Twin Hills Union School District
Board of Trustees Regular Meeting
June 27, 2024
Agenda

June 27, 2024 @ The District Office - Updated 6/24/24, Items #13/14
MEETING STARTS 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.

Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact Laurie Brown, Administrative Assistant, Twin Hills Union School District, 700 Watertrough Rd, Sebastopol, CA 95472 Telephone (707) 823-0871.

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 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.twinhillsusd.org.

1.	Call to Order A. Pledge of Allegiance B. Roll Call/ Establishment of Quorum		4:30
2.	Approval of Agenda	Action	4:32
3.	Approval of Minutes: A. Regular Meeting May 16, 2024 B. Special Meeting June 4, 2024 C. Special Meeting June 19, 2024	Action	4:33
4.	Open Session		4:35

PUBLIC COMMENT
The Board values constructive community comments and welcomes your participation in the democratic process. The President may choose to limit comments on any topic if substantial numbers of people wish to address the Board. Public comments deemed by the Board President to be unrelated to district business or are offensive or hateful will not be permitted.

NON-AGENDA ITEMS: Anyone wishing to address the Board on any topic not listed on the agenda should make a request to the Board President at this time. The President will recognize those who desire to speak, allocating each speaker a maximum of 3 minutes. Please be advised that the Board may not discuss a topic not on the agenda although they may ask brief clarifying questions. Members of the public may also submit written or

video-recorded comments to the Superintendent no later than 5:00 p.m. the day before the board meeting and have those comments communicated at this time.
AGENDA ITEMS: If you wish to address the Board on a topic listed on the agenda, the Board President will offer an opportