000)	(350,000)		(350,000)	(350,000)		(350,000)	(350,000)		(350,000)
Transfers Out: PG&E Solar Init Funds	7610-7629			-			-			-			-
Other Sources	8930-8979			-			-			-			-
Other Uses (enter as negative)	7630-7699			-			-			-			-
Contribution to Restr Pgm (Spec Ed)	8980-8999	(100,000)		(100,000)	(100,000)		(100,000)	(100,000)		(100,000)	(100,000)		(100,000)
Total Transfers/Other Uses		55,726	-	55,726	171,874	-	171,874	11,110	-	11,110	-	-	-
Net Increase (Decrease)		115,696	133,636	249,332	7,454	(119,118)	(111,664)	44,745	(10,700)	34,045	70,008	(10,700)	59,308
Fund Balance													
Beginning Balance		87,518	200,465	287,983	203,214	334,101	537,315	210,668	214,983	425,651	255,413	204,283	459,696
Audit Adjustment(s)				-			-			-			-
Net Ending Balance		203,214	334,101	537,315	210,668	214,983	425,651	255,413	204,283	459,696	325,421	193,583	519,004
Components of Ending Balance:													
Revolving Cash (nonspendable)	9711			-			-			-			-
Stores (nonspendable)	9712			-			-			-			-
Restricted (Res 2000-9999)	9740		334,101	334,101		214,983	214,983		204,283	204,283		193,583	193,583
Restricted COVID19 Res 20-21, Exp 21-22	9740			-			-			-			-
Committed	9750			-			-			-			-
Assigned: See Fund 01 for Assignment to meet 17%		(248,626)		(248,626)	(265,502)		(265,502)	(183,387)		(183,387)	(117,729)		(117,729)
Assigned - Lottery Res 1100 Unrestricted				-			-			-			-
Reserve for Economic Uncertainties	9789	451,840		451,840	476,170		476,170	438,800		438,800	443,150		443,150
Unassigned/Unappropriated Ending Balance				0	0		0	0		0	0		0
Net Ending Balance		203,214	334,101	537,315	210,668	214,983	425,651	255,413	204,283	459,696	325,421	193,583	519,004
<i>Reserve percentage is based on Reserve of Economic Uncertainties + Assigned Fund01 to meet 17% divided by Total Expenditures and Transfers Out.</i>													
				9%			8%			10%			12%

Twin Hills Charter Middle (6052302) - Adopted Budget 2023-24					5/24/2023				
					2022-23	2023-24	2024-25	2025-26	
SUMMARY OF FUNDING									
General Assumptions									
COLA & Augmentation		13.26%		8.22%		3.94%		3.29%	
Base Grant Proration Factor		0.00%		0.00%		0.00%		0.00%	
Add-on, ERT & MSA Proration Factor		0.00%		0.00%		0.00%		0.00%	
LCFF Entitlement									
Base Grant		\$1,780,431		\$2,004,579		\$2,083,512		\$2,151,972	
Grade Span Adjustment		-		-		-		-	
Supplemental Grant		85,532		104,799		116,052		119,650	
Concentration Grant		-		-		-		-	
Add-ons: Targeted Instructional Improvement Block Grant		-		-		-		-	
Add-ons: Home-to-School Transportation		-		-		-		-	
Add-ons: Small School District Bus Replacement Program		-		-		-		-	
Add-ons: Transitional Kindergarten		-		-		-		-	
Total LCFF Entitlement Before Adjustments, ERT & Additional State Aid		\$1,865,963		\$2,109,378		\$2,199,564		\$2,271,622	
Miscellaneous Adjustments		-		-		-		-	
Economic Recovery Target		-		-		-		-	
Additional State Aid		-		-		-		-	
Total LCFF Entitlement		1,865,963		2,109,378		2,199,564		2,271,622	
LCFF Entitlement Per ADA		\$ 9,963		\$ 10,817		\$ 11,280		\$ 11,649	
Components of LCFF By Object Code									
State Aid (Object Code 8011)	\$	641,774	\$	729,948	\$	765,784	\$	790,671	
EPA (for LCFF Calculation purposes)	\$	368,112	\$	492,632	\$	502,577	\$	527,298	
<i>Local Revenue Sources:</i>									
Property Taxes (Object 8021 to 8089)	\$	-	\$	-	\$	-	\$	-	
In-Lieu of Property Taxes (Object Code 8096)		856,077		886,798		931,203		953,653	
Property Taxes net of In-Lieu	\$	-	\$	-	\$	-	\$	-	
TOTAL FUNDING		1,865,963		2,109,378		2,199,564		2,271,622	
Basic Aid Status	\$	-	\$	-	\$	-	\$	-	
Excess Taxes	\$	-	\$	-	\$	-	\$	-	
EPA in Excess to LCFF Funding	\$	-	\$	-	\$	-	\$	-	
Total LCFF Entitlement		1,865,963		2,109,378		2,199,564		2,271,622	
SUMMARY OF EPA									
% of Adjusted Revenue Limit - Annual		45.21920787%		45.21920787%		45.21920787%		45.21920787%	
% of Adjusted Revenue Limit - P-2		45.21920787%		45.21920787%		45.21920787%		45.21920787%	
EPA (for LCFF Calculation purposes)	\$	368,112	\$	492,632	\$	502,577	\$	527,298	
EPA, Current Year (Object Code 8012)	\$	368,112	\$	492,632	\$	502,577	\$	527,298	
(P-2 plus Current Year Accrual)									
EPA, Prior Year Adjustment (Object Code 8019)	\$	(37,029.00)	\$	-	\$	-	\$	-	
(P-A less Prior Year Accrual)									
Accrual (from Data Entry tab)		-		-		-		-	
LCAP PERCENTAGE TO INCREASE OR IMPROVE SERVICES									
Base Grant (Excludes add-ons for TIIG and Transportation)	\$	1,780,431	\$	2,004,579	\$	2,083,512	\$	2,151,972	
Supplemental and Concentration Grant funding in the LCAP year	\$	85,532	\$	104,799	\$	116,052	\$	119,650	
Percentage to Increase or Improve Services		4.80%		5.23%		5.57%		5.56%	
SUMMARY OF STUDENT POPULATION									
Unduplicated Pupil Population									
Enrollment		204		205		205		205	
COE Enrollment		-		-		-		-	
Total Enrollment		204		205		205		205	
Unduplicated Pupil Count		57		57		57		57	
COE Unduplicated Pupil Count		-		-		-		-	
Total Unduplicated Pupil Count		57		57		57		57	
Rolling %, Supplemental Grant		24.0200%		26.1400%		27.8500%		27.8000%	
Rolling %, Concentration Grant		24.0200%		26.1400%		27.8500%		0.0000%	

Twin Hills Charter Middle (6052302) - Adopted Budget 2023-24		5/24/2023						
		2022-23	2023-24	2024-25	2025-26			
SUMMARY OF LCFF ADA								
Current Year ADA								
Grades TK-3		-	-	-	-			
Grades 4-6		49.68	57.00	57.00	57.00			
Grades 7-8		137.60	138.00	138.00	138.00			
Grades 9-12		-	-	-	-			
LCFF Subtotal		187.28	195.00	195.00	195.00			
NSS		-	-	-	-			
Combined Subtotal		187.28	195.00	195.00	195.00			
Change in LCFF ADA (excludes NSS ADA)		187.28	195.00	195.00	195.00			
		Increase	Increase	Increase	Increase			
2021-22 Proxy ADA Determination - for School District Calculations only. Funding for charter schools under Section 123 of AB 181 will be allocated outside of the LCFF and								
Yield Calculation								
Total ADA								
Total Enrollment								
Attendance Yield								
Quotient								
2021-22 Proxy ADA								
Grades TK-3								
Grades 4-6								
Grades 7-8								
Grades 9-12								
Subtotal								
NSS								
Combined Subtotal								
Funded LCFF ADA (greater of current year, prior year or 3-prior year average)								
Grades TK-3		-	-	-	-			
Grades 4-6		49.68	57.00	57.00	57.00			
Grades 7-8		137.60	138.00	138.00	138.00			
Grades 9-12		-	-	-	-			
Subtotal		187.28	195.00	195.00	195.00			
		Current	Current	Current	Current			
Funded NSS ADA								
Subtotal		-	-	-	-			
NPS, CDS, & COE Operated								
Subtotal		-	-	-	-			
ACTUAL ADA (Current Year Only)								
Grades TK-3		-	-	-	-			
Grades 4-6		49.68	57.00	57.00	57.00			
Grades 7-8		137.60	138.00	138.00	138.00			
Grades 9-12		-	-	-	-			
Total Actual ADA		187.28	195.00	195.00	195.00			
TOTAL FUNDED ADA								
Grades TK-3		-	-	-	-			
Grades 4-6		49.68	57.00	57.00	57.00			
Grades 7-8		137.60	138.00	138.00	138.00			
Grades 9-12		-	-	-	-			
Total		187.28	195.00	195.00	195.00			
Funded Difference (Funded ADA less Actual ADA)								
		-	-	-	-			
FUNDED ADA for the Transitional Kindergarten Add-on								
Current Year TK ADA		-	-	-	-			
PER-ADA FUNDING LEVELS								
Base, Supplemental and Concentration Rate per ADA								
Grades TK-3	\$	10,605	\$	11,524	\$	12,016	\$	12,410
Grades 4-6	\$	9,751	\$	10,595	\$	11,049	\$	11,411
Grades 7-8	\$	10,040	\$	10,909	\$	11,375	\$	11,748
Grades 9-12	\$	11,938	\$	12,971	\$	13,527	\$	13,970
Base Grants								
Grades TK-3	\$	9,166	\$	9,919	\$	10,310	\$	10,649
Grades 4-6	\$	9,304	\$	10,069	\$	10,466	\$	10,810
Grades 7-8	\$	9,580	\$	10,367	\$	10,775	\$	11,129

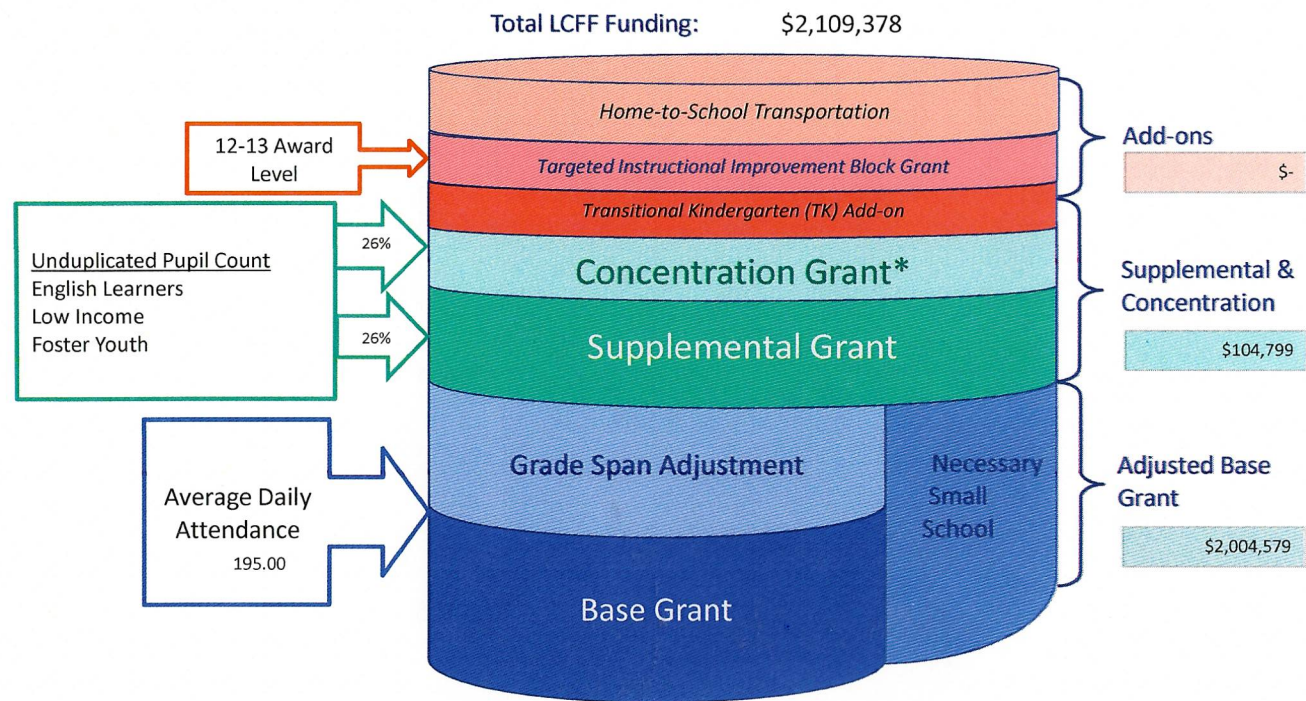
Twin Hills Charter Middle (6052302) - Adopted Budget 2023-24										v.23.2c	5/24/2023	CY	v.23.2c	CY1							
LOCAL CONTROL FUNDING FORMULA										2022-23					2023-24						
LCFF ENTITLEMENT CALCULATION																					
Calculation Factors	COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage					COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage							
	13.26%		0.00%		24.02% 24.02%					8.22%		0.00%		26.14% 26.14%							
	ADA	Base	Grade Span	Supplemental	Concentration	Total				ADA	Base	Grade Span	Supplemental	Concentration	Total						
Grades TK-3	-	\$ 9,166	\$ 953	\$ 486	\$ -	\$ -				-	\$ 9,919	\$ 1,032	\$ 573	\$ -	\$ -						
Grades 4-6	49.68	9,304		447	-	484,428				57.00	10,069		526	-	603,938						
Grades 7-8	137.60	9,580		460	-	1,381,535				138.00	10,367		542	-	1,505,440						
Grades 9-12	-	11,102	289	547	-	-				-	12,015	312	644	-	-						
Subtract Necessary Small School ADA and Funding	-	-	-	-	-	-				-	-	-	-	-	-						
Total Base, Supplemental, and Concentration Grant		\$ 1,780,431	\$ -	\$ 85,532	\$ -	\$ 1,865,963					\$ 2,004,579	\$ -	\$ 104,799	\$ -	\$ 2,109,378						
NSS Allowance		-	-	-	-	-					-	-	-	-	-						
TOTAL BASE	187.28	\$ 1,780,431	\$ -	\$ 85,532	\$ -	\$ 1,865,963				195.00	\$ 2,004,579	\$ -	\$ 104,799	\$ -	\$ 2,109,378						
ADD ONS:																					
Targeted Instructional Improvement Block Grant															\$ -						
Home-to-School Transportation (COLA added commencing 2023-24)															\$ -						
Small School District Bus Replacement Program (COLA added commencing 2023-24)															\$ -						
Transitional Kindergarten (Commencing 2022-23)															\$ -						
ECONOMIC RECOVERY TARGET PAYMENT															\$ -						
LCFF ENTITLEMENT															\$ 1,865,963						
STATE AID CALCULATION																					
Miscellaneous Adjustments															\$ -						
Adjusted LCFF Entitlement															1,865,963						
Local Revenue (including RDA)															(856,077)						
Gross State Aid															\$ 1,009,886						
MINIMUM STATE AID CALCULATION																					
										12-13 Rate		2022-23 ADA		N/A		12-13 Rate		2023-24 ADA		N/A	
2012-13 RI/Charter Gen BG adjusted for ADA										\$ 5,289.42		187.28		\$ 990,603		\$ 5,289.42		195.00		\$ 1,031,437	
2012-13 NSS Allowance (deficit)												-						-			
Minimum State Aid Adjustments												-						-			
Less Current Year Property Taxes/In-Lieu												(856,077)						(886,798)			
Subtotal State Aid for Historical RI/Charter General BG												194,526						144,639			
Categorical funding from 2012-13 net of fair share reduction												-						-			
Charter School Categorical Block Grant adjusted for ADA										481.92		187.28		90,254		481.92		195.00		93,974	
Minimum State Aid Guarantee Before Proration Factor												224,780						238,613			
Proration Factor												0.00%						0.00%			
Minimum State Aid Guarantee												\$ 224,780						\$ 238,613			
CHARTER SCHOOL MINIMUM STATE AID OFFSET																					
LCFF Entitlement															1,865,963						
Minimum State Aid plus Property Taxes including RDA															1,080,857						
Offset															-						
Minimum State Aid Prior to Offset															224,780						
Total Minimum State Aid with Offset															224,780						
GROSS STATE AID															\$ 1,009,886						
ADDITIONAL STATE AID															\$ -						
LCFF Entitlement (before COE transfer, Choice & Charter Supplemental)															\$ 1,865,963						
Change Over Prior Year										8.81%		151,103				13.05%		243,415			
LCFF Entitlement Per ADA														9,963				10,817			
Per-ADA Change Over Prior Year										13.63%		1,195				8.57%		854			
Basic Aid Status (school districts only)												-						-			
LCFF SOURCES INCLUDING EXCESS TAXES																					
										Increase		2022-23		Increase		2023-24					
State Aid										24.60%		126,716		\$ 641,774		13.74%		88,174		\$ 729,948	
Education Protection Account												368,112						492,632			
Property Taxes Net of In-Lieu Transfers										0.00%		-				0.00%		-			
Charter In-Lieu Taxes										-0.51%		(4,421)		856,077		3.59%		30,721		886,798	
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)										7.13%		122,295		\$ 1,865,963		6.37%		118,895		\$ 2,109,378	

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Charts and Graphs

Components of LCFF Entitlement

	2023-24	
Base Grant	\$ 2,004,579	195.00 ADA
Grade Span Adjustment	\$ -	\$ 2,004,579 Adjusted Base Grant
Supplemental Grant	\$ 104,799 26%	
Concentration Grant	\$ - 26%	\$ 104,799 Supplemental & Concentration
Add-ons: Targeted Instructional Improvement Block Grant	\$ -	
Add-ons: Home-to-School Transportation	\$ -	
Add-ons: Small School District Bus Replacement Program	\$ -	\$ - Add-ons
Add-ons: Transitional Kindergarten	\$ -	
Total	\$ 2,109,378	\$ 2,109,378



*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

	LCFF Entitlement per ADA							
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	
Funded ADA	233.49	233.49	195.59	187.28	195.00	195.00	195.00	
LCFF Sources per ADA	\$ 8,383.23	\$ 8,366.29	\$ 8,767.63	\$ 9,963.49	\$ 10,817.32	\$ 11,279.82	\$ 11,649.34	
Net Change per ADA		\$ (16.94)	\$ 401.33	\$ 1,195.87	\$ 853.83	\$ 462.49	\$ 369.53	
Net Percent Change		-0.20%	4.80%	13.64%	8.57%	4.28%	3.28%	
Estimated LCFF Entitlement per ADA	\$ 8,383.23	\$ 8,366.29	\$ 8,767.63	\$ 9,963.49	\$ 10,817.32	\$ 11,279.82	\$ 11,649.34	
Net Change per ADA		\$ (16.94)	\$ 401.33	\$ 1,195.87	\$ 853.83	\$ 462.49	\$ 369.53	
Net Percent Change		-0.20%	4.80%	13.64%	8.57%	4.28%	3.28%	

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Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	2,246,345.00	2,718,219.00	21.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	308,189.00	194,385.00	-36.9%
4) Other Local Revenue		8600-8799	8,592.00	6,500.00	-24.3%
5) TOTAL, REVENUES			2,563,126.00	2,919,104.00	13.9%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	1,222,139.00	1,466,597.00	20.0%
2) Classified Salaries		2000-2999	146,385.00	164,224.00	12.2%
3) Employee Benefits		3000-3999	655,122.00	736,467.00	12.4%
4) Books and Supplies		4000-4999	92,358.58	68,879.00	-25.4%
5) Services and Other Operating Expenditures		5000-5999	104,651.47	63,200.00	-39.6%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			2,220,656.05	2,499,367.00	12.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			342,469.95	419,737.00	22.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	60,403.00	10,356.00	-82.9%
b) Transfers Out		7600-7629	380,000.00	380,000.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(319,597.00)	(369,644.00)	15.7%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			22,872.95	50,093.00	119.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	186,313.09	209,186.04	12.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			186,313.09	209,186.04	12.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			186,313.09	209,186.04	12.3%
2) Ending Balance, June 30 (E + F1e)			209,186.04	259,279.04	23.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	182,471.95	108,609.95	-40.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	26,714.09	150,669.09	464.0%
BP3100: 17% Reserve	0000	9780	422,870.00		
See Fund 01: Assign Bal to meet 17% Reserve	0000	9780	(396,155.91)		
BP3100: 17% Reserve	0000	9780		468,240.00	
See Fund 01: Assign Bal to meet 17% Reserve	0000	9780		(317,570.91)	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	401,201.06		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
6230	California Clean Energy Jobs Act	45,522.95	45,522.95
6266	Educator Effectiveness, FY 2021-22	32,036.00	23,874.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	33,787.00	18,787.00
7412	A-G Access/Success Grant	6,510.00	6,510.00
7413	A-G Learning Loss Mitigation Grant	2,441.00	2,441.00
7435	Learning Recovery Emergency Block Grant	62,175.00	11,475.00
Total, Restricted Balance		182,471.95	108,609.95

**TWIN HILLS UNION SCHOOL DISTRICT
ORCHARD VIEW SCHOOL
2023-24 CASH FLOW ESTIMATES @ Adopted Budget**

ORCHARD VIEW		2023-24 PROJECTIONS												DEFERRED		
	MONTH OF:	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	REV/EXP	BUDGET
DESCRIPT	ACCT #S														JU-AU 24	
A: BEGIN CASH	9110	400,000.00	475,954.00	388,681.00	546,963.00	417,097.00	271,906.00	419,353.00	396,615.00	270,422.00	466,493.00	435,551.00	387,828.00			
B: RECEIPTS																
State Revenue	8010-8019															
LCFF	8011	48,952.00	48,952.00	88,117.00	88,117.00	88,117.00	88,117.00	88,117.00	88,117.00	88,117.00	88,117.00	88,117.00	88,116.00	979,073.00	0.00	979,073.00
Education Protection Account	8012			172,158.00			172,158.00			172,158.00			172,158.00	688,632.00		688,632.00
In Lieu Property Tax	8096		63,031.00	126,062.00	84,041.00	84,041.00	84,041.00	84,041.00	84,041.00	147,076.00	73,535.00	73,535.00	73,535.00	976,979.00	73,535.00	1,050,514.00
Federal Revenues	8100-8299													0.00		0.00
Other State - see below	8300-8599															0.00
Mandated Block Grant	8550						7,245.00							7,245.00		7,245.00
New Block Grants	85xx				5,000.00									5,000.00		5,000.00
Lottery, Unrest+Rest	8560							14,279.00			14,279.00			28,558.00	28,559.00	57,117.00
STRS on Behalf of State	8590													0.00	125,023.00	125,023.00
Other Local	8660-8799				1,750.00			1,750.00			1,500.00			5,000.00	1,500.00	6,500.00
Interfund TF in	8910-8929						10,356.00							10,356.00		10,356.00
Other Finance sources	8930-8979													0.00		0.00
Other Non-Revenue														0.00		0.00
TOTAL RECEIPTS		48,952.00	111,983.00	386,337.00	178,908.00	172,158.00	361,917.00	188,187.00	172,158.00	407,351.00	177,431.00	161,652.00	333,809.00	2,700,843.00	228,617.00	2,929,460.00
C: DISBURSEMENTS																
Certificated Salaries	1000-1999	10,000.00	131,963.00	131,963.00	131,963.00	131,963.00	131,963.00	131,963.00	131,963.00	131,963.00	131,963.00	131,963.00	136,967.00	1,466,597.00		1,466,597.00
Classified Salaries	2000-2999	1,600.00	10,000.00	15,262.00	15,262.00	15,262.00	15,262.00	15,262.00	15,262.00	15,262.00	15,262.00	15,262.00	15,266.00	164,224.00		164,224.00
Employee Benefits	3000-3999	3,800.00	50,000.00	55,664.00	55,664.00	55,664.00	55,664.00	55,664.00	55,664.00	55,664.00	55,664.00	55,664.00	56,668.00	611,444.00	125,023.00	736,467.00
Books & Supplies	4000-5999	1,000.00	4,133.00	6,206.00	14,399.00	18,776.00	5,517.00	5,512.00	3,930.00	2,071.00	2,066.00	2,066.00	3,203.00	68,879.00	0.00	68,879.00
Services & Other Operatnl	5000-5999	632.00	3,160.00	18,960.00	5,686.00	5,684.00	6,064.00	2,524.00	1,532.00	6,320.00	3,418.00	4,420.00	4,800.00	63,200.00	0.00	63,200.00
Capital Outlay	6000-6599													0.00		0.00
Other Outgo	7000-7499													0.00		0.00
Interfund TF out	7600-7629					90,000.00			90,000.00				90,000.00	270,000.00	110,000.00	380,000.00
Other Finance sources	7630-7699													0.00		0.00
Other Non-Expenditures														0.00		0.00
TOTAL DISBURSM		17,032.00	199,256.00	228,055.00	222,974.00	317,349.00	214,470.00	210,925.00	298,351.00	211,280.00	208,373.00	209,375.00	306,904.00	2,644,344.00	235,023.00	2,879,367.00
D: PRIOR YR TRANSACTIONS																
Accounts Receivable	9200															
Prior year: LCFF, In Lieu Property Tax																
Lottery, Other State, Interest		74,034.00			24,200.00											
Accounts Payable	9500															
Prior year: Clear Due To/From, MOU, Books																
Sup, Unearned Rev. CY Use Tax		-30,000.00			-110,000.00									-140,000.00		
TOTAL PRIOR YR		44,034.00	0.00	0.00	-85,800.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-140,000.00	0.00	
E: NET INC/DEC	(B-C+D)	75,954.00	-87,273.00	158,282.00	-129,866.00	-145,191.00	147,447.00	-22,738.00	-126,193.00	196,071.00	-30,942.00	-47,723.00	26,905.00	-83,501.00		
F: ENDING CASH BAL	(A+E)	475,954.00	388,681.00	546,963.00	417,097.00	271,906.00	419,353.00	396,615.00	270,422.00	466,493.00	435,551.00	387,828.00	414,733.00		-6,406.00	

Notes: Amount expected July and August of 2024 for all types of revenue is \$100,000+.

Expenses to be made after June 30, 2024 include the balance due for special education excess costs and the MOU payable to the district totaling \$110,000.

STRS on Behalf of State represents their retirement liability, we budget the amount and adjust as needed at the end of the year then do a journal entry to spend the revenue.

We will not receive any cash nor will we spend any, we are required to report (\$125,023).

Twin Hills Union School District - Orchard View Charter School
2023-24 Multi-Year Projection Assumptions @ Adopted Budget

General Note: Please refer to the attached spreadsheet presentation showing Multi-year Projections for Orchard View School, Fund #09

	2022-23	2023-24	2024-25	2025-26
Revenue	Prior Fiscal Year Actual	Current Budget Year	1st Subsequent Year	2nd Subsequent Year
LCFF Revenue Sources				
Funded/Planning COLA	6.56% + 6.70% Base Inc	8.22%	3.94%	3.29%
Unduplicated Count # / Rolling % for Sup Grant	44 / 18.95%	50 / 19.17%	50 / 20.69%	50 / 20.83%
Funded ADA	207.46	231.00	231.00	231.00
Enrollment	216.00	240.00	240.00	240.00
In Lieu Property Tax per ADA	\$4,571	\$4,548	\$4,775	\$4,890
Federal: COVID19 (Unearned, recorded as spent)	NONE	NONE	NONE	NONE
Other State				
Lottery Unrestricted/Restricted	Unr \$170 Rest \$67	Unr \$170 Rest \$67 ADA*1.04446	Unr \$170 Rest \$67 ADA*1.04446	Unr \$170 Rest \$67 ADA*1.04446
Mandated Block Grant	Unr K-8 \$18.34; 9-12 \$50.98	Unr K-8 \$19.85; 9-12 \$55.17 *prior year ADA	Unr K-8 \$20.63; 9-12 \$57.34 *prior year ADA	Unr K-8 \$21.31; 9-12 \$59.23 *prior year ADA
COVID19 IPI and UPK (Unearned, see Fed)	\$1,005	\$5,000	Prior years only	Prior years only
A-G A/S and LLM, Ethnic Studies, ELO-P, Art Music IM BG, Learning Recovery ER BG, Educator Effectiveness	\$135,389	21-22 and 22-23 Only	21-22 and 22-23 Only	21-22 and 22-23 Only
STRS on Behalf of State	Book entry only	Based on CalSTRS info at PY YEC - matches expense	Prior year +5% - matches expense	Prior year +5% - matches expense
Local				
Interest	\$5,000	\$6,500	Same as PY	Same as PY
Donations/ SCOE Prof Dev Stipend Reimb	\$3,592	\$0	Zero	Zero
Expenditures				
Certificated Salaries				
Staffing (FTEs)	13.7 FTE Teachers, +0.20 FTE Counselor, 01.0 FTE Site Admin	13.8 FTE Teachers, 1.0 FTE Site Administrator	Same as prior year	Same as prior year
Step & Column Costs		Based on actual current known payroll	PY + estimated 2%	Estimated @ +2%
One Time Grant Funds	Profes. Dev Res 6266	0.50 FTE Counselor Res 7435 plus Prof. Dev Res 6266	Professional Dev Res 6266	Professional Dev Res 6266
Classified Salaries				
Staffing (FTEs)	2.76 FTE	2.7 FTE	Same as prior year	Same as prior year
Step & Column Costs		Based on actual current known payroll	PY + estimated 2%	Estimated @ +2%
One Time Grant Funds		0.10 FTE TK IA Res 6053	Prior year only	None
Employee Benefits				
Statutory Benefits (Fixed)		Statutory benefits include Social Security and Medicare taxes, unemployment and workers compensation. Based on current payroll.	PY - + 2%	Prior year + 2%
One Time Grant Funds	Prof. Dev Res 6266	Counselor and TK IA	Professional Dev Res 6266	Professional Dev Res 6266
STRS on Behalf of State	Book entry only	Based on CalSTRS info at PY YEC - matches revenue	Prior year +5% - matches revenue	Prior year +5% - matches revenue
STRS / PERS	STRS=19.10%. PERS=25.37%	STRS = 19.10%; PERS = 26.68%	STRS = 19.1%; PERS = 27.7%	STRS = 19.1%; PERS = 28.3%
Health & Welfare Benefits	\$13,960 full FTE	District annual maximum is for a full FTE is apx. \$15,600. Actual cost known to date.	Prior year + 2%	Prior year + 2%
One Time Grant Funds		Cost for Counselor	Prior year only	None

Orchard View - 2023-24 Adopted Budget page 2		2022-23	2023-24	2024-25	2025-26
Expenditures - continued					
Books and Supplies			Expenses based on prior year. Carryover and one time purchases are not budgeted.	Prior year + 2%	Prior year + 2%
One Time Grant Funds	Res 7810 \$2,327	Res 6053 \$762	Prior years only	None	
Services, Other Operating Expenses			Expenses based on prior year. Carryover and one time purchases are not budgeted.	Prior year + 2%	Prior year + 2%
One Time Grant Funds	\$42,605	\$19,500 includes Edgenuity \$15k Res 6762	Professional Dev Res 6266	Professional Dev Res 6266	
Capital Outlay		None	None	None	None
Transfer In BAS from Fund 01	\$50k BAS for py sal inc + \$100k for ADA loss.	None	None	None	None
Transfer In CRSP from Fund 01	\$10,403 for 1 retiree, year 2 of 3	\$10,356 for 1 retiree, year 3 of 3	None	None	None
Transfers Out					
MOU amount for District Costs	\$230,000	\$230,000 is current estimate	Same as prior year	Same as prior year	
MOU amount for Special Ed Excess Costs	\$150,000	\$150,000 is current estimate	Same as prior year	Same as prior year	
Net Increase (Decrease)		Positive amount increases fund balance	Positive amount increases fund balance	Positive amount increases fund balance	
Components of Ending Fund Balance					
	R6266 \$32,036, AMBG R6762 \$33,787, LRERBG R7435 \$62,175, A-G BG R7412+7413 \$8,951	CA Clean Energy \$45,523, Ed Effect Res6266 \$23,874, Art Music BG Res6762 \$18,787, LRER BG Res7435 \$11,475, A-G BG Res7412+7413 \$8,951	CA Clean Energy \$45,523, Ed Effect Res6266 \$15,674, Art Music BG Res6762 \$18,787, LRER BG Res7435 \$11,475, A-G BG Res7412+7413 \$8,951	CA Clean Energy \$45,523, Ed Effect Res6266 \$7,474, Art Music BG Res6762 \$18,787, LRER BG Res7435 \$11,475, A-G BG Res7412+7413 \$8,951	
Restricted					
Assigned- See MYP+SACS+Exhibit B	No funding available	No funding available	No funding available	See Exhibit B	
Assigned- BP3100 (17%)		BP 3100 = 17% rounded up	BP 3100 = 17% rounded up	BP 3100 = 17% rounded up	
Assigned- Charter Balance per GASB54		(Negative=Assignment reduction* needed) Positive = balance after specific assignments	(Negative=Assignment reduction* needed) Positive = balance after specific assignments	(Negative=Assignment reduction* needed) Positive = balance after specific assignments	
2022-23: Please see actual dollar amounts shown on MYP.		*Assignment reduction= reduces reserve below 17%, see Fund 01 for Assigned amount.			

**Twin Hills Union School District - Orchard View Charter
2022-23 Multi-Year Projection @ 2023-24 Adopted Budget**

	Prior Year Budget Fiscal Year: 2022-23	Current Budget Fiscal Year: 2023-24	First Subsequent Fiscal Year: 2024-25	Second Subsequent Fiscal Year: 2025-26
COLA (percentage)	6.56%	8.22%	3.94%	3.29%
Funded COLA	13.26%	8.22%	3.94%	3.29%
ADA: Current Year / LCFF Funding	207.46	231.00	231.00	231.00
Enrollment Estimate	216.00	240.00	240.00	240.00
Object Codes				
Revenue				
LCFF Sources: LCFF, Education Protection				
Account, In Lieu Property Tax 8010-8099	2,246,345	2,718,219	2,836,714	2,933,979
Federal Revenues 8100-8299				
Federal Funding: COVID19 (Unearned-recorded as expended)				
State Revenues 8300-8599	58,593	64,362	65,370	65,642
State Funding: UPK (Unearned-recorded as expended)	1,005	5,000	-	-
New Grants A-G A/S and LLM, Ethnic Studies Arts Music IM Disc BG, Learning Recovery ER BG	135,389			
State Revenues: STRS/PERS on Behalf of State	113,202	125,023	131,274	137,838
Local Revenues 8600-8799	8,592	6,500	6,500	6,500
Total Revenue	2,563,126	2,919,104	3,039,858	3,143,959
Expenditures				
Certificated Salaries 1000-1999	1,219,139	1,427,453	1,445,737	1,474,652
Certificated Salaries One Time Grant Funds	3,000	39,144	3,000	3,000
Classified Salaries 2000-2999	146,385	160,339	163,546	166,817
Classified Salaries One Time Grant Funds	-	3,885	-	-
Employee Benefits -- Statutory 3300-3399;	33,146	55,965	56,786	57,922
Employee Benefits One Time Grant Funds 3500-3699	676	8,968	700	700
Employee Benefits -- STRS/PERS on Behalf of State 310x	113,202	125,023	131,274	137,838
Employee Benefits -- STRS 3100-3199	251,964	270,722	276,136	281,659
Employee Benefits -- PERS 3200-3299	46,538	36,039	45,302	47,209
Employee & Retiree Benefits -- Health & Welfare 3400-3499;	209,596	233,147	237,810	242,566
Welfare 3700-3799	-	6,603	-	-
Health & Welfare One Time Grant Funds	-	68,117	69,480	70,870
Books and Supplies 4000-4999	90,032	762	-	-
Books and Supplies One Time Grant Funds	2,327	43,700	44,570	45,460
Services, Other Operating Expenses 5000-5999	62,046	19,500	4,500	4,500
Services, Other Operating Expenses One Time Grant Funds	42,605	-	-	-
Capital Outlay 6000-6999	-	-	-	-
7100-7199	-	-	-	-
Other Outgo 7300-7399	-	-	-	-
Total Expenditures	2,220,656	2,499,367	2,478,841	2,533,193
Excess (Deficiency)	342,470	419,737	561,017	610,766
Transfers In Basic Aid Supp from F01 8910-8929	50,000			
Transfers In CRSP from Fund 01 8910-8929	10,403	10,356		
Transfers Out (enter as negative) 7610-7629	(380,000)	(380,000)	(380,000)	(380,000)
Other Sources 8930-8979				
Other Uses (enter as negative) 7630-7699				
Contribution to Restricted Program 8980-8999				
Total Transfers/Other Uses	(319,597)	(369,644)	(380,000)	(380,000)
Net Increase (Decrease)	22,873	50,093	181,017	230,766
Fund Balance				
Beginning Balance	186,313	209,186	259,279	440,296
Beginning Fund Balance Transfers (restricted program carryovers)				
Net Ending Balance	209,186	259,279	440,296	671,062
Components of Ending Balance:				
Revolving Cash (nonspendable) 9711				
Stores (nonspendable) 9712				
Restricted (Res 2000-9999) 9740	182,472	108,610	100,410	92,210
Lottery Res 1100 Unrestricted 9740		-	-	-
Committed 9750				
Assigned - 1 Time Discr. Funds: 2015-16 thru 2018-19	-	-	-	-
Assigned - Common Core IM + Technology	-	-	-	-
Assigned - STRS/PERS 20% by 2020-21	-	-	-	-
Assigned - Per Board Policy 3100 (17%) 9780	422,870	468,240	463,700	471,820
Assigned - Balance After Above GASB54 - *See Note Below (396,156)		(317,571)	(123,814)	107,032
Unasn/Unappr Amt (not for charters) 9790				
Net Ending Balance	209,186	259,279	440,296	671,062
Beginning 2011-12 Charter Schools were no longer allowed. Unassigned/Unappropriated Ending Amounts and the ending balance must be assigned (see Assigned Balance After Above (GASB54)).				
*Note: This Assigned Balance is a negative amount for three of the four years and will reduce the amount available for the 17% Reserve, reducing the reserve to the percentages shown on the line below. See Fund 01 for an Assigned amount to cover this difference. STRS on Behalf is deducted from 17% Reserve requirement.				
Actual Reserve percentage based on Assigned Balance divided by Total Expenditures and Transfers Out:	1%	5%	12%	20%

Orchard View (4930319) - Adopted Budget 2023-24

	2022-23	2023-24	2024-25	2025-26
SUMMARY OF FUNDING				
General Assumptions				
COLA & Augmentation	13.26%	8.22%	3.94%	3.29%
Base Grant Proration Factor	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%
LCFF Entitlement				
Base Grant	\$2,095,904	\$2,509,403	\$2,608,248	\$2,694,032
Grade Span Adjustment	60,281	96,720	100,555	103,780
Supplemental Grant	81,721	99,919	112,090	116,557
Concentration Grant	-	-	-	-
Add-ons: Targeted Instructional Improvement Block Grant	-	-	-	-
Add-ons: Home-to-School Transportation	-	-	-	-
Add-ons: Small School District Bus Replacement Program	-	-	-	-
Add-ons: Transitional Kindergarten	8,439	12,177	15,821	19,610
Total LCFF Entitlement Before Adjustments, ERT & Additional State Aid	\$2,246,345	\$2,718,219	\$2,836,714	\$2,933,979
Miscellaneous Adjustments	-	-	-	-
Economic Recovery Target	-	-	-	-
Additional State Aid	-	-	-	-
Total LCFF Entitlement	2,246,345	2,718,219	2,836,714	2,933,979
LCFF Entitlement Per ADA	\$ 10,828	\$ 11,767	\$ 12,280	\$ 12,701
Components of LCFF By Object Code				
State Aid (Object Code 8011)	\$ 803,064	\$ 979,073	\$ 1,029,047	\$ 1,066,838
EPA (for LCFF Calculation purposes)	\$ 494,959	\$ 688,632	\$ 704,550	\$ 737,429
Local Revenue Sources:				
Property Taxes (Object 8021 to 8089)	\$ -	\$ -	\$ -	\$ -
In-Lieu of Property Taxes (Object Code 8096)	948,322	1,050,514	1,103,117	1,129,712
Property Taxes net of In-Lieu	\$ -	\$ -	\$ -	\$ -
TOTAL FUNDING	2,246,345	2,718,219	2,836,714	2,933,979
Basic Aid Status	\$ -	\$ -	\$ -	\$ -
Excess Taxes	\$ -	\$ -	\$ -	\$ -
EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -
Total LCFF Entitlement	2,246,345	2,718,219	2,836,714	2,933,979
SUMMARY OF EPA				
% of Adjusted Revenue Limit - Annual	45.21920787%	45.21920787%	45.21920787%	45.21920787%
% of Adjusted Revenue Limit - P-2	45.21920787%	45.21920787%	45.21920787%	45.21920787%
EPA (for LCFF Calculation purposes)	\$ 494,959	\$ 688,632	\$ 704,550	\$ 737,429
EPA, Current Year (Object Code 8012)	\$ 494,959	\$ 688,632	\$ 704,550	\$ 737,429
(P-2 plus Current Year Accrual)				
EPA, Prior Year Adjustment (Object Code 8019)	\$ (40,297.00)	\$ -	\$ -	\$ -
(P-A less Prior Year Accrual)				
Accrual (from Data Entry tab)	-	-	-	-
LCAP PERCENTAGE TO INCREASE OR IMPROVE SERVICES				
Base Grant (Excludes add-ons for TIIG and Transportation)	\$ 2,156,185	\$ 2,606,123	\$ 2,708,803	\$ 2,797,812
Supplemental and Concentration Grant funding in the LCAP year	\$ 81,721	\$ 99,919	\$ 112,090	\$ 116,557
Percentage to Increase or Improve Services	3.79%	3.83%	4.14%	4.17%
SUMMARY OF STUDENT POPULATION				
Unduplicated Pupil Population				
Enrollment	216	240	240	240
COE Enrollment	-	-	-	-
Total Enrollment	216	240	240	240
Unduplicated Pupil Count	44	50	50	50
COE Unduplicated Pupil Count	-	-	-	-
Total Unduplicated Pupil Count	44	50	50	50
Rolling %, Supplemental Grant	18.9500%	19.1700%	20.6900%	20.8300%

Orchard View (4930319) - Adopted Budget 2023-24				
	2022-23	2023-24	2024-25	2025-26
Rolling %, Concentration Grant	18.9500%	19.1700%	20.6900%	0.0000%
SUMMARY OF LCFF ADA				
Current Year ADA				
Grades TK-3	36.41	65.00	65.00	65.00
Grades 4-6	40.64	43.00	43.00	43.00
Grades 7-8	41.89	28.00	28.00	28.00
Grades 9-12	88.52	95.00	95.00	95.00
LCFF Subtotal	207.46	231.00	231.00	231.00
NSS	-	-	-	-
Combined Subtotal	207.46	231.00	231.00	231.00
Change in LCFF ADA (excludes NSS ADA)	207.46	231.00	231.00	231.00
	Increase	Increase	Increase	Increase
2021-22 Proxy ADA Determination - for School District Calculations only. Funding for charter schools under Section 123 of AB 181 will be allocated outside of the				
Yield Calculation				
Total ADA				
Total Enrollment				
Attendance Yield				
Quotient				
2021-22 Proxy ADA				
Grades TK-3				
Grades 4-6				
Grades 7-8				
Grades 9-12				
Subtotal				
NSS				
Combined Subtotal				
Funded LCFF ADA (greater of current year, prior year or 3-prior year average)				
Grades TK-3	36.41	65.00	65.00	65.00
Grades 4-6	40.64	43.00	43.00	43.00
Grades 7-8	41.89	28.00	28.00	28.00
Grades 9-12	88.52	95.00	95.00	95.00
Subtotal	207.46	231.00	231.00	231.00
	Current	Current	Current	Current
Funded NSS ADA				
Subtotal	-	-	-	-
NPS, CDS, & COE Operated				
Subtotal	-	-	-	-
ACTUAL ADA (Current Year Only)				
Grades TK-3	36.41	65.00	65.00	65.00
Grades 4-6	40.64	43.00	43.00	43.00
Grades 7-8	41.89	28.00	28.00	28.00
Grades 9-12	88.52	95.00	95.00	95.00
Total Actual ADA	207.46	231.00	231.00	231.00
TOTAL FUNDED ADA				
Grades TK-3	36.41	65.00	65.00	65.00
Grades 4-6	40.64	43.00	43.00	43.00
Grades 7-8	41.89	28.00	28.00	28.00
Grades 9-12	88.52	95.00	95.00	95.00
Total	207.46	231.00	231.00	231.00
Funded Difference (Funded ADA less Actual ADA)				
	-	-	-	-
FUNDED ADA for the Transitional Kindergarten Add-on				
Current Year TK ADA	3.00	4.00	5.00	6.00
PER-ADA FUNDING LEVELS				
Base, Supplemental and Concentration Rate per ADA				
Grades TK-3	\$ 10,503	\$ 11,371	\$ 11,853	\$ 12,246
Grades 4-6	\$ 9,657	\$ 10,455	\$ 10,899	\$ 11,260
Grades 7-8	\$ 9,943	\$ 10,764	\$ 11,221	\$ 11,593
Grades 9-12	\$ 11,823	\$ 12,800	\$ 13,343	\$ 13,785

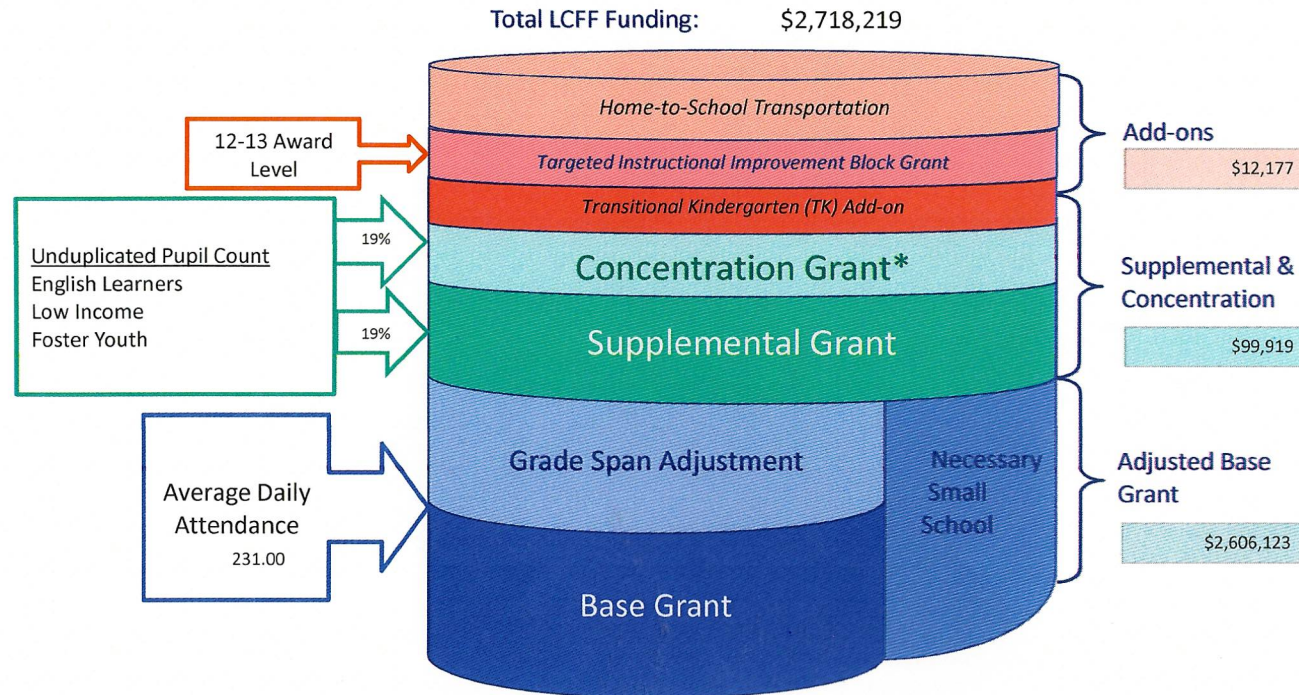
Orchard View (4930319) - Adopted Budget 2023-24						CY	v.23.2c	CY1
LOCAL CONTROL FUNDING FORMULA						2022-23	2023-24	2023-24
LCFF ENTITLEMENT CALCULATION								
						COLA & Augmentation 13.26%	Base Grant Proration 0.00%	Unduplicated Pupil Percentage 18.95%
Calculation Factors						13.26%	0.00%	18.95%
						ADA	Base	Grade Span
						Supplemental	Concentration	Total
Grades TK-3						36.41	\$ 9,166	\$ 953
Grades 4-6						40.64	9,304	353
Grades 7-8						41.89	9,580	363
Grades 9-12						88.52	11,102	289
Subtract Necessary Small School ADA and Funding						-	-	432
Total Base, Supplemental, and Concentration Grant						-	\$ 2,095,904	\$ 60,281
NSS Allowance						-	-	\$ 81,721
TOTAL BASE						207.46	\$ 2,095,904	\$ 60,281
ADD ONS:								
Targeted Instructional Improvement Block Grant								
Home-to-School Transportation (COLA added commencing 2023-24)								
Small School District Bus Replacement Program (COLA added commencing 2023-24)								
Transitional Kindergarten (Commencing 2022-23)								
ECONOMIC RECOVERY TARGET PAYMENT								
LCFF ENTITLEMENT								
STATE AID CALCULATION								
Miscellaneous Adjustments								
Adjusted LCFF Entitlement								
Local Revenue (including RDA)								
Gross State Aid								
MINIMUM STATE AID CALCULATION								
2012-13 RL/Charter Gen BG adjusted for ADA								
2012-13 NSS Allowance (deficit)								
Minimum State Aid Adjustments								
Less Current Year Property Taxes/In-Lieu								
Subtotal State Aid for Historical RL/Charter General BG								
Categorical funding from 2012-13 net of fair share reduction								
Charter School Categorical Block Grant adjusted for ADA								
Minimum State Aid Guarantee Before Proration Factor								
Proration Factor								
Minimum State Aid Guarantee								
CHARTER SCHOOL MINIMUM STATE AID OFFSET								
LCFF Entitlement								
Minimum State Aid plus Property Taxes including RDA								
Offset								
Minimum State Aid Prior to Offset								
Total Minimum State Aid with Offset								
GROSS STATE AID								
ADDITIONAL STATE AID								
LCFF Entitlement (before COE transfer, Choice & Charter Supplemental)								
Change Over Prior Year								
LCFF Entitlement Per ADA								
Per-ADA Change Over Prior Year								
Basic Aid Status (school districts only)								
LCFF SOURCES INCLUDING EXCESS TAXES								
State Aid								
Education Protection Account								
Property Taxes Net of In-Lieu Transfers								
Charter In-Lieu Taxes								
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)								

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Charts and Graphs

Components of LCFF Entitlement

	2023-24	
Base Grant	\$ 2,509,403	231.00 ADA
Grade Span Adjustment	\$ 96,720	\$ 2,606,123 Adjusted Base Grant
Supplemental Grant	\$ 99,919 19%	
Concentration Grant	\$ - 19%	\$ 99,919 Supplemental & Concentration
Add-ons: Targeted Instructional Improvement Block Grant	\$ -	
Add-ons: Home-to-School Transportation	\$ -	
Add-ons: Small School District Bus Replacement Program	\$ -	\$ 12,177 Add-ons
Add-ons: Transitional Kindergarten	\$ 12,177	
Total	\$ 2,718,219	\$ 2,718,219



*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

LCFF Entitlement per ADA							
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Funded ADA	225.62	225.62	212.85	207.46	231.00	231.00	231.00
LCFF Sources per ADA	\$ 9,152.26	\$ 9,139.42	\$ 9,478.25	\$ 10,827.85	\$ 11,767.18	\$ 12,280.15	\$ 12,701.21
Net Change per ADA		\$ (12.84)	\$ 338.83	\$ 1,349.59	\$ 939.34	\$ 512.97	\$ 421.06
Net Percent Change		-0.14%	3.71%	14.24%	8.68%	4.36%	3.43%
Estimated LCFF Entitlement per ADA	\$ 9,152.26	\$ 9,139.42	\$ 9,478.25	\$ 10,827.85	\$ 11,767.18	\$ 12,280.15	\$ 12,701.21
Net Change per ADA		\$ (12.84)	\$ 338.83	\$ 1,349.59	\$ 939.34	\$ 512.97	\$ 421.06
Net Percent Change		-0.14%	3.71%	14.24%	8.68%	4.36%	3.43%

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			2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
A. REVENUES									
1) LCFF Sources		8010-8099	2,255,784.00	0.00	2,255,784.00	2,681,939.00	0.00	2,681,939.00	18.9%
2) Federal Revenue		8100-8299	0.00	47,115.00	47,115.00	0.00	23,712.00	23,712.00	-49.7%
3) Other State Revenue		8300-8599	630,612.00	443,793.00	1,074,405.00	45,893.00	118,688.00	164,581.00	-84.7%
4) Other Local Revenue		8600-8799	73,074.00	527,398.00	600,472.00	72,028.00	619,416.00	691,444.00	15.2%
5) TOTAL, REVENUES			2,959,470.00	1,018,306.00	3,977,776.00	2,799,860.00	761,816.00	3,561,676.00	-10.5%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	1,060,548.00	128,077.00	1,188,625.00	1,163,426.00	117,912.00	1,281,338.00	7.8%
2) Classified Salaries		2000-2999	294,262.00	313,958.00	608,220.00	338,507.00	425,753.00	764,260.00	25.7%
3) Employee Benefits		3000-3999	529,194.00	261,371.00	790,565.00	578,788.00	309,107.00	887,895.00	12.3%
4) Books and Supplies		4000-4999	73,599.60	175,269.10	248,868.70	54,750.00	152,702.00	207,452.00	-16.6%
5) Services and Other Operating Expenditures		5000-5999	631,655.00	120,892.00	752,547.00	590,730.00	98,500.00	689,230.00	-8.4%
6) Capital Outlay		6000-6999	5,000.00	0.00	5,000.00	0.00	0.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			2,594,258.60	999,567.10	3,593,825.70	2,726,201.00	1,103,974.00	3,830,175.00	6.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			365,211.40	18,738.90	383,950.30	73,659.00	(342,158.00)	(268,499.00)	-169.9%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(210,688.00)	210,688.00	0.00	(229,427.00)	229,427.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(210,688.00)	210,688.00	0.00	(229,427.00)	229,427.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			154,523.40	229,426.90	383,950.30	(155,768.00)	(112,731.00)	(268,499.00)	-169.9%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	316,474.84	230,661.40	547,136.24	470,998.24	460,088.30	931,086.54	70.2%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
c) As of July 1 - Audited (F1a + F1b)			316,474.84	230,661.40	547,136.24	470,998.24	460,088.30	931,086.54	70.2%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			316,474.84	230,661.40	547,136.24	470,998.24	460,088.30	931,086.54	70.2%
2) Ending Balance, June 30 (E + F1e)			470,998.24	460,088.30	931,086.54	315,230.24	347,357.30	662,587.54	-28.8%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	4,000.00	0.00	4,000.00	4,000.00	0.00	4,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	460,088.30	460,088.30	0.00	347,357.30	347,357.30	-24.5%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	466,998.24	0.00	466,998.24	311,230.24	0.00	311,230.24	-33.4%
RESIG Deductible - 8th Grade FT	0000	9780	18,000.00		18,000.00			0.00	
BP3100: 17% Reserve	0000	9780	594,400.00		594,400.00			0.00	
See Fund 01 Assign Bal to meet 17% Reserve	0000	9780	(145,401.76)		(145,401.76)			0.00	
RESIG Deductible - 8th Grade FT	0000	9780			0.00	18,000.00		18,000.00	
BP3100: 17% Reserve	0000	9780			0.00	633,750.00		633,750.00	
See Fund01 Assign Bal to meet 17% Reserve	0000	9780			0.00	(340,519.76)		(340,519.76)	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	1,055,825.34	335,155.87	1,390,981.21				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	4,000.00	0.00	4,000.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
2600	Expanded Learning Opportunities Program	155,691.00	155,691.00
6230	California Clean Energy Jobs Act	11,604.30	11,604.30
6266	Educator Effectiveness, FY 2021-22	49,771.00	42,810.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	65,552.00	1,428.00
7435	Learning Recovery Emergency Block Grant	107,470.00	65,824.00
9010	Other Restricted Local	70,000.00	70,000.00
Total, Restricted Balance		460,088.30	347,357.30

**TWIN HILLS UNION SCHOOL DISTRICT
SUNRIDGE SCHOOL
2023-24 CASH FLOW ESTIMATES @ Adopted Budget**

SUNRIDGE		2023-24 PROJECTIONS														DEFERRED	BUDGET
DESCRIPTION	MONTH OF:	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	REV/EXP		
A: BEGIN CASH	9110	900,000.00	974,083.00	889,498.00	712,114.00	656,273.00	568,084.00	670,772.00	627,044.00	535,325.00	636,346.00	559,736.00	464,483.00				
B: RECEIPTS																	
State Revenue	8010-8019																
LCFF	8011	52,850.00	52,850.00	95,129.00	95,129.00	95,129.00	95,129.00	95,129.00	95,129.00	95,129.00	95,129.00	95,129.00	95,128.00	1,056,989.00	0.00		1,056,989.00
Education Protection Account	8012			139,061.00			139,061.00			139,062.00			139,061.00	556,245.00			556,245.00
In Lieu Property Tax	8096		64,122.00	128,245.00	85,496.00	85,496.00	85,496.00	85,496.00	85,496.00	149,622.00	74,809.00	74,809.00	74,809.00	993,896.00	74,809.00		1,068,705.00
Federal COVID	8100-8299					11,856.00							11,856.00	23,712.00			23,712.00
Other State - see below	8300-8599																0.00
Mandated Block Grant, Unres	8550						4,243.00							4,243.00			4,243.00
Lottery, Unrest+Rest	8560							14,516.00			14,516.00			29,032.00	29,033.00		58,065.00
State COVID, ELO, Universal TK, Art Music																	
IM Disc BG, Learning ER BG														0.00			0.00
STRS on Behalf of State	8590													0.00	102,273.00		102,273.00
Other Local - Interest	8600-8799				3,000.00			3,000.00			3,000.00			9,000.00	3,000.00		12,000.00
Other Local - After Care Prog.	8689		8,000.00	10,000.00	11,000.00	10,000.00	10,000.00	10,000.00	11,000.00	10,000.00	10,000.00	10,000.00	10,000.00	110,000.00			110,000.00
Universal Meal Program	8699				30,000.00			30,000.00			30,000.00		30,000.00	120,000.00			120,000.00
Other Local - Parent Pledges																	
& SR Ed Foundation	8600-8799		10,000.00	20,000.00	20,000.00	25,000.00	25,000.00	35,000.00	35,000.00	30,000.00	30,000.00	30,000.00	39,416.00	299,416.00			299,416.00
BAS/CRSP TF in from D53	8781						60,028.00							60,028.00			60,028.00
Special Ed Revenue TF	8930-8979												90,000.00	90,000.00			90,000.00
Other Non-Revenue														0.00			0.00
TOTAL RECEIPTS		52,850.00	134,972.00	392,435.00	244,625.00	227,481.00	418,957.00	273,141.00	226,625.00	423,813.00	257,454.00	209,938.00	490,270.00	3,352,561.00	209,115.00		3,561,676.00
C: DISBURSEMENTS																	
Certificated Salaries	1000-1999	11,000.00	114,576.00	114,576.00	114,576.00	114,576.00	114,576.00	114,576.00	114,576.00	114,576.00	114,576.00	114,576.00	124,578.00	1,281,338.00			1,281,338.00
Classified Salaries	2000-2999	6,000.00	35,000.00	72,326.00	72,326.00	72,326.00	72,326.00	72,326.00	72,326.00	72,326.00	72,326.00	72,326.00	72,326.00	764,260.00			764,260.00
Employee Benefits	3000-3999	6,000.00	18,000.00	75,912.00	75,912.00	75,912.00	75,912.00	75,912.00	75,912.00	75,912.00	75,912.00	75,912.00	78,414.00	785,622.00	102,273.00		887,895.00
Books & Supplies	4000-4999	4,149.00	10,373.00	24,894.00	18,671.00	20,745.00	16,596.00	12,447.00	18,671.00	20,745.00	24,894.00	6,224.00	9,043.00	187,452.00	20,000.00		207,452.00
Services	5000-5999	4,749.00	23,743.00	14,246.00	28,491.00	14,246.00	18,994.00	23,743.00	18,994.00	21,368.00	28,491.00	18,288.00	9,497.00	224,850.00	250,000.00		474,850.00
Rent @ Pinecrest	5600	17,865.00	17,865.00	17,865.00	17,865.00	17,865.00	17,865.00	17,865.00	17,865.00	17,865.00	17,865.00	17,865.00	17,865.00	214,380.00			214,380.00
Capital Outlay	6000-6599												0.00	0.00			0.00
Other Outgo	7000-7499													0.00			0.00
Interfund TF out	7600-7629													0.00			0.00
Other Finance sources	7630-7699													0.00			0.00
Other Non-Expenditures														0.00			0.00
TOTAL DISBURSM		49,763.00	219,557.00	319,819.00	327,841.00	315,670.00	316,269.00	316,869.00	318,344.00	322,792.00	334,064.00	305,191.00	311,723.00	3,457,902.00	372,273.00		3,830,175.00
D: PRIOR YR TRANSACTIONS																	
Accounts Receivable	9200																
Prior year: LCFF, In Lieu Property Tax																	
Lottery, Other State, Interest		90,996.00			27,375.00									118,371.00			
Accounts Payable	9500+9650																
Prior year: Clear Due To/From, MOU, Books																	
sup, Unearned Rev. CY Use Tax		-20,000.00		-250,000.00										-270,000.00			
TOTAL PRIOR YR		70,996.00	0.00	-250,000.00	27,375.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-151,629.00	0.00		
E: NET INC/DEC	(B-C+D)	74,083.00	-84,585.00	-177,384.00	-55,841.00	-88,189.00	102,688.00	-43,728.00	-91,719.00	101,021.00	-76,610.00	-95,253.00	178,547.00	-256,970.00			
F: ENDING CASH BAL	(A+E)	974,083.00	889,498.00	712,114.00	656,273.00	568,084.00	670,772.00	627,044.00	535,325.00	636,346.00	559,736.00	464,483.00	643,030.00		-163,158.00		

Notes: Revenue expected in July and August 2024 is over \$100,000 for In Lieu property tax, lottery and interest.
Expenses to be made after June 30, 2023 are for the MOU payable to the district in the amount of \$250,000 and \$20,000 for books and supplies.
STRS on Behalf of State represents their retirement liability, book entry only. We budget the amount and adjust as needed at the end of the year then do a journal entry to spend the revenue. We will not receive any cash nor will we spend any, we are required to report (\$102,273).

Twin Hills Union School District - SunRidge Charter School
2023-24 Multi-Year Projection Assumptions @ Adopted Budget

General Note: Please refer to the attached spreadsheet presentation showing Multi-year Projections for SunRidge School, District #21

	2022-23	2023-24	2024-25	2025-26
Revenue	Prior Fiscal Year Actual	Current Budget Year	1st Subsequent Year	2nd Subsequent Year
LCFF Revenue Sources				
Funded/Planning COLA	6.56% + 6.70% Base Inc	8.22%	3.94%	3.29%
Unduplicated Count # / Rolling % for Sup Grant	83 / 35.26%	83 / 34.51%	83 / 33.42%	83 / 33.07%
Actual ADA / Funded ADA	213.73	235.00	235.00	235.00
Enrollment	243.00	251.00	251.00	251.00
In Lieu Property Tax per ADA	\$4,571	\$4,548	\$4,775	\$4,890
Federal: COVID19 (Unearned, recorded as spent)	\$47,115	\$23,712	NONE	NONE
Other State				
Lottery Unrestricted/Restricted	Unr \$170 Rest \$67	Unr \$170 Rest \$67 ADA*1.04446	Unr \$170 Rest \$67 ADA*1.04446	Unr \$170 Rest \$67 ADA*1.04446
Mandated Block Grant	Unr \$18.34	Unr \$19.85 *prior year ADA	Unr \$20.63 *prior year ADA	Unr \$21.31 *prior year ADA
COVID19 IPI and UPK (Unearned, see Fed)	\$51,852	20-21 through 22-23	20-21 through 22-23	20-21 through 22-23
ELO-P, Educator Effectiveness, , Art		21-22 and 22-23 Only	21-22 and 22-23 Only	21-22 and 22-23 Only
Music IM BG, Learning Recovery ER BG	\$278,713			
One Time Declining Enrollment Protection	\$587,732, huge for this charter!	22-23 Only	22-23 Only	22-23 Only
STRS on Behalf of State	Book entry only	Based on CalSTRS info at PY YEC - matches expense	Prior year +5% - matches expense	Prior year +5% - matches expense
Local				
Interest, Grants/Donations & Other	\$32,398	Interest \$12k+\$22,416 SREF donation for .20 FTE Math/Science Teacher.	Interest \$12k +Donations \$0	Same as PY
Meal Program-Fed & State TFD from D53	\$95,000	\$120,000	Prior Year +\$2,000	Prior Year +\$2,000
Parent Pledges	\$242,000	Estimate based on amount needed to cover exp.	Prior Year +2%, follow expense increases	Prior Year +2%, follow expense increases
After Care Program	\$99,000	Estimate based on amount needed to cover exp.	PY + 2% as costs increase annually	PY + 2% as costs increase annually
Special Education	\$72,000	Direct transfer from District/SELPA \$90k	Direct transfer from District/SELPA \$90k	Direct transfer from District/SELPA \$90k
Expenditures				
Certificated Salaries				
Staffing (FTEs)	12.6 FTE Teachers plus 1.0 FTE Site Admin	12.7 FTE Teachers, includes 1.8 FTE Special Ed and Math/Reading Intervention, see 1X Grant for additional FTE. 1.0 FTE Site Admin	FTE is prior year -.20 FTE Math paid by Foundation	FTE same as prior year, deduct CRSP
Step & Column Costs		Based on actual current known payroll	PY + estimated 2%	Estimated @ +2%
One Time Grant Funds	1.30 FTE Reading & Math	0.2 FTE Math/Science plus 0.4 FTE Counselor	21-22 thru 23-24 only, based on 1X funds	21-22 thru 23-24 only, based on 1X funds
Classified Salaries				
Staffing (FTEs)	14.5 FTE	15.1 FTE includes: 2.00 FTE Full Inclusion IA + 0.66 FTE Spec Ed IA + 0.66 FTE Cafeteria + 1.77 FTE After Care	FTE same as prior year	FTE same as prior year
Step & Column Costs		Based on actual current known payroll	PY + estimated 2%	Estimated @ +2%
One Time Grant Funds	0.58 FTE Garden IA	0.68 FTE Garden IA	None	None
Employee Benefits				
Statutory Benefits (Fixed)		Statutory benefits include Social Security and Medicare taxes, unemployment and workers compensation. Based on current payroll	Prior year +2%	Prior year + 2%, deduct CRSP
One Time Grant Funds	\$14,809	Benefit costs for 1X Grant funded programs	Prior years only	Prior years only
STRS on Behalf of State	Book entry only	Based on CalSTRS info at PY YEC - matches revenue	Prior year +5% - matches revenue	Prior year +5% - matches revenue
STRS / PERS	STRS=19.1%; PERS=25.37%	STRS = 19.10%; PERS = 26.68%	STRS = 19.1%; PERS = 27.7%	STRS = 19.1%; PERS = 28.3%
Health & Welfare Benefits	\$13,960 full FTE	District annual maximum is for a full FTE is apx. \$15,600. Actual cost known to date.	Prior year + 2%	Prior year + 2%
One Time Grant Funds	\$7,928	H&W costs for grant funded programs	21-22 and 22-23 Only	21-22 and 22-23 Only

SunRidge - Adopted Budget 2023-24 /Page 2 of 2		2022-23	2023-24	2024-25	2025-26
Expenditures - continued					
Books and Supplies			Estimated expenses based on prior year. Carryover and donations are not budgeted.	Prior year - + 2%	Prior year + 2%
One Time Grant Funds		\$2,054	No estimated expenses for 1X funds	Same as prior year	Same as prior year
Services, Other Operating Expenses		Includes MOU to District estimated at \$240,000	Estimated expenses based on prior year. Includes MOU due to the District of \$250,000. Carryover and donations are not set up.	Prior year + 2%	Prior year + 2%
One Time Grant Funds		\$8,412	Estimated expenses using grant funds \$3,300	Same as prior year	Same as prior year
Rent: Pine Crest Campus		\$214,380	Same as prior year	Prior year plus 1%	Prior year plus 1%
Capital Outlay		\$5,000	None anticipated	None anticipated	None anticipated
Necessary Expense Reductions			None anticipated	-\$100,000 or use prior year categorical funding, may also increase enrollment.	Same as prior year
Transfer In BAS from D53		\$50,000 BAS for py sal inc	\$50,000 BAS from Fund 01-D53/Exp Support	\$50,000 BAS from Fund 01-D53/Exp Support	\$50,000 BAS from Fund 01-D53/Exp Support
Transfer In CRSP from D53		\$10,074 1 retiree/yr 2 of 3	\$10,028 for 1 retiree, year 3 of 3	None anticipated	None anticipated
Contribution: Net to zero \$ from Unr to Rest		Special Ed \$163,488 Cafeteria \$47,200	Special Education encroachment \$194,627 Cafeteria \$34,800	Same as prior year	Same as prior year
Net Increase (Decrease)			Negative amount decreases fund balance	Positive amount increases fund balance	Positive amount increases fund balance
Components of Ending Fund Balance					
Nonspendable (Revolving Fund cash)		\$4,000	\$4,000	Same as prior year	Same as prior year
Restricted		Estimated \$460,088	CA Clean Energy \$11,604, ELO Res2600 \$155,691, Ed Effect Res6266 \$42,810, Art Music BG Res6762 \$1,428, LRER BG Res7435 \$65,824, AC Pgm \$70k	CA Clean Energy \$11,604, ELO Res2600 \$155,691, Ed Effect Res6266 \$35,810, Art Music BG Res6762 \$1,428, LRER BG Res7435 \$65,824, AC Pgm \$70k	CA Clean Energy \$11,604, ELO Res2600 \$155,691, Ed Effect Res6266 \$28,810, Art Music BG Res6762 \$1,428, LRER BG Res7435 \$65,824, AC Pgm \$70k
Assigned- See MYP+SACS+Exhibit B			MYP & SACS show each Assignment w/amount, Narrative has additional details	MYP & SACS show each Assignment w/amount, Narrative has additional details	MYP & SACS show each Assignment w/amount, Narrative has additional details
Assigned- BP3100 17%+ Balance per GASB54			BP 3100 17% requirement	BP 3100 17% requirement	BP 3100 17% requirement
Assigned- Charter Balance per GASB54			(Negative=Assignment reduction* needed) Positive = balance after specific assignments	(Negative=Assignment reduction* needed) Positive = balance after specific assignments	(Negative=Assignment reduction* needed) Positive = balance after specific assignments
2022-23: Please see actual dollar amounts shown on MYP.			*Assignment reduction= reduces reserve below 17%, see Fund 01 for Assigned amount.		

**Twin Hills Union School District - SunRidge Charter
2022-23 Multi-Year Projection @ 2023-24 Adopted Budget**

	Prior Year Budget Fiscal Year: 2022-23	Current Budget Fiscal Year: 2023-24	First Subsequent Fiscal Year: 2024-25	Second Subsequent Fiscal Year: 2025-26
COLA (percentage)	6.56%	8.22%	3.94%	3.29%
Funded COLA+Increase to Base	13.26%	8.22%	3.94%	3.29%
ADA: Current Year / LCFF Funding	213.73	235.00	235.00	235.00
Enrollment Estimate	243.00	251.00	251.00	251.00
Object Codes				
Revenue				
LCFF Sources: LCFF, Education Protection				
Account, In Lieu Property Tax 8010-8099	2,255,784	2,681,939	2,785,084	2,878,006
Federal Revenues: 8100-8299				
Federal Funding: COVID19 (Unearned-recorded as expended)	47,115	23,712	-	-
State Revenues: 8300-8599				
State Revenues: Lottery & Mandated Block Grant 8300-8599	58,357	62,308	62,913	63,073
State Funding: UPK, IPI (Unearned-recorded as expended)	51,852	-	-	-
State Funding: Educator Effectiveness, Art Music IM BG, Learning Recovery ER BG	278,713	-	-	-
One time Declining Enrollment Protection	587,732			
State Revenues: STRS/PERS on Behalf of State	97,751	102,273	107,387	112,756
Local Revenues: Interest + Other 8600-8799	32,398	34,416	12,000	12,000
Local Revenues: Meal Program Reimbursement 8699	95,000	120,000	122,000	124,000
Local Revenues: Parent Pledges 8699	242,000	277,000	282,540	288,190
Local Revenues: After Care Program 8689	99,000	110,000	112,200	114,450
Local Revenues: Special Ed 8792	72,000	90,000	90,000	90,000
Total Revenue	3,917,702	3,501,648	3,574,124	3,682,475
Expenditures				
Certificated Salaries 1000-1999	1,122,861	1,215,053	1,229,413	1,244,060
Certificated Salaries One Time Grant Funds	65,764	66,285	3,000	3,000
Classified Salaries 2000-2999	608,220	717,034	731,375	746,002
Classified Salaries One Time Grant Funds		47,226		
Employee Benefits-Statutory: Social Security, Medicare, State Unemployment, Workers Comp 3301-3399;				
3501-3699	63,047	52,435	53,196	53,925
Employee Benefits One Time Grant Funds	14,809	31,183	700	700
Employee Benefits-Statutory: STRS on Behalf of State 310x	97,751	102,273	107,387	112,756
Employee Benefits-Statutory: STRS 3101-3199	245,609	266,155	234,818	237,616
Employee Benefits-Statutory: PERS 3201-3299	137,801	187,281	185,292	193,092
Employee & Retiree Benefits -- Health & Welfare 3400-3499;				
3700-3799	223,620	237,703	242,457	247,306
Employee H&W Benefits One Time Grant Funds	7,928	10,865		
Books and Supplies 4000-4999	246,815	207,452	211,601	215,833
Books and Supplies One Time Grant Funds	2,054	-	-	-
Services, Other Operating Expenses 5000-5999	529,755	471,550	484,348	497,402
Services, Other Operating Expenses One time Grant Funds	8,412	3,300	3,300	3,300
Services, Other Op Exps: Pine Crest Rent	214,380	214,380	216,524	218,689
Necessary reductions			(100,000)	(100,000)
Capital Outlay 6000-6999	5,000	-	-	-
Other Outgo 7100-7199	-	-	-	-
7300-7399	-	-	-	-
Total Expenditures	3,593,826	3,830,175	3,603,411	3,673,681
Excess (Deficiency)	323,876	(328,527)	(29,287)	8,794
Transfers In BAS from D53 87,8910-8929	50,000	50,000	50,000	50,000
Transfers In CRSP from D53 87,8910-8929	10,074	10,028	-	-
Transfers Out (enter as negative) 7610-7629				
Other Sources 8930-8979				
Other Uses (enter as negative) 7630-7699				
Contribution to Restricted Program 8980-8999				
Total Transfers/Other Uses	60,074	60,028	50,000	50,000
Net Increase (Decrease)	383,950	(268,499)	20,713	58,794
Fund Balance				
Beginning Balance	547,136	931,086	662,587	683,300
Beginning Fund Balance Transfers (restricted program carryovers)				
Net Ending Balance	931,086	662,587	683,300	742,094
Components of Ending Balance:				
Revolving Cash (nonspendable) 9711	4,000	4,000	4,000	4,000
Stores (nonspendable) 9712				
Restricted (Res 2000-9999) 9740	460,088	347,357	340,357	333,357
Lottery Res 1100 Unrestricted 9740		-	-	-
Committed 9760				
Assigned: 9780				
Assigned - RESIG deductible, 8th grade field trip	18,000	18,000	18,000	18,000
Assigned - Per Board Policy 3100 (17%)	594,400	633,750	594,330	605,360
Assigned - Balance After Above: GASB54 - *See Notes Below	(145,402)	(340,520)	(273,387)	(218,623)
Unasn/Unappr Amount (not for charters) 9790				
Net Ending Balance	931,086	662,587	683,300	742,094
Beginning 2011-12 Charter Schools were no longer allowed. Unassigned/Unappropriated Ending Amounts and the ending balance must be assigned (see Assigned Balance After Above (GASB54)).				
Pledge issue which began in 20-21 continues. If actual pledge revenue is below the necessary amount needed to cover specialty expenses, the fund balance and Actual Reserve percentage below will decrease as unrestricted funds are used to pay those expenses. *The Assigned Balance After Above are negative amounts and will reduce the amount available for the Assigned BP3100 17% Reserve. Please see Fund 01 for an Assigned amount that equals the negative amount each year.				
Actual Reserve percentage based on Assigned Balance divided by Total Expenditures and Transfers Out:	13%	8%	9%	11%

Sunridge Charter (4930350) - Adopted Budget 2023-24					2/22/2023				
					2022-23	2023-24	2024-25	2025-26	
SUMMARY OF FUNDING									
General Assumptions									
COLA & Augmentation		13.26%	8.22%	3.94%	3.29%				
Base Grant Proration Factor		0.00%	0.00%	0.00%	0.00%				
Add-on, ERT & MSA Proration Factor		0.00%	0.00%	0.00%	0.00%				
LCFF Entitlement									
Base Grant		\$1,982,416	\$2,357,001	\$2,449,898	\$2,530,433				
Grade Span Adjustment		109,081	129,000	134,000	138,375				
Supplemental Grant		147,493	171,584	172,708	176,515				
Concentration Grant		-	-	-	-				
Add-ons: Targeted Instructional Improvement Block Grant		-	-	-	-				
Add-ons: Home-to-School Transportation		-	-	-	-				
Add-ons: Small School District Bus Replacement Program		-	-	-	-				
Add-ons: Transitional Kindergarten		16,794	24,354	28,478	32,683				
Total LCFF Entitlement Before Adjustments, ERT & Additional State Aid		\$2,255,784	\$2,681,939	\$2,785,084	\$2,878,006				
Miscellaneous Adjustments		-	-	-	-				
Economic Recovery Target		-	-	-	-				
Additional State Aid		-	-	-	-				
Total LCFF Entitlement		2,255,784	2,681,939	2,785,084	2,878,006				
LCFF Entitlement Per ADA		\$ 10,554	\$ 11,413	\$ 11,851	\$ 12,247				
Components of LCFF By Object Code									
State Aid (Object Code 8011)		\$ 890,163	\$ 1,056,989	\$ 1,096,111	\$ 1,133,465				
EPA (for LCFF Calculation purposes)		\$ 388,638	\$ 556,245	\$ 566,754	\$ 595,266				
<i>Local Revenue Sources:</i>									
Property Taxes (Object 8021 to 8089)		\$ -	\$ -	\$ -	\$ -				
In-Lieu of Property Taxes (Object Code 8096)		976,983	1,068,705	1,122,219	1,149,275				
Property Taxes net of In-Lieu		\$ -	\$ -	\$ -	\$ -				
TOTAL FUNDING		2,255,784	2,681,939	2,785,084	2,878,006				
Basic Aid Status		\$ -	\$ -	\$ -	\$ -				
Excess Taxes		\$ -	\$ -	\$ -	\$ -				
EPA in Excess to LCFF Funding		\$ -	\$ -	\$ -	\$ -				
Total LCFF Entitlement		2,255,784	2,681,939	2,785,084	2,878,006				
SUMMARY OF EPA									
% of Adjusted Revenue Limit - Annual		45.21920787%	45.21920787%	45.21920787%	45.21920787%				
% of Adjusted Revenue Limit - P-2		45.21920787%	45.21920787%	45.21920787%	45.21920787%				
EPA (for LCFF Calculation purposes)		\$ 388,638	\$ 556,245	\$ 566,754	\$ 595,266				
EPA, Current Year (Object Code 8012)		\$ 388,638	\$ 556,245	\$ 566,754	\$ 595,266				
(P-2 plus Current Year Accrual)									
EPA, Prior Year Adjustment (Object Code 8019)		\$ (31,851.00)	\$ -	\$ -	\$ -				
(P-A less Prior Year Accrual)									
Accrual (from Data Entry tab)		-	-	-	-				
LCAP PERCENTAGE TO INCREASE OR IMPROVE SERVICES									
Base Grant (Excludes add-ons for TIIG and Transportation)		\$ 2,091,497	\$ 2,486,001	\$ 2,583,898	\$ 2,668,808				
Supplemental and Concentration Grant funding in the LCAP year		\$ 147,493	\$ 171,584	\$ 172,708	\$ 176,515				
Percentage to Increase or Improve Services		7.05%	6.90%	6.68%	6.61%				
SUMMARY OF STUDENT POPULATION									
Unduplicated Pupil Population									
Enrollment		243	251	251	251				
COE Enrollment		-	-	-	-				
Total Enrollment		243	251	251	251				
Unduplicated Pupil Count		83	83	83	83				
COE Unduplicated Pupil Count		-	-	-	-				
Total Unduplicated Pupil Count		83	83	83	83				
Rolling %, Supplemental Grant		35.2600%	34.5100%	33.4200%	33.0700%				
Rolling %, Concentration Grant		35.2600%	34.5100%	33.4200%	33.0700%				

Sunridge Charter (4930350) - Adopted Budget 2023-24		2/22/2023						
		2022-23	2023-24	2024-25	2025-26			
SUMMARY OF LCFF ADA								
Current Year ADA								
Grades TK-3		114.46	125.00	125.00	125.00			
Grades 4-6		64.24	78.00	78.00	78.00			
Grades 7-8		35.03	32.00	32.00	32.00			
Grades 9-12		-	-	-	-			
LCFF Subtotal		213.73	235.00	235.00	235.00			
NSS		-	-	-	-			
Combined Subtotal		213.73	235.00	235.00	235.00			
Change in LCFF ADA (excludes NSS ADA)		213.73	235.00	235.00	235.00			
		Increase	Increase	Increase	Increase			
2021-22 Proxy ADA Determination - for School District Calculations only. Funding for charter schools under Section 123 of AB 181 will be allocated outside of the LCFF and								
Yield Calculation								
Total ADA								
Total Enrollment								
Attendance Yield								
Quotient								
2021-22 Proxy ADA								
Grades TK-3								
Grades 4-6								
Grades 7-8								
Grades 9-12								
Subtotal								
NSS								
Combined Subtotal								
Funded LCFF ADA (greater of current year, prior year or 3-prior year average)								
Grades TK-3		114.46	125.00	125.00	125.00			
Grades 4-6		64.24	78.00	78.00	78.00			
Grades 7-8		35.03	32.00	32.00	32.00			
Grades 9-12		-	-	-	-			
Subtotal		213.73	235.00	235.00	235.00			
		Current	Current	Current	Current			
Funded NSS ADA								
Subtotal								
NPS, CDS, & COE Operated								
Subtotal								
ACTUAL ADA (Current Year Only)								
Grades TK-3		114.46	125.00	125.00	125.00			
Grades 4-6		64.24	78.00	78.00	78.00			
Grades 7-8		35.03	32.00	32.00	32.00			
Grades 9-12		-	-	-	-			
Total Actual ADA		213.73	235.00	235.00	235.00			
TOTAL FUNDED ADA								
Grades TK-3		114.46	125.00	125.00	125.00			
Grades 4-6		64.24	78.00	78.00	78.00			
Grades 7-8		35.03	32.00	32.00	32.00			
Grades 9-12		-	-	-	-			
Total		213.73	235.00	235.00	235.00			
Funded Difference (Funded ADA less Actual ADA)								
		-	-	-	-			
FUNDED ADA for the Transitional Kindergarten Add-on								
Current Year TK ADA		5.97	8.00	9.00	10.00			
PER-ADA FUNDING LEVELS								
Base, Supplemental and Concentration Rate per ADA								
Grades TK-3	\$	10,833	\$	11,707	\$	12,143	\$	12,534
Grades 4-6	\$	9,960	\$	10,764	\$	11,166	\$	11,525
Grades 7-8	\$	10,256	\$	11,083	\$	11,495	\$	11,865
Grades 9-12	\$	12,194	\$	13,178	\$	13,669	\$	14,109
Base Grants								

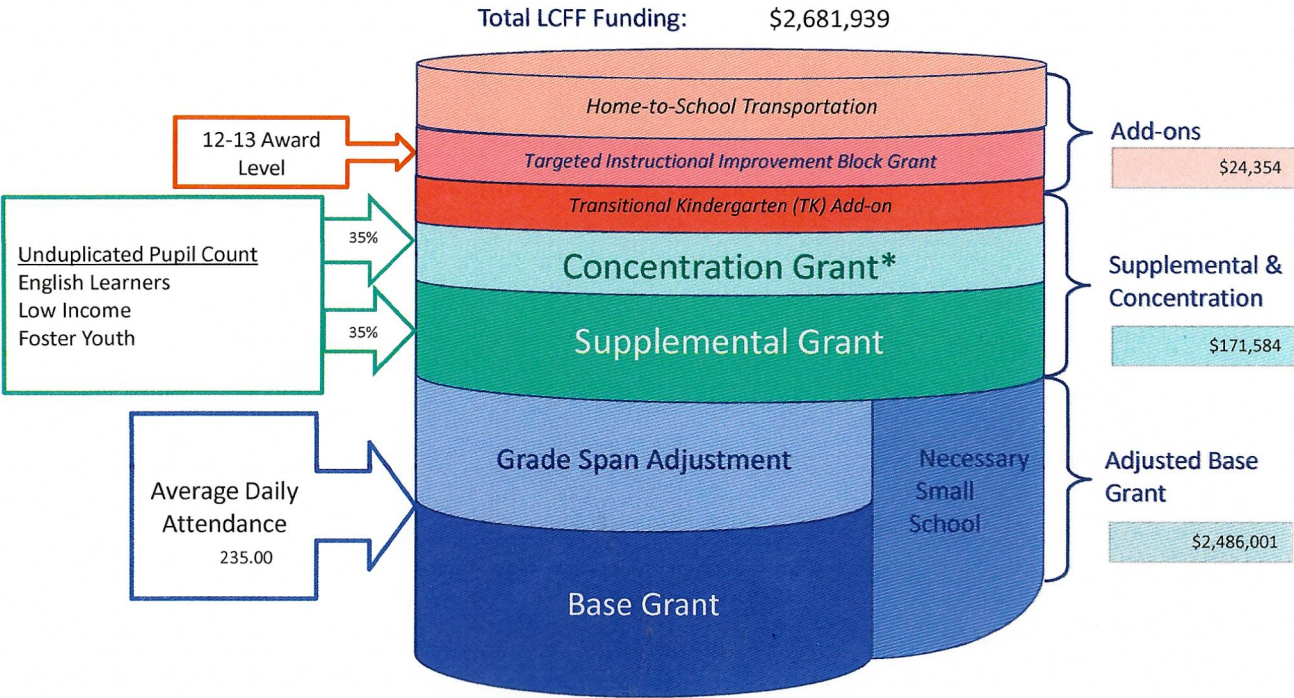
Sunridge Charter (4930350) - Adopted Budget 2023-24											v.23.2c	2/22/2023	CY	v.23.2c	CY1							
LOCAL CONTROL FUNDING FORMULA											2022-23				2023-24							
LCFF ENTITLEMENT CALCULATION																						
Calculation Factors											COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage		COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage	
											13.26%		0.00%		35.26% 35.26%		8.22%		0.00%		34.51% 34.51%	
											ADA	Base	Grade Span	Supplemental	Concentration	Total	ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3											114.46	\$ 9,166	\$ 953	\$ 714	\$ -	\$ 1,239,899	125.00	\$ 9,919	\$ 1,032	\$ 756	\$ -	\$ 1,463,355
Grades 4-6											64.24	9,304		656	-	639,838	78.00	10,069		695	-	839,589
Grades 7-8											35.03	9,580		676	-	359,253	32.00	10,367		716	-	354,641
Grades 9-12											-	11,102	289	803	-	-	-	12,015	312	851	-	-
Subtract Necessary Small School ADA and Funding											-	-	-	-	-	-	-	-	-	-	-	-
Total Base, Supplemental, and Concentration Grant												\$ 1,982,416	\$ 109,081	\$ 147,493	\$ -	\$ 2,238,990		\$ 2,357,001	\$ 129,000	\$ 171,584	\$ -	\$ 2,657,585
NSS Allowance												-	-	-	-	-		-	-	-	-	-
TOTAL BASE											213.73	\$ 1,982,416	\$ 109,081	\$ 147,493	\$ -	\$ 2,238,990	235.00	\$ 2,357,001	\$ 129,000	\$ 171,584	\$ -	\$ 2,657,585
ADD ONS:																						
Targeted Instructional Improvement Block Grant																\$ -						\$ -
Home-to-School Transportation (COLA added commencing 2023-24)																-						-
Small School District Bus Replacement Program (COLA added commencing 2023-24)																-						-
Transitional Kindergarten (Commencing 2022-23)																16,794						24,354
ECONOMIC RECOVERY TARGET PAYMENT																-						-
LCFF ENTITLEMENT																\$ 2,255,784						\$ 2,681,939
STATE AID CALCULATION																						
Miscellaneous Adjustments																-						-
Adjusted LCFF Entitlement																2,255,784						2,681,939
Local Revenue (including RDA)																(976,983)						(1,068,705)
Gross State Aid																\$ 1,278,801						\$ 1,613,234
MINIMUM STATE AID CALCULATION																						
													12-13 Rate	2022-23 ADA		N/A			12-13 Rate	2023-24 ADA		N/A
2012-13 RL/Charter Gen BG adjusted for ADA													\$ 5,170.29	213.73		\$ 1,105,046			\$ 5,170.29	235.00		\$ 1,215,018
2012-13 NSS Allowance (deficit)																-						-
Minimum State Aid Adjustments																-						-
Less Current Year Property Taxes/In-Lieu																(976,983)						(1,068,705)
Subtotal State Aid for Historical RL/Charter General BG																128,063						146,313
Categorical funding from 2012-13 net of fair share reduction																84,609						84,609
Charter School Categorical Block Grant adjusted for ADA														448.54	213.73	95,866			448.54	235.00		105,407
Minimum State Aid Guarantee Before Proration Factor																308,538						336,329
Proration Factor																0.00%						0.00%
Minimum State Aid Guarantee																\$ 308,538						\$ 336,329
CHARTER SCHOOL MINIMUM STATE AID OFFSET																						
LCFF Entitlement																2,238,990						2,657,585
Minimum State Aid plus Property Taxes including RDA																1,285,521						1,405,034
Offset																-						-
Minimum State Aid Prior to Offset																308,538						336,329
Total Minimum State Aid with Offset																308,538						336,329
GROSS STATE AID																\$ 1,278,801						\$ 1,613,234
ADDITIONAL STATE AID																\$ -						\$ -
LCFF Entitlement (before COE transfer, Choice & Charter Supplemental)																\$ 2,255,784						\$ 2,681,939
Change Over Prior Year													22.32%	411,629					18.89%	426,155		
LCFF Entitlement Per ADA																10,554						11,413
Per-ADA Change Over Prior Year													14.58%	1,343					8.14%	859		
Basic Aid Status (school districts only)																-						-
LCFF SOURCES INCLUDING EXCESS TAXES																						
													Increase	2022-23				Increase	2023-24			
State Aid													38.31%	246,551		\$ 890,163			18.74%	166,826		\$ 1,056,989
Education Protection Account																388,638						556,245
Property Taxes Net of In-Lieu Transfers													0.00%	-		-			0.00%	-		-
Charter In-Lieu Taxes													10.91%	96,115		976,983			9.39%	91,722		1,068,705
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)													18.58%	342,666		\$ 2,255,784			11.46%	258,548		\$ 2,681,939

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Charts and Graphs

Components of LCFF Entitlement

	2023-24	
Base Grant	\$ 2,357,001	235.00 ADA
Grade Span Adjustment	\$ 129,000	\$ 2,486,001 Adjusted Base Grant
Supplemental Grant	\$ 171,584 35%	
Concentration Grant	\$ - 35%	\$ 171,584 Supplemental & Concentration
Add-ons: Targeted Instructional Improvement Block Grant	\$ -	
Add-ons: Home-to-School Transportation	\$ -	
Add-ons: Small School District Bus Replacement Program	\$ -	\$ 24,354 Add-ons
Add-ons: Transitional Kindergarten	\$ 24,354	
Total	\$ 2,681,939	\$ 2,681,939



*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

	LCFF Entitlement per ADA							
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	
Funded ADA	264.14	264.14	200.22	213.73	235.00	235.00	235.00	
LCFF Sources per ADA	\$ 8,665.70	\$ 8,728.96	\$ 9,210.64	\$ 10,554.36	\$ 11,412.51	\$ 11,851.42	\$ 12,246.83	
Net Change per ADA		\$ 63.27	\$ 481.68	\$ 1,343.72	\$ 858.14	\$ 438.91	\$ 395.41	
Net Percent Change		0.73%	5.52%	14.59%	8.13%	3.85%	3.34%	
Estimated LCFF Entitlement per ADA	\$ 8,665.70	\$ 8,728.96	\$ 9,210.64	\$ 10,554.36	\$ 11,412.51	\$ 11,851.42	\$ 12,246.83	
Net Change per ADA		\$ 63.27	\$ 481.68	\$ 1,343.72	\$ 858.14	\$ 438.91	\$ 395.41	
Net Percent Change		0.73%	5.52%	14.59%	8.13%	3.85%	3.34%	

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Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	341,612.00	385,000.00	12.7%
5) TOTAL, REVENUES			341,612.00	385,000.00	12.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	215,095.00	246,010.00	14.4%
3) Employee Benefits		3000-3999	63,401.00	68,445.00	8.0%
4) Books and Supplies		4000-4999	28,016.00	26,700.00	-4.7%
5) Services and Other Operating Expenditures		5000-5999	23,908.00	24,800.00	3.7%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			330,420.00	365,955.00	10.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			11,192.00	19,045.00	70.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	15,000.00	15,000.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(15,000.00)	(15,000.00)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(3,808.00)	4,045.00	-206.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	144,496.03	140,688.03	-2.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			144,496.03	140,688.03	-2.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			144,496.03	140,688.03	-2.6%
2) Ending Balance, June 30 (E + F1e)			140,688.03	144,733.03	2.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	4,000.00	4,000.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	136,688.03	140,733.03	3.0%
Fee driven program, all funds generated to be used by this fund only	0000	9780	136,688.03		
Fee driven program, all funds generated to be used by this fund only	0000	9780		140,733.03	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	139,484.65		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	4,000.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	110,000.00	115,000.00	4.5%
3) Other State Revenue		8300-8599	205,400.00	225,000.00	9.5%
4) Other Local Revenue		8600-8799	7,000.00	2,000.00	-71.4%
5) TOTAL, REVENUES			322,400.00	342,000.00	6.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	49,906.00	54,499.00	9.2%
3) Employee Benefits		3000-3999	26,641.00	31,141.00	16.9%
4) Books and Supplies		4000-4999	232,109.00	213,460.00	-8.0%
5) Services and Other Operating Expenditures		5000-5999	100,144.00	125,900.00	25.7%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			408,800.00	425,000.00	4.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(86,400.00)	(83,000.00)	-3.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	86,400.00	83,000.00	-3.9%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			86,400.00	83,000.00	-3.9%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	5,807.46	5,807.46	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,807.46	5,807.46	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,807.46	5,807.46	0.0%
2) Ending Balance, June 30 (E + F1e)			5,807.46	5,807.46	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	4,000.00	4,000.00	0.0%
Stores		9712	456.80	456.80	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,350.66	1,350.66	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	(50,114.82)		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	4,000.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	50,000.00	50,000.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,400.00	3,000.00	25.0%
5) TOTAL, REVENUES			52,400.00	53,000.00	1.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	40,400.00	36,800.00	-8.9%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			40,400.00	36,800.00	-8.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			12,000.00	16,200.00	35.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			12,000.00	16,200.00	35.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	246,965.30	258,965.30	4.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			246,965.30	258,965.30	4.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			246,965.30	258,965.30	4.9%
2) Ending Balance, June 30 (E + F1e)			258,965.30	275,165.30	6.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	258,965.30	275,165.30	6.3%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	289,763.60		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3,000.00	5,000.00	66.7%
5) TOTAL, REVENUES			3,000.00	5,000.00	66.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			3,000.00	5,000.00	66.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3,000.00	5,000.00	66.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	312,448.20	315,448.20	1.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			312,448.20	315,448.20	1.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			312,448.20	315,448.20	1.0%
2) Ending Balance, June 30 (E + F1e)			315,448.20	320,448.20	1.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	315,448.20	320,448.20	1.6%
Volatile State revenue/funding for schools	0000	9780	315,448.20		
Volatile State revenue/funding for schools	0000	9780		320,448.20	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	315,806.75		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	5,000.00	9,000.00	80.0%
5) TOTAL, REVENUES			5,000.00	9,000.00	80.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			5,000.00	9,000.00	80.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	111,132.00	79,225.00	-28.7%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(111,132.00)	(79,225.00)	-28.7%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(106,132.00)	(70,225.00)	-33.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	656,393.82	550,261.82	-16.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			656,393.82	550,261.82	-16.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			656,393.82	550,261.82	-16.2%
2) Ending Balance, June 30 (E + F1e)			550,261.82	480,036.82	-12.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	550,261.82	480,036.82	-12.8%
Retirement Program Liability (CRSP)	0000	9780	550,261.82		
Retirement Program Liability (CRSP)	0000	9780		480,036.82	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	551,564.49		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,500.00	2,500.00	66.7%
5) TOTAL, REVENUES			1,500.00	2,500.00	66.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,500.00	2,500.00	66.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,500.00	2,500.00	66.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	158,543.68	160,043.68	0.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			158,543.68	160,043.68	0.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			158,543.68	160,043.68	0.9%
2) Ending Balance, June 30 (E + F1e)			160,043.68	162,543.68	1.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	160,043.68	162,543.68	1.6%
Measure M approved projects only	0000	9780	160,043.68		
Measure M approved projects only	0000	9780		162,543.68	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	160,247.90		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	500.00	500.00	0.0%
5) TOTAL, REVENUES			500.00	500.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	11,000.00	11,000.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			11,000.00	11,000.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(10,500.00)	(10,500.00)	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(10,500.00)	(10,500.00)	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	51,837.17	41,337.17	-20.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			51,837.17	41,337.17	-20.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			51,837.17	41,337.17	-20.3%
2) Ending Balance, June 30 (E + F1e)			41,337.17	30,837.17	-25.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	41,337.17	30,837.17	-25.4%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	40,458.77		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,000.00	1,000.00	0.0%
5) TOTAL, REVENUES			1,000.00	1,000.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	11,460.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			11,460.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(10,460.00)	1,000.00	-109.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(10,460.00)	1,000.00	-109.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	107,993.54	97,533.54	-9.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			107,993.54	97,533.54	-9.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			107,993.54	97,533.54	-9.7%
2) Ending Balance, June 30 (E + F1e)			97,533.54	98,533.54	1.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	97,533.54	98,533.54	1.0%
Capital Equipment purchases only	0000	9780	97,533.54		
Capital Equipment purchases only	0000	9780		98,533.54	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	97,620.59		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Budget, July 1
2023-24 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

49 70961 0000000
Form SIAB
E8BY4WUYJX(2023-24)

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					1,424,225.00	1,043,356.00		
Fund Reconciliation								
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					10,356.00	380,000.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	15,000.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					83,000.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Budget, July 1
2023-24 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

49 70961 0000000
Form SIAB
E8BY4WUYJX(2023-24)

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	79,225.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Budget, July 1
2023-24 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	0.00	0.00	0.00	0.00	1,517,581.00	1,517,581.00		

Twin Hills Union Elementary
Budget, July 1
Workers' Compensation Certification
Workers' Compensation Certification
49 70961 0000000
Form CC

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to Education Code Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

Our district is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

_____	Total liabilities actuarially determined:	\$ _____
	Less: Amount of total liabilities reserved in budg	\$ _____
	Estimated accrued but unfunded liabilities:	\$ _____ 0.00

X This school district is self-insured for workers' compensation claims through a JPA, and offers the following information:

_____ JPA is RESIG located at 5760 Skylane Blvd, Windsor, CA 95492

_____ This school district is not self-insured for workers' compensation claims.

Signed _____

Date of
Meeting: _____

_____ Clerk/Secretary of the Governing Board

(Original signature required)

For additional information on this certification, please contact:

Name:	_____ Patty Nosecchi
Title:	_____ Business Manager
Telephone:	_____ 707-823-0871
E-mail:	_____ pnosecchi@twinhillsusd.org

ANNUAL BUDGET REPORT:

July 1, 2023 Budget Adoption

Select applicable boxes:

X This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

X If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Place: 700 Watertrough Rd, Sebastopol CA

Date: 06/16/2023

Adoption Date: 06/23/2023

Signed: _____

Clerk/Secretary of the Governing Board

(Original signature required)

Public Hearing:

Place: 700 Watertrough Rd,
Sebastopol CA

Date: 06/22/2023

Time: 4:45pm

Contact person for additional information on the budget reports:

Name: Patty Nosecchi

Title: Business Manager

Telephone: 707-823-0871

E-mail: pnosecchi@twinhillsued.org

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Budgeted (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.		X
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		X
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.		X
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?		X
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements? • If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2022-23) annual payment?		X
				X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)? • If yes, are they lifetime benefits? • If yes, do benefits continue beyond age 65? • If yes, are benefits funded by pay-as-you-go?		X
				X
				X
				X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for: • Certificated? (Section S8A, Line 1) • Classified? (Section S8B, Line 1) • Management/supervisor/confidential? (Section S8C, Line 1)	X	
			X	
			n/a	
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year? • Adoption date of the LCAP or an update to the LCAP:		X
			06/23/2023	
S10	LCAP Expenditures	Does the school district'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?		X
ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?		X
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

**Sunridge Charter
Budget, July 1
Budget Certification
Budget Certifications
49 70961 4930350
Form CB**

Charter Number: _____

To the chartering authority and the county superintendent of schools (or only to the county superintendent of schools if the county board of education is the chartering authority):

2023-24 CHARTER SCHOOL BUDGET REPORT: This report is hereby filed by the charter school pursuant to Education Code Section 47604.33(a).

Signed: _____ Date: _____

Charter School Official - Original signature required

Printed Name: Anna-Maria Guzman, Ed.D. Title: Superintendent

For additional information on the budget report, please contact:

Charter School Contact:

Patty Nosecchi

Name

Business Manager

Title

707-823-0871

Telephone

pnosecchi@twinhillsusd.org

E-mail Address

Budget, July 1
Budget 2023-24
Technical Review Checks
Phase - All
Display - Exceptions Only

Twin Hills Union Elementary

Sonoma County

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)

W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)

O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

EXPORT VALIDATION CHECKS

CHK-UNBALANCED-A - (Warning) - Unbalanced and/or incomplete data exists in the following form(s) that should be corrected before an official export is completed. Please view the form(s) on screen and clear any "Unbalanced" or similar messages displayed in red. Note that forms GANN, SEMA, SEMB, and SEMAI request contact information.

Exception

FORM

Form 01CS

Explanation: Worked with SCOE regarding error on Criteria and Standards, seems to be a SACS software issue. Item S7A does have information provided.

MYP-PROVIDE - (Warning) - A Multiyear Projection Worksheet must be provided with your Budget. (Note: LEAs may use a multiyear projection worksheet other than Form MYP, with approval of their reviewing agency, as long as it provides current year and at least two subsequent fiscal years, and separately projects unrestricted resources, restricted resources, and combined total resources.)

Exception

Explanation: Multiyear Projection worksheets are provided with this report and are prepared using Excel.

Budget, July 1
Budget 2023-24
Technical Review Checks
Phase - All
Display - Exceptions Only

Sunridge Charter

Sonoma County

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)

W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)

O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

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

STANDARD: Funded 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	District ADA
	3.0%	0 to 300
	2.0%	301 to 1,000
	1.0%	1,001 and over
District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):	463.00	
District's ADA Standard Percentage Level:	2.0%	

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2020-21)				
District Regular	378	378		
Charter School	234	233		
Total ADA	612	611	0.1%	Met
Second Prior Year (2021-22)				
District Regular	378	378		
Charter School	218	196		
Total ADA	596	573	3.8%	Not Met
First Prior Year (2022-23)				
District Regular	304	352		
Charter School	193	187		
Total ADA	497	540	N/A	Met
Budget Year (2023-24)				
District Regular	318			
Charter School	195			
Total ADA	513			

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

Enrollment/ADA are estimated based on prior year. There was a larger than anticipated drop in enrollment at the middle school in 21-22. Due to COVID there was a decrease in ADA as students stay home ill.

- 1b. STANDARD MET - Funded 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)

2. **CRITERION: Enrollment**

STANDARD: Projected enrollment 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	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

District's Enrollment Standard Percentage Level:

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CBEDS Actual column for the First Prior Year; all other data are extracted or calculated. CBEDS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Budget	Enrollment CBEDS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2020-21)				
District Regular	401	357		
Charter School	248	226		
Total Enrollment	649	583	10.2%	Not Met
Second Prior Year (2021-22)				
District Regular	356	320		
Charter School	230	207		
Total Enrollment	586	527	10.1%	Not Met
First Prior Year (2022-23)				
District Regular	320	293		
Charter School	205	204		
Total Enrollment	525	497	5.3%	Not Met
Budget Year (2023-24)				
District Regular	285			
Charter School	205			
Total Enrollment	490			

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. **STANDARD NOT MET** - Enrollment was estimated above the standard for the first prior year. Provide reasons for the overestimate, a description of the methods and assumptions used in projecting enrollment, and what changes will be made to improve the accuracy of projections in this area.

Explanation:
(required if NOT met)

Declining enrollment is a state issue and these figures show we are declining like most other schools in this state. Projecting enrollment is a challenge as we generally base information on prior year. For 2023-24 site administrators supplied enrollment numbers as a way to improve projections.

- 1b. **STANDARD NOT MET** - Enrollment was estimated above the standard for two or more of the previous three years. Provide reasons for the overestimate, a description of the methods and assumptions used in projecting enrollment, and what changes will be made to improve the accuracy of projections in this area.

Explanation:
(required if NOT met)

Enrollment and ADA are estimated based on prior year. Due to declining enrollment this is no longer an accurate way to project how many students we will have. For 23-24 site administrators supplied enrollment numbers to assist in improving these projections.

3. **CRITERION: ADA to Enrollment**

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2020-21)			
District Regular	378	357	
Charter School	233	226	
Total ADA/Enrollment	611	583	104.8%
Second Prior Year (2021-22)			
District Regular	287	320	
Charter School	196	207	
Total ADA/Enrollment	483	527	91.6%
First Prior Year (2022-23)			
District Regular	272	293	
Charter School	187	204	
Total ADA/Enrollment	459	497	92.5%
Historical Average Ratio:			96.3%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			96.8%

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2023-24)				
District Regular	268	285		
Charter School	195	205		
Total ADA/Enrollment	463	490	94.5%	Met
1st Subsequent Year (2024-25)				
District Regular	268	285		
Charter School	195	205		
Total ADA/Enrollment	463	490	94.5%	Met
2nd Subsequent Year (2025-26)				
District Regular	268	285		
Charter School	195	205		
Total ADA/Enrollment	463	490	94.5%	Met

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

4. 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 district's gap funding or cost-of-living adjustment (COLA)¹ and its economic recovery target payment, plus or minus one percent.

For basic aid districts, 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.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's gap funding or COLA¹ and its economic recovery target payment, plus or minus one percent.

¹ Districts that are already at or above their LCFF target funding as described in Education Code Section 42238.03(d) receive no gap funding. These districts 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.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Note: Due to the full implementation of LCFF, gap funding and the economic recovery target increment payment amounts are no longer applicable.

Projected LCFF Revenue

	Prior Year (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6 and C4)	540.68	512.52	476.35	464.37
b. Prior Year ADA (Funded)		540.68	512.52	476.35
c. Difference (Step 1a minus Step 1b)		(28.16)	(36.17)	(11.98)
d. Percent Change Due to Population (Step 1c divided by Step 1b)		(5.21%)	(7.06%)	(2.51%)
Step 2 - Change in Funding Level				
a. Prior Year LCFF Funding		5,888,833.00	6,066,747.00	5,890,145.00
b1. COLA percentage		8.22%	3.94%	3.29%
b2. COLA amount (proxy for purposes of this criterion)		484,062.07	239,029.83	193,785.77
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		8.22%	3.94%	3.29%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)				
		3.01%	(3.12%)	.78%
LCFF Revenue Standard (Step 3, plus/minus 1%):				
		2.01% to 4.01%	-4.12% to -2.12%	-0.22% to 1.78%

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District 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)	4,392,500.00	4,450,000.00	4,500,000.00	4,550,000.00
Percent Change from Previous Year		N/A	N/A	N/A
Basic Aid Standard (percent change from previous year, plus/minus 1%):		N/A	N/A	N/A

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	N/A	N/A	N/A

4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns 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)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	8,714,170.00	9,085,966.00	9,015,481.00	9,115,080.00
District's Projected Change in LCFF Revenue:		4.27%	(.78%)	1.10%
LCFF Revenue Standard		2.01% to 4.01%	-4.12% to -2.12%	-0.22% to 1.78%
Status:		Not Met	Not Met	Met

4C. Comparison of District 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)

This criteria is not appropriate for this district as it does not include In Lieu Property Tax transfer amounts.

5. **CRITERION: Salaries and Benefits**

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits	Total Expenditures	
	(Form 01, Objects 1000-3999)	(Form 01, Objects 1000-7499)	
Third Prior Year (2020-21)	5,404,762.39	6,188,867.88	87.3%
Second Prior Year (2021-22)	5,263,251.39	6,095,751.38	86.3%
First Prior Year (2022-23)	5,747,162.00	6,692,558.09	85.9%
	Historical Average Ratio:		86.5%

District's Reserve Standard Percentage (Criterion 10B, Line 4):	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
	4.0%	4.0%	4.0%
	District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):		
	82.5% to 90.5%	82.5% to 90.5%	82.5% to 90.5%

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data 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	Budget - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits	Total Expenditures		
	(Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	(Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)		
Budget Year (2023-24)	6,330,449.00	7,188,429.00	88.1%	Met
1st Subsequent Year (2024-25)	6,002,612.00	6,668,683.00	90.0%	Met
2nd Subsequent Year (2025-26)	5,975,953.00	6,631,468.00	90.1%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. **STANDARD MET** - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

6. **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 percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District'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. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	3.01%	(3.12%)	.78%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-6.99% to 13.01%	-13.12% to 6.88%	-9.22% to 10.78%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-1.99% to 8.01%	-8.12% to 1.88%	-4.22% to 5.78%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, 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 district'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)	425,404.00		
Budget Year (2023-24)	323,803.00	(23.88%)	Yes
1st Subsequent Year (2024-25)	197,770.00	(38.92%)	Yes
2nd Subsequent Year (2025-26)	197,770.00	0.00%	No

Explanation:
(required if Yes)

2022-23 and 2023-24 include COVID19 Federal funding while the two subsequent years do not.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2022-23)	1,513,102.00		
Budget Year (2023-24)	513,446.00	(66.07%)	Yes
1st Subsequent Year (2024-25)	530,039.00	3.23%	Yes
2nd Subsequent Year (2025-26)	547,408.00	3.28%	No

Explanation:
(required if Yes)

2022-23 includes COVID19 State funding and several new categorical programs such as the Learning Recovery Emergency Block Grant and the Arts, Music, and Instructional Materials Discretionary Block Grant. 22-23 also includes a one time charter declining enrollment relief revenue of over \$330,000. 2024-25 gets us back to what is normally expected.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2022-23)	746,522.00		
Budget Year (2023-24)	848,876.00	13.71%	Yes
1st Subsequent Year (2024-25)	738,870.00	(12.96%)	Yes
2nd Subsequent Year (2025-26)	741,790.00	.40%	No

Explanation:
(required if Yes)

2023-24 includes a one time SELPA transfer of \$113,000 as the distribute unspent program funds. 2024-25 is a normal amount of funds we can expect.

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)

First Prior Year (2022-23)	383,752.49		
Budget Year (2023-24)	162,986.00	(57.53%)	Yes
1st Subsequent Year (2024-25)	124,148.00	(23.83%)	Yes
2nd Subsequent Year (2025-26)	126,361.00	1.78%	No

Explanation:
(required if Yes)

2022-23 includes one time expenses, using one time revenue, and carry over plus expenses to match donations received.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2022-23)	1,876,253.64		
Budget Year (2023-24)	1,746,137.00	(6.93%)	Yes
1st Subsequent Year (2024-25)	1,493,900.00	(14.45%)	Yes
2nd Subsequent Year (2025-26)	1,477,437.00	(1.10%)	No

Explanation:
(required if Yes)

2022-23 includes one time expenses, using one time revenue, and carry over plus expenses to match donations received.
2024-25 includes necessary expense reductions due to declining enrollment resulting in declining revenue.

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, 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 (Criterion 6B)

First Prior Year (2022-23)	2,685,028.00		
Budget Year (2023-24)	1,686,125.00	(37.20%)	Not Met
1st Subsequent Year (2024-25)	1,466,679.00	(13.01%)	Met
2nd Subsequent Year (2025-26)	1,486,968.00	1.38%	Met

Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)

First Prior Year (2022-23)	2,260,006.13		
Budget Year (2023-24)	1,909,123.00	(15.53%)	Not Met
1st Subsequent Year (2024-25)	1,618,048.00	(15.25%)	Not Met
2nd Subsequent Year (2025-26)	1,603,798.00	(.88%)	Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C 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 6A above and will also display in the explanation box below.

Explanation:
Federal Revenue
(linked from 6B
if NOT met)

2022-23 and 2023-24 include COVID19 Federal funding while the two subsequent years do not.

Explanation:
Other State Revenue
(linked from 6B
if NOT met)

2022-23 includes COVID19 State funding and several new categorical programs such as the Learning Recovery Emergency Block Grant and the Arts, Music, and Instructional Materials Discretionary Block Grant. 22-23 also includes a one time charter declining enrollment relief revenue of over \$330,000. 2024-25 gets us back to what is normally expected.

Explanation:
Other Local Revenue
(linked from 6B
if NOT met)

2023-24 includes a one time SELPA transfer of \$113,000 as the distribute unspent program funds. 2024-25 is a normal amount of funds we can expect.

- 1b. STANDARD NOT MET - Projected total operating expenditures 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 expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Books and Supplies
(linked from 6B
if NOT met)

2022-23 includes one time expenses, using one time revenue, and carryover plus expenses to match donations received.

Explanation:
Services and Other Exps
(linked from 6B
if NOT met)

2022-23 includes one time expenses, using one time revenue, and carryover plus expenses to match donations received.
2024-25 includes necessary expense reductions due to declining enrollment resulting in declining revenue.

7. **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 district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District'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 district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Statute exclude the following resource codes from the total general fund expenditures calculation: 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation?	
b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	0.00
2. Ongoing and Major Maintenance/Restricted Maintenance Account	
a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690)	10,494,102.00
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)	
c. Net Budgeted Expenditures and Other Financing Uses	10,494,102.00

3% Required	Budgeted Contribution ¹	
Minimum Contribution	to the Ongoing and Major	
(Line 2c times 3%)	Maintenance Account	Status
314,823.06	300,000.00	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:

<input type="checkbox"/>	Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
<input type="checkbox"/>	Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
<input checked="" type="checkbox"/>	Other (explanation must be provided)

Explanation:
(required if NOT met and Other is marked)

This district is currently exempt due to ADA but we make the effort to comply with the 3% minimum contribution and will update the contribution if necessary at First Interim. While the federal one time funds are automatically exempt from this calculation, state one time funds are not which would make a difference.

8. **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 district's available reserves¹ as a percentage of total expenditures and other financing uses² in two out of three prior fiscal years.

8A. Calculating the District'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. District'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)	1,550,940.00	1,665,000.00	1,716,540.00
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	0.00	0.00	0.00
d. Negative General 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)	1,550,940.00	1,665,000.00	1,716,540.00
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	9,711,624.99	9,794,057.21	10,410,964.13
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	9,711,624.99	9,794,057.21	10,410,964.13
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	16.0%	17.0%	16.5%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	5.3%	5.7%	5.5%

¹Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General 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 General Fund.

²A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District'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)	(86,912.36)	7,226,210.88	1.2%	Met
Second Prior Year (2021-22)	26,473.73	7,202,667.97	N/A	Met
First Prior Year (2022-23)	30,056.91	7,639,361.09	N/A	Met
Budget Year (2023-24) (Information only)	(581,839.00)	8,231,785.00		

8C. Comparison of District 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)

--

9. **CRITERION: Fund Balance**

STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level ¹	District ADA
1.7%	0 to 300
1.3%	301 to 1,000
1.0%	1,001 to 30,000
0.7%	30,001 to 400,000
0.3%	400,001 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.

District Estimated P-2 ADA (Form A, Lines A6 and C4):

District's Fund Balance Standard Percentage Level:

9A. Calculating the District's Unrestricted General 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 General Fund Beginning Balance ² (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
	Original Budget	Estimated/Unaudited Actuals		
Third Prior Year (2020-21)	3,446,591.47	3,684,977.93	N/A	Met
Second Prior Year (2021-22)	3,586,786.50	3,598,065.57	N/A	Met
First Prior Year (2022-23)	3,277,026.64	3,624,539.30	N/A	Met
Budget Year (2023-24) (Information only)	3,654,596.21			

² Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9B. Comparison of District Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Unrestricted general 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)

10. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA
5% or \$80,000 (greater of)	0 to 300
4% or \$80,000 (greater of)	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 400,000
1%	400,001 and over

¹ Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General 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 General Fund.

² Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

³ A school district 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.

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYR, Line F2, if available.)	463	463	463
District's Reserve Standard Percentage Level:	4%	4%	4%

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts 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 districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

- Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?
- If you are the SELPA AU and are excluding special education pass-through funds:
 - Enter the name(s) of the SELPA(s):

- 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)
0.00		

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 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)	10,941,827.00	9,840,650.00	9,837,222.00
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	10,941,827.00	9,840,650.00	9,837,222.00
4. Reserve Standard Percentage Level	4%	4%	4%
5. Reserve Standard - by Percent (Line B3 times Line B4)	437,673.08	393,626.00	393,488.88
6. Reserve Standard - by Amount			

(\$80,000 for districts with 0 to 1,000 ADA, else 0)		80,000.00	80,000.00	80,000.00
7.	District's Reserve Standard			
	(Greater of Line B5 or Line B6)	437,673.08	393,626.00	393,488.88

10C. Calculating the District'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 Line 4):

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	1,805,470.00	1,614,900.00	1,609,650.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	0.00		
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	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)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	1,805,470.00	1,614,900.00	1,609,650.00
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	16.50%	16.41%	16.36%
District's Reserve Standard (Section 10B, Line 7):	437,673.08	393,626.00	393,488.88
Status:	Met	Met	Met

10D. Comparison of District 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 district 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 district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources?

Yes

- 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:

We are advised by SCOE to use Basic Aid Supplement Funds for one time expenditures and this is not possible due to the higher special education costs and very low special education funding, negotiations difficulties, and our LCFF "Lite" status with an unduplicated pupil count below 40% resulting in very little supplemental funding and no concentration funds. The salary agreements during the past few years were only affordable by using BAS funds. We are using these funds to keep programs and employees salaries at an acceptable level.

S3. Use of Ongoing Revenues for One-time Expenditures

- 1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues?

No

- 1b. If Yes, identify the expenditures:

S4. Contingent Revenues

- 1a. Does your district 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)?

No

- 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:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the 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 general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the 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 general fund operational budget.

District's Contributions and Transfers Standard:

-10.0% to +10.0% or -\$20,000 to +\$20,000

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General 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 General Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2022-23)	(1,250,575.00)			
Budget Year (2023-24)	(1,228,228.00)	(22,347.00)	(1.8%)	Met
1st Subsequent Year (2024-25)	(1,244,793.00)	16,565.00	1.3%	Met
2nd Subsequent Year (2025-26)	(1,261,689.00)	16,896.00	1.4%	Met
1b. Transfers In, General Fund *				
First Prior Year (2022-23)	1,306,132.00			
Budget Year (2023-24)	1,424,225.00	118,093.00	9.0%	Met
1st Subsequent Year (2024-25)	1,217,816.00	(206,409.00)	(14.5%)	Not Met
2nd Subsequent Year (2025-26)	1,206,706.00	(11,110.00)	(.9%)	Met
1c. Transfers Out, General Fund *				
First Prior Year (2022-23)	946,803.00			
Budget Year (2023-24)	1,043,356.00	96,553.00	10.2%	Not Met
1st Subsequent Year (2024-25)	883,000.00	(160,356.00)	(15.4%)	Not Met
2nd Subsequent Year (2025-26)	883,000.00	0.00	0.0%	Met
1d. Impact of Capital Projects				
Do you have any capital projects that may impact the general fund operational budget?				No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District'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. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:

(required if NOT met)

1b. NOT MET - The projected transfers in to the general 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 district's plan, with timelines, for reducing or eliminating the transfers.

Explanation:

(required if NOT met)

2023-24 includes a one time transfer to support one of our schools and this amount is deducted from 2024-25. Several retired teacher retirement incentives end in 22-23 reducing the transfer in from Fund 20.

- 1c. NOT MET - The projected transfers out of the general 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 district's plan, with timeframes, for reducing or eliminating the transfers.

Explanation:
(required if NOT met)

2023-24 includes an additional transfer out to support our schools and as several retired teacher incentive payments end, this transfer out to other schools is reduced.

- 1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information:
(required if YES)

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

- 1a. Yes - Annual payments for long-term commitments have increased in one or more of the budget or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

Explanation:
(required if Yes
to increase in total
annual payments)

The compensated absence amount (vacation pay for 12 month classified employees) is based on wages and employer costs for 23-24 (estimated) and the full amount is shown as being paid in full in 23-24 even though this is not actually done.

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 District'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 district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)

Yes

- 2 For the district's OPEB:

- a. Are they lifetime benefits?

Yes

- b. Do benefits continue past age 65?

Yes

- c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

The only retired person with lifetime medical benefits is a former longtime superintendent. This will not be offered again. This district does not offer medical benefits after retirement that are paid by the district. This district offers a Certificated Retirement Support Program with cash buy out (GASB73).

- 3 a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

Pay-as-you-go

- b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

Self-Insurance Fund Governmental Fund

0

0

4. OPEB Liabilities

Data must be entered.

- a. Total OPEB liability

73,828.00

- b. OPEB plan(s) fiduciary net position (if applicable)

0.00

- c. Total/Net OPEB liability (Line 4a minus Line 4b)

73,828.00

- d. Is total OPEB liability based on the district's estimate or an actuarial valuation?

Actuarial

- e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation

6/30/2022

5. OPEB Contributions

Budget Year
(2023-24)

1st Subsequent Year
(2024-25)

2nd Subsequent Year
(2025-26)

- a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method

- b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)

5,500.00

5,610.00

5,720.00

- c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)

5,500.00

5,610.00

5,720.00

- d. Number of retirees receiving OPEB benefits

1.00

1.00

1.00

S7B. Identification of the District'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 district 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 S7A) (If No, skip items 2-4)

No

- 2 Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

--

3. Self-Insurance Liabilities

- a. Accrued liability for self-insurance programs
b. Unfunded liability for self-insurance programs

4. Self-Insurance Contributions

- 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)

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 school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District'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	33.7	32.4	30	30

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 been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Item 3 below - The 2023-24 Adopted Budget includes a salary increase based on the May 2023 Revisé of 8.22% so the date shown is the date the board will adopt the budget for this year.

Negotiations Settled

- 2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

Sep 09, 2022

- 2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

Yes

If Yes, date of Superintendent and CBO certification:

Aug 12, 2022

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

Yes

If Yes, date of budget revision board adoption:

Jun 23, 2023

4. Period covered by the agreement:

Begin Date:

Jul 01, 2022

End Date:

Jun 30, 2025

5. Salary settlement:

Budget Year

1st Subsequent Year

2nd Subsequent Year

(2023-24)

(2024-25)

(2025-26)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

Yes

Yes

Yes

One Year Agreement

Total cost of salary settlement

Actual \$ in budget, based on COLA

% 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

6. 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)
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7. 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:

--

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 District'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	27.8	28.2	26	26

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 been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Item 3 below - This is a "Me Too" district, classified receive same increase as certificated. The 2023-24 Adopted Budget includes a salary increase based on the May 2023 Revise of 8.22% so the date shown is the date the board will adopt the budget for this year.

Negotiations Settled

- 2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

Sep 09, 2022

- 2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

Yes

If Yes, date of Superintendent and CBO certification:

Aug 12, 2022

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

Yes

If Yes, date of budget revision board adoption:

Jun 23, 2023

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Budget Year

1st Subsequent Year

2nd Subsequent Year

(2023-24)

(2024-25)

(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

6. 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)

7. Amount included for any tentative salary schedule increases

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)

Classified (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

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:

--

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)

Classified (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)

Classified (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?

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 District'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	5.0	5.0	4.0	4.0

Management/Supervisor/Confidential

Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

N/A

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:

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")

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
--------------------------	----------------------------------	----------------------------------

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

--

4. Amount included for any tentative salary schedule increases

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
--------------------------	----------------------------------	----------------------------------

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Management/Supervisor/Confidential

Health and Welfare (H&W) Benefits

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

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
--------------------------	----------------------------------	----------------------------------

Management/Supervisor/Confidential

Step and Column Adjustments

1. Are step & column adjustments included in the budget and MYPs?
2. Cost of step and column adjustments
3. 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.)

1. Are costs of other benefits included in the budget and MYPs?
2. Total cost of other benefits
3. 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 school district'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 school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?

Yes

2. Adoption date of the LCAP or an update to the LCAP:

Jun 23, 2023

S10. LCAP Expenditures

Confirm that the school district'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 school district'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?

Yes

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 A9 except item A3, which is automatically completed based on data in Criterion 2.

A1.	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	No
A3.	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)	Yes
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
A5.	Has the district 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 district provide uncapped (100% employer paid) health benefits for current or retired employees?	Yes
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

A3: Declining enrollment is a reality for this state as a whole. Enrollment is monitored carefully by site and district administration. A6: This district pays health benefits for one long-term superintendent and this will not be repeated.

End of School District Budget Criteria and Standards Review

Twin Hills Union School District:

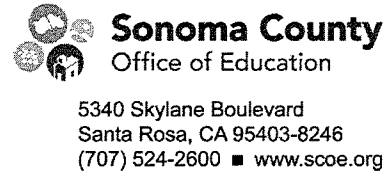
Adopted Budget 2023-24

Exhibits

SCOE BIZ

Business Services

Bulletin No. 23-19



May 18, 2023

To: Chief Business Officials
From: Sarah Lampenfeld, Director, External Fiscal Services
Subject: May Revision Guidance for the 2023-24 Budget Adoption

The purpose of this letter is to provide 2023-24 Adopted Budget guidance, along with the release of *The Common Message*, which will follow in early June or as soon as its published.

On May 12th, the Governor's May Revision was released. Following two years of unprecedented growth, the May Revision holds the line without making significant reductions over the Governor's Budget proposal from January. Since the Governor's January proposal, the monthly revenue shortfalls have continued, which have resulted in California's budget short fall to grow from January's estimates of \$22.5 billion to \$31.5 billion. Even with the with short fall, the May Revision *does not* project a recession. However, the May Revision does recognize the increased risks that could significantly change the state's fiscal trajectory, and if realized would result in necessary reductions. These risks include: the economic fallout from a debt limit impasse, higher interest rates, uncertainty in financial institutions, and delayed tax receipts from fall filing deadlines. As a result of the risks, the state underscores the reason the May Revision does not reflect a withdrawal from the Budget Stabilization Account (BSA) by stating "this [BSA] reserve will help protect the state from having to make the kind of drastic reductions to core programs that marked the state's efforts to close significant deficits in the past."

The May Revision addressed the budget shortfall of \$31.5 billion by proposing additional steps and modified measures already presented in January. For K-12 Education, the May Revision **projects to fund 2023-24's cost-of-living adjustment of 8.22%**, maintain the \$300 million for the Equity Multiplier, continue to fund expanded eligibility for Transitional Kindergarten and Universal School Meals program, and a increase to county offices of education serving students in juvenile court and other alternative school settings. January's Budget reduction to the Arts, Music, and Instructional Materials Discretionary Block Grant is increased, resulting in a ~50% cut (up from 33% in January). Additionally, the May Revision proposes to reduce the 2022-23 Learning Recovery Emergency Block Grant by ~32% (changing funding from ~\$7.9 billion to ~\$5.4 billion). Furthermore, the May Revision proposes to extend the spending timeline of Expanded Learning Opportunities Program (ELOP) dollars for fiscal year 2021-22 and 2022-23 from June 30, 2023 to June 30, 2024.

2022-23 and 2023-24 Cash Flow Projections

Cash remains King! Therefore, now is the time to update your 2022-23 Cash Flow with actuals through April 2023 and revise your estimates for May and June 2023. Accurate 2022-23 Cash Flow Projections provide reasonable June 30 cash balance estimates. The June 30 cash balance

will be your 2023-24 July 1 beginning balance estimate plus reasonable estimates throughout the 2023-24 projections.

2023-24 Adopted Budget and Multi-Year Projections (MYP)

The following should be considered when preparing the 2023-24 Adopted Budget, which is due to SCOE within 5 days of adoption or no later than July 1, 2023 (whichever is sooner):

✦ Common Message (to follow)

Please read *The Common Message – May Revision 2023-2024* (will follow this memo once available).

✦ Dartboard (attached)

Use the *SSC School District and Charter School Financial Projection Dartboard 2023-24 May Revision* (will follow once available) for economic planning factors. Parameters, such as the COLA, PERS and STRS contribution rates have **changed** since the January budget proposal and preparation of 2022-23 Second Interim Reports.

✦ LCFF Calculator

Use the latest calculator and be sure to incorporate the May Revision's estimates for the 2023-24 Adopted Budget.

SCOE recommends sending LCFF calculators to your Fiscal Advisor before finalizing projections for the 2023-24 Adopted Budget.

✦ Reserves ~ Transparency requirements

Education Code 42127 (a) (2) (B) & (C) requires school districts provide additional disclosures on the combined assigned and unassigned fund balance in excess of the minimum recommended reserve for economic uncertainty, as defined by State regulations. At the *public hearing* on the proposed 2023-24 budget, prescribed information must be provided for public review and comment.

✦ Local Reserve Cap

Reserve cap expected to remain in place for 2023-24, resulting in a cap of 10% on local reserves (combined assigned and unassigned General Fund balances [includes the Reserve for Economic Certainty]) for districts who are not Basic Aid or districts with fewer than 2,501 average daily attendance (ADA). **If the reserve cap is applicable to your school district, please plan ahead to ensure compliance to the law.**

✦ STRS and PERS contribution rates:

Please note that PERS contribution rates have changed since the January proposed budget and preparation of 2022-23 Second Interim Reports.

Employer Contribution Rates – May Revise 2023	2022-23	2023-24	2024-25	2025-26
STRS – Actual and projected rates	19.10%	19.10%	19.10%	19.10%
PERS – Actual and projected rates	25.37%	26.68%	27.70%	28.30%

✦ **Transportation:**

Maintenance of Effort (MOE) ~ Of the funds received for home-to-school transportation, a school district is required to expend no less than the amount of funds it expended for home-to-school transportation in the 2012-13 fiscal year or the amount of revenue received in 2012-13, whichever is less. This requirement is on-going.

- Effective 2022-23, a school district that provides pupil transportation services will receive equal to 60% of the home-to-school transportation expenditures reported for the prior year less the LCFF add-on. Requirements for funding will include: Transportation Plan (updated annually), and annual reporting of such items as encompass ridership, miles driven, expenditure details, number of pupils transported, and more.

✦ **Prop 28:**

In November 2022 voters approved Proposition 28, which dedicates funding to arts and music education. The funding is dependent on the amount of funding allocated to public education, equal to 1% of the prior year Prop 98 minimum guarantee. The May Revision estimated a \$8 million decrease to Prop 28 with the May Revision, which adjusts the support of this program to ~\$933 million. **Due to uncertainty regarding the funding LEAs are encouraged to slow their planning and implementation of the funds until more information is known, which likely will come in the fall.**

✦ **Routine Restricted Maintenance Account:**

All districts must comply with the minimum 3% contribution unless exempt due to district size. Per numerous Assembly bills, several resources' expenditures may be excluded from the 3% calculation.

- Exclude STRS on-behalf (Resource 7690) from expenditures
- Expenses of 1-time pandemic funding sources in Res. 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, and 7027

✦ **Expanded Transitional Kindergarten:**

Legislation changed in 2021 to extend the Transitional Kindergarten (TK) program to all children who turn four years old by September 1 by the year 2025-26. Starting in 2022-23, the age of children eligible for TK changes until full implementation is met. The age at which children are eligible for TK changes from 2022-23 to 2025-26 are as follows:

- In the 2022-23 school year, children who will turn five years old between September 2 and February 2* are eligible for TK.
- **In the 2023-24 school year, children who will turn five years old between September 2 and April 2* are eligible for TK.**
- In the 2024-25 school year, children who turn five years old between September 2 and June 2* are eligible for TK.

- In the 2025–26 school year, and in each school year thereafter, children who will turn four years old by September 1* are eligible for TK.

- ***Inclusive of these dates**

Points to remember about TK students:

- LCFF Calculator ~ Enrollment and unduplicated pupils counts used in the LCFF Calculator should **exclude** TK students who turn 5 years old **after** April 2, 2024.
- Attendance for TK students turning five years old **after** the TK eligibility cut-off date only generate ADA for the purpose of funding **after** they turn five.

✦ **Basic Aid/ Excess Tax School Districts**

- *Minimum State Aid* ~ Under LCFF, basic aid districts will receive minimum state aid (hold harmless funding) of no less than the amount received in 2012-13, which represents their categorical allocation net of 8.92% fair share reduction.
- Basic Aid/Excess Tax School Districts are subject to the Local Control and Accountability Plan (LCAP) and Supplemental and Concentration Grant regulations under LCFF.

✦ **RDA Residual (8047 – RDAX) tax revenues** ~ Basic Aid/Excess Tax school districts should budget no more than 50% of their prior *full* year RDA Residual tax revenues or what has been received this fiscal year to date, whichever is greater.

✦ **RDA asset liquidation (8047-LQID) tax revenues** ~ Basic Aid/Excess Tax school districts should only budget these tax revenues upon receipt.

✦ **District of Choice (DOC) funding** ~ Remember this funding extends to July 1, 2028 and is included in the audit guide. Don't forget to follow all the guidelines in Ed Code 48301 through 48317.

✦ **Education Protection Account (EPA) funding** ~ All districts are guaranteed a minimum of \$200 per ADA of Education Protection Account (EPA) funding. The guarantee of a minimum of \$200 per ADA from Education Protection Account (EPA) is dependent on basic aid status, and districts that transition out of basic aid will lose additional EPA revenue for every state dollar they receive as a state-funded LCFF district.

- **Note:** May Revision anticipates \$8 billion reduction to 2022-23 EPA funds due to tax extension. Based on this information, it's likely most LEAs have been overpaid through quarter three (3) in 2022-23. Therefore, LEAs may not see a fourth quarter payment and repayments in fiscal year 2023-24...CDE working on now so stay tuned.

✦ **Basic Aid Supplemental Funding (BAS)**

For districts that sponsor charter schools and receive BAS funding, please remember that this funding has been capped at the sponsoring district's in-lieu of property tax transfer amount related to out-of-district charter school students. In addition, the fluctuation in funding from one year to the next can be significant due to: the funding status of the district of residence (LCFF vs. Basic Aid), the number of non-resident charter school students, and other factors. Each district is uniquely sensitive to possible changes to their BAS funding. Due to volatility in property taxes to school districts and continued debate over this funding, the County recommends basic aid supplemental funding only be used for one-time purposes.

✦ **LCAP Public Hearing reminder**

The **LCAP public hearing** must be on the same day as the budget public hearing and requires the agenda to be posted at least 72 hours prior to public hearing. The public meeting for the **LCAP adoption and budget adoption** may be no sooner than the subsequent day. LCAPs must be adopted by June 30 prior to the fiscal year for which it is created.

Please remember that the local indicator results must be reported to your local governing board/body on or before July 1, 2023, at the same meeting at which the LCAP is adopted.

Please contact Sarah Lampenfeld or your SCOE Fiscal Advisor if you have questions, need assistance or advice. We are here to assist districts however possible.

SSC School District and Charter School Financial Projection Dartboard 2023-24 May Revision

This version of School Services of California Inc. (SSC) Financial Projection Dartboard 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%

LCFF GRADE SPAN FACTORS FOR 2023-24				
Entitlement Factors per ADA*	TK-3	4-6	7-8	9-12
2022-23 Base Grants	\$9,166	\$9,304	\$9,580	\$11,102
Statutory COLA of 8.22%	\$753	\$765	\$787	\$913
2023-24 Base Grants	\$9,919	\$10,069	\$10,367	\$12,015
Grade Span Adjustment Factors	10.4%	—	—	2.6%
Grade Span Adjustment Amounts	\$1,032	—	—	\$312
2023-24 Adjusted Base Grants ²	\$10,951	\$10,069	\$10,367	\$12,327
Transitional Kindergarten (TK) Add-On ³	\$3,044	—	—	—

*Average daily attendance (ADA)

OTHER PLANNING FACTORS					
Factors	2022-23	2023-24	2024-25	2025-26	2026-27
California CPI	5.71%	3.54%	3.02%	2.64%	2.89%
California Lottery	Unrestricted per ADA	\$170	\$170	\$170	\$170
	Restricted per ADA	\$67	\$67	\$67	\$67
Mandate Block Grant (District)	Grades K-8 per ADA	\$34.94	\$37.81	\$39.30	\$40.59
	Grades 9-12 per ADA	\$67.31	\$72.84	\$75.71	\$78.20
Mandate Block Grant (Charter)	Grades K-8 per ADA	\$18.34	\$19.85	\$20.63	\$21.31
	Grades 9-12 per ADA	\$50.98	\$55.17	\$57.34	\$59.23
Interest Rate for Ten-Year Treasuries	3.65%	3.13%	2.81%	2.90%	3.00%
CalSTRS Employer Rate ⁴	19.10%	19.10%	19.10%	19.10%	19.10%
CalPERS Employer Rate ⁴	25.37%	26.68%	27.70%	28.30%	28.70%
Unemployment Insurance Rate ⁵	0.50%	0.05%	0.05%	0.05%	0.05%
Minimum Wage ⁶	\$15.50	\$16.00	\$16.50	\$16.90	\$17.30

STATE MINIMUM RESERVE REQUIREMENTS FOR 2023-24	
Reserve Requirement	District ADA Range
The greater of 5% or \$80,000	0 to 300
The greater of 4% or \$80,000	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 400,000
1%	400,001 and higher

¹Applies to Special Education, Child Nutrition, State Preschool, Foster Youth, Mandate Block Grant, Adult Education, Adults in Correctional Facilities Program, Charter School Facility Grant Program, American Indian Education Centers, and the American Indian Early Childhood Education.

²Additional funding is provided for students who are designated as eligible for free or reduced-price meals, foster youth, and English language learners. A 20% augmentation is provided for each eligible student with an additional 65% for each eligible student beyond the 55% identification rate threshold.

³Funding is based on TK ADA only and is in addition to the adjusted base grant amount. Further, the funding is adjusted by statutory COLA each year.

⁴California State Teachers' Retirement System (CalSTRS) and California Public Employees' Retirement System (CalPERS) rates in 2023-24 are final, and the subsequent years' rates are subject to change based on determination by the respective governing boards.

⁵Unemployment rate in 2023-24 is final based on determination by the Employment Development Department and the subsequent years' rates are subject to actual experience of the pool and will be calculated in accordance with California Unemployment Insurance Code Section 823(b)(2).

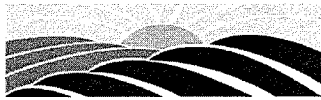
⁶Minimum wage rates are effective January 1 of the respective year.

Planning Factors for 2023-24 and Multi-Year Projections

Key planning factors for LEAs to incorporate into their 2023-24 adopted budgets and multi-year projections (MYPs) based on the latest information available are listed below:

Planning Factor	2023-24	2024-25	2025-26
Cost of Living Adjustment (COLA)			
LCFF COLA	8.22%	3.94%	3.29%
Special Education COLA	8.22%	3.94%	3.29%
Employer Benefit Rates			
CalSTRS	19.10%	19.10%	19.10%
CalPERS-Schools	26.68%	27.70%	28.30%
State Unemployment Insurance	0.05%	0.05%	0.05%
Lottery			
Unrestricted per ADA	\$170	\$170	\$170
Proposition 20 per ADA	\$67	\$67	\$67
Minimum Wage	\$16.00*	\$16.50**	\$16.90***
Universal Transitional Kindergarten/ADA LCFF add-on for the 12-to-1 student-to-adult ratio	\$3,044	\$3,164	\$3,268

2023-24 Adopted Budget ✕ EXHIBIT B ✕ Assigned/Unassigned Detail



**Twin Hills
School District**

APPLE BLOSSOM | K-5
ORCHARD VIEW | K-12
SUNRIDGE | K-8
TWIN HILLS | 6-8

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2023-24 Adopted Budget Attachment Balances in Excess of Minimum Reserve

Reasons for Assigned and Unassigned Ending Fund Balances in Excess of 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 in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget.

2023-24

Apple Blossom/ District/ Twin Hills Charter Middle School D53 Funds 01+03

Combined Assigned and Unassigned/Unappropriated Fund Balances		
Form	SACS Fund 01	23-24 Budget
01	General Fund	\$3,067,757.00
17	Special Reserve Fund for Other Than Capital Outlay Projects	\$320,448.00
Total Assigned and Unassigned Ending Fund Balances		\$3,388,205.00
Reserve Standard Percentage Level as defined by Criteria and Standards		4%
Less District's Reserve Standard as defined by Criterial and Standards		\$437,673.00
Remaining Balance to Substantiate Need		\$2,950,532.00

SACS combines Funds 01 and 03

Objects 9780/9789/9790

Form 01 Unrestricted Fund Balance @ 6/30/24 - \$5,000 revolving cash
Form 17 - include estimated interest (rounded)

Criteria and Standards - Form 01CS Line 10B-4

Criteria and Standards - Form 01CS Line 10B-7

Reasons for Assigned and Unassigned/Unappropriated Fund Balances in Excess of Minimum Reserve for Economic Uncertainties

Form	Fund	23-24 Budget	Description of Need
01	General Fund (Assigned)	\$1,367,797.00	Amount to comply w/BP3100, 17% reserve (also recommended by GFOA)
01	General Fund (Assigned)	\$40,000.00	\$1,805,470- standard 4% \$437,673
01	General Fund (Assigned)	\$30,000.00	West Count JPA: Special Education
			West Count JPA: Transportation
01	General Fund (Assigned)	\$0.00	Fund Balance support: F03 to maintain 17% reserve net, amount of \$265,502 is included above.
01	General Fund (Assigned)	\$317,571.00	Fund Balance support: F09 (OV) to maintain 17% reserve
01	General Fund (Assigned)	\$340,521.00	Fund Balance support: D21 (SR) to maintain 17% reserve
01	General Fund (Assigned)	\$500,000.00	Technology hardware replacement
			District campuses facility repairs and replacements. Assignment adjustment
01	General Fund (Assigned)	\$600,000.00	** reduces this amount first
01	General Fund (Assigned)	\$300,000.00	Fund Balance support: All sites due to increased costs for pensions (CalSTRS & CalPERS)
01	General Fund (Assigned)	(\$965,805.00)	** Assignment adjustment: Negative amount indicates one of the above assignments will be reduced by this amount
01	General Fund (Assigned)	\$100,000.00	COVID19 Legal for Distance Learning
17	Special Reserve Fund for Other Than Capital Outlay Projects	\$320,448.00	Volatile State revenues/funding for schools, cash to cover deferrals
Total of Substantiated Needs		\$2,950,532.00	
Remaining Unsubstantiated Balance		\$0.00	

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.

Please Note: LCAP requires more flexibility, not less. Cap is inconsistent with local control tenants of LCAP.

When selling bonds for construction projects, companies assigning a rating expect a 15% reserve and a stable outlook, for us it would help maintain our AA- rating. This rating results in better interest rates and no insurance.

Please Note: 4% minimum only covers 2 months of payroll, contract requires we pay teachers for full 10 months.

GFOA - Government Finance Officers Association, helps creates accounting standards, GASB - Government Accounting Standards Board

2023-24 Adopted Budget ✕ EXHIBIT B ✕ Assigned/Unassigned Detail - Page 2

2023-24

Reasons for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves

Note: Charter Schools that show an amount assigned in Fund 01 indicates the Unrestricted Ending Fund Balance amount is used for the reserve.

CHARTER SCHOOLS: Charter Schools are not allowed to have an Unassigned/Unappropriated Amount.

Orchard View Charter D53 Fund 09

Form	Fund	23-24 Budget	Description of Need
D53 09	Orchard View Charter (Assigned)	\$468,240.00	Amount required to comply w/BP3100, 17% reserve
09	Orchard View Charter (Assigned)	<u>(\$317,571.00)</u>	Required amount not available, SEE amount Assigned in Fund 01
Equals =	Total of Assigned Fund Balances D53/Fund 09	<u><u>\$150,669.00</u></u>	Unrestricted Ending Fund Balance for Reserve (See Note)

SunRidge Charter D21 Fund 09

Form	Fund	23-24 Budget	Description of Need
D21 09	SunRidge Charter (Assigned)	\$633,750.00	Amount required to comply w/BP3100, 17% reserve
09	SunRidge Charter (Assigned)	\$18,000.00	RESIG Deductible - 8th Grade field trip
09	SunRidge Charter (Assigned)	<u>(\$340,520.00)</u>	Required amount not available, SEE amount Assigned in Fund 01
Equals =	Total of Assigned Fund Balances in D21	<u><u>\$311,230.00</u></u>	Unrestricted Ending Fund Balance for Reserve (See Note)

Note: Charter Schools that show an amount assigned in Fund 01 indicates the Unrestricted Ending Fund Balance amount is used for the reserve.

Funds 12 through 40

Form	Fund	23-24 Budget	Description of Need
12	After School Program	<u>\$140,733.00</u>	Fee based fund: To be used for and by this program only
Equals =	Total of Assigned Fund Balances in Fund 12	<u><u>\$140,733.00</u></u>	
20	Post Employment Benefits	<u>\$480,037.00</u>	Set aside for unfunded liabilities (OPEB/Health Insurance & Pensions/Cash Buy-outs)
Equals =	Total of Assigned Fund Balances in Fund 20	<u><u>\$480,037.00</u></u>	
21	Bond Building Fund	<u>\$162,544.00</u>	Measure M Projects only
Equals =	Total of Assigned Fund Balances in Fund 21	<u><u>\$162,544.00</u></u>	
40	Special Reserve for Capital Outlay Projects	<u>\$98,534.00</u>	For large projects or capital equipment purchases
Equals =	Total of Assigned Fund Balances in Fund 40	<u><u>\$98,534.00</u></u>	

2023-24 Adopted Budget ✕ EXHIBIT B ✕ Assigned/Unassigned Detail



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2023-24 Adopted Budget Attachment
Balances in Excess of Minimum Reserve

Reasons for Assigned and Unassigned Ending Fund Balances in Excess of 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 in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget.

2024-25

Apple Blossom/ District/ Twin Hills Charter Middle School D53 Funds 01+03

Combined Assigned and Unassigned/Unappropriated Fund Balances

Form	SACS Fund 01	2024-25 Budget
01	General Fund	\$2,769,947.00
17	Special Reserve Fund for Other Than Capital Outlay Projects	\$325,448.00
	Total Assigned and Unassigned Ending Fund Balances	\$3,095,395.00
	Reserve Standard Percentage Level as defined by Criteria and Standards	4%
	Less District's Reserve Standard as defined by Criterion and Standards	\$393,626.00
	Remaining Balance to Substantiate Need	\$2,701,769.00

SACS combines Funds 01 and 03

Objects 9780/9789/9790

Unrestricted Fund Balance - Revolving Cash

Form 17 - include estimated interest

Criteria and Standards - Form 01CS Line 10B-4

Criteria and Standards - Form 01CS Line 10B-7

Reasons for Assigned and Unassigned/Unappropriated Fund Balances in Excess of Minimum Reserve for Economic Uncertainties

Form	Fund	2024-25 Budget	Description of Need
01	General Fund (Assigned)	\$1,221,274.00	Amount to comply w/BP3100, 17% reserve (also recommended by GFOA)
01	General Fund (Assigned)	\$40,000.00	\$1,614,900 - standard 4% \$393,626
01	General Fund (Assigned)	\$30,000.00	West Count JPA: Special Education
			West Count JPA: Transportation
01	General Fund (Assigned)	\$0.00	Fund Balance support: F03 to maintain 17% reserve net, amount of \$183,387 is included above
01	General Fund (Assigned)	\$123,814.00	Fund Balance support: F09 (OV) to maintain 17% reserve
01	General Fund (Assigned)	\$273,388.00	Fund Balance support: D21 (SR) to maintain 17% reserve
01	General Fund (Assigned)	\$500,000.00	Technology hardware replacement
01	General Fund (Assigned)	\$600,000.00	District campuses facility repairs and replacements. Assignment adjustment reduces this amount first
01	General Fund (Assigned)	\$300,000.00	Fund Balance support: All sites due to increased costs for pensions (CalSTRS & CalPERS)
01	General Fund (Assigned)	(\$1,112,155.00)	** Assignment adjustment: Negative amount indicates one of the above assignments will be reduced by this amount
01	General Fund (Assigned)	\$400,000.00	COVID19 Legal for Distance Learning / No expense reductions
17	Special Reserve Fund for Other Than Capital Outlay Projects	\$325,448.00	Volatile State revenues/funding for schools
	Total of Substantiated Needs	\$2,701,769.00	
	Remaining Unsubstantiated Balance	\$0.00	

CHARTER SCHOOLS: Charter Schools are not allowed to have an Unassigned/Unappropriated Amount.

Orchard View Charter D53 Fund 09

Form	Fund	2024-25 Budget	Description of Need
D53 09	Orchard View Charter (Assigned)	\$463,700.00	Amount required to comply w/BP3100, 17% reserve
09	Orchard View Charter (Assigned)	(\$123,814.00)	Required amount not available, SEE amount Assigned in Fund 01
Equals =	Total of Assigned Fund Balances D53/Fund 09	\$339,886.00	Unrestricted Ending Fund Balance for Reserve (See Note)

SunRidge Charter D21 Fund 09

Form	Fund	2024-25 Budget	Description of Need
D21 09	SunRidge Charter (Assigned)	\$594,330.00	Amount required to comply w/BP3100, 17% reserve
09	SunRidge Charter (Assigned)	\$18,000.00	RESIG Deductible - 8th Grade field trip
09	SunRidge Charter (Assigned)	(\$273,388.00)	Required amount not available, SEE amount Assigned in Fund 01
Equals =	Total of Assigned Fund Balances in D21	\$338,942.00	Unrestricted Ending Fund Balance for Reserve (See Note)

Note: Charter Schools that show an amount assigned in Fund 01 indicates the Unrestricted Ending Fund Balance amount is used for the reserve.
Please see page 1 of this Exhibit for important information.

2023-24 Adopted Budget ✕ EXHIBIT B ✕ Assigned/Unassigned Detail



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2023-24 Adopted Budget Attachment
Balances in Excess of Minimum Reserve

Reasons for Assigned and Unassigned Ending Fund Balances in Excess of 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 in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget.

2025-26

Apple Blossom/ District/ Twin Hills Charter Middle School D53 Funds 01+03

Combined Assigned and Unassigned/Unappropriated Fund Balances

Form	SACS Fund 01	2025-26 Budget
01	General Fund	\$2,530,692.00
17	Special Reserve Fund for Other Than Capital Outlay Projects	\$330,448.00
	Total Assigned and Unassigned Ending Fund Balances	\$2,861,140.00
	Reserve Standard Percentage Level as defined by Criteria and Standards	4%
	Less District's Reserve Standard as defined by Criterion and Standards	\$393,489.00
	Remaining Balance to Substantiate Need	\$2,467,651.00

SACS combines Funds 01 and 03

Objects 9780/9789/9790

Unrestricted Fund Balance - Revolving Cash

Form 17 - include estimated interest

Criteria and Standards - Form 01CS Line 10B-4

Criteria and Standards - Form 01CS Line 10B-7

Reasons for Assigned and Unassigned/Unappropriated Fund Balances in Excess of Minimum Reserve for Economic Uncertainties

Form	Fund	2025-26 Budget	Description of Need
01	General Fund (Assigned)	\$1,216,161.00	Amount to comply w/BP3100, 17% reserve (also recommended by GFOA)
01	General Fund (Assigned)	\$40,000.00	\$1,609,650 - standard 4% \$393,489
01	General Fund (Assigned)	\$30,000.00	West Count JPA: Special Education
			West Count JPA: Transportation
01	General Fund (Assigned)	\$0.00	Fund Balance support: F03 to maintain 17% reserve net, amount of \$117,729 is included above
01	General Fund (Assigned)	\$0.00	Fund Balance support: F09 (OV) to maintain 17% reserve
01	General Fund (Assigned)	\$218,625.00	Fund Balance support: D21 (SR) to maintain 17% reserve
01	General Fund (Assigned)	\$500,000.00	Technology hardware replacement
01	General Fund (Assigned)	\$600,000.00	District campuses facility repairs and replacements. Assignment adjustment reduces this amount first
01	General Fund (Assigned)	\$300,000.00	Fund Balance support: All sites due to increased costs for pensions (CalSTRS & CalPERS)
01	General Fund (Assigned)	(\$1,167,583.00)	** Assignment adjustment: Negative amount indicates that some of the above assignments will be reduced by this amount
01	General Fund (Assigned)	\$400,000.00	COVID19 Legal for Distance Learning / No expense reductions
17	Special Reserve Fund for Other Than Capital Outlay Projects	\$330,448.00	Volatile State revenues/funding for schools, cash to cover deferrals
	Total of Substantiated Needs	\$2,467,651.00	
	Remaining Unsubstantiated Balance	\$0.00	

CHARTER SCHOOLS: Charter Schools are not allowed to have an Unassigned/Unappropriated Amount.

Orchard View Charter D53 Fund 09

Form	Fund	2025-26 Budget	Description of Need
D53 09	Orchard View Charter (Assigned)	\$471,820.00	Amount required to comply w/BP3100, 17% reserve
09	Orchard View Charter (Assigned)	\$0.00	Required amount not available, SEE amount Assigned in Fund 01
09	Orchard View Charter (Assigned)	\$107,032.00	GASB54
Equals =	Total of Assigned Fund Balances D53/Fund 09	\$578,852.00	Unrestricted Ending Fund Balance

SunRidge Charter D21 Fund 09

Form	Fund	2025-26 Budget	Description of Need
D21 09	SunRidge Charter (Assigned)	\$605,360.00	Amount required to comply w/BP3100, 17% reserve
09	SunRidge Charter (Assigned)	\$18,000.00	RESIG Deductible - 8th Grade field trip
09	SunRidge Charter (Assigned)	(\$218,625.00)	Required amount not available, SEE amount Assigned in Fund 01
Equals =	Total of Assigned Fund Balances in D21	\$404,735.00	Unrestricted Ending Fund Balance for Reserve (see Note)

Note: Charter Schools that show an amount assigned in Fund 01 indicates the Unrestricted Ending Fund Balance amount is used for the reserve.

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LCFF Key Words and Phrases

ADA by grade span: Grade spans are K-3, 4-6, 7-8, 9-12. Funding is different for each grade span.

Annual COLA: Cost of Living Adjustment based on inflation. COLA is added to the Target Entitlement which means schools do not receive the full COLA annually but a percentage based on the gap funding. Now that Gap funding is 100%, the full COLA is added to the Target.

Gap funding: The gap funding percentage was updated in 2018-19 to 100%, this is full funding two years earlier than estimated, Governor Brown's tribute to education as he left office. Schools received Gap funding for the last time in 2018-19 to get them to their Target Entitlement. In previous years this Gap funding would vary dramatically based on a LEA's risk tolerance. The more uncertain a LEA is of the variables used in calculating LCFF, such as the stability of its unduplicated pupil count or grade span ADA estimations, the lower the risk tolerance. LEAs with low risk tolerance, minimal reserves, or significant gap funding amounts (difference between "floor" and "target") would use more conservative gap funding percentages such as those incorporated in School Services of California (SSC) LCFF Simulator. Those LEAs with small gap funding amounts were able to use gap funding percentages up to the Department of Finance (DOF) estimates.

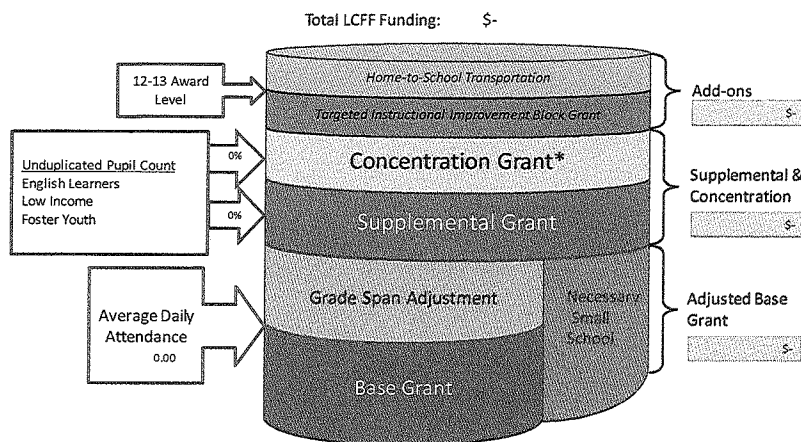
Target Entitlement: Amount at full funding.

Unduplicated pupil count: Number of students receiving free and reduced lunch. Number of students considered English Learners (EL). Number of foster youth. If a student is EL and receives free lunch, they are only counted once.

Grade Span Adjustments: Grade span K-3 and grade span 9-12 receive additional funding and this funding is treated similarly to the COLA as they are added to the Target Entitlement. This replaces class size reduction.

Base Grant: Base funding per grade span based on 12-13 funding plus additional funding each year to bridge the gap between current funding levels and the LCFF Target Entitlement.

Supplemental Grant: Additional funding received based on the unduplicated pupil count. The supplemental grant is equal to 20% of the adjusted grade span base grant multiplied by the unduplicated pupil percentage.





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Fund 14 – Deferred Maintenance

This fund was created by the State to accumulate revenue they gave districts for deferred maintenance projects that were identified on the District's Five Year Deferred Maintenance Plan. Due to the state budget crisis in 2007-08, the state eliminated the local match requirement for a five-year period, 2008-09 through 2012-13. The local match required districts to transfer the same amount of money the state gave the district annually. LCFF now includes an amount for basic deferred maintenance and districts are allowed to transfer this amount to Fund 14 and the board has committed these funds for deferred maintenance. The LCAP shows as goal number two: "To create and sustain a safe, supportive, and respectful environment for students, teachers, staff, and parents." This includes maintaining clean and safe buildings and grounds.

Extreme Hardship Grant details:

This district was awarded an Extreme Hardship Grant of over one million dollars in 2007-08. Due to the state budget crisis, the state could not pay this to the district in one lump sum so they split it up and paid the district in 5 equal payments of \$261,346 each, one payment a year for 5 years. These funds were used as received, to maintain our facilities based on a very specific board approved project list. Info by year:

Year 1) Our first payment of \$261,346 was received in June of 2009 and a large portion of this payment was used for the Apple Blossom roofing project which was completed in September, 2009.

Year 2) In December of 2009 we received payment number 2. Projects for that year included replacing the Creekside portables and revamping the upper blacktop area at Apple Blossom by adding parking. Projects also included upgrading the access road for the new parking area, remodeling the district office, and installing a phone system at SunRidge.

Year 3) In January of 2011 we received payment number 3. Projects for this year included an easement road at the bottom field at Apple Blossom, new playground equipment in the upper play area at Apple Blossom, and new blacktop at Twin Hills Charter Middle School. Other projects completed include new flooring for the new MUR at Twin Hills CMS and painting the gym inside and out.

Year 4) In late November of 2011 we received our fourth payment. These funds have been used for the eating area under the solar array at Apple Blossom's upper play area, staff room roof repair, play area striping and equipment installation, and a few other small projects. During the summer of 2013 the Apple Blossom main parking lot was repaired and resurfaced, ramps and sidewalks at Apple Blossom were repaired/replaced, an emergency supply shed was built, and windows in the Twin Hills CMS gym were replaced and motorized.

Year 5) In March of 2013 we received the final payment. These funds were spent for reroofing the back wings, the computer lab, and the staff room at Apple Blossom. Twin Hills CMS had an intercom, bell and clock system installed as well as new flooring in some classrooms.

In 2015-16 we spent the balance of these funds on a new half basketball court at Twin Hills CMS, repairs to fields, new flooring and HVAC repair/replacement. The final year (2012-13) we received funding is the year the state is using to calculate our LCFF Floor for Apple Blossom and the District so it increased the amount of funds we receive permanently. In 2015-16 and 2016-17 we transferred \$150,000 into this fund from Fund 01 and Fund 03 unrestricted. In 2017-18 and 2018-19 we transferred \$100,000 from Fund 01 and in 2019-20 transferred \$150,000 and planned on continuing with this amount but due to COVID19 as well as enrollment issues, we have lowered the transfer to \$50,000. Continuing to keep our campuses safe and maintained properly remains very important to this district.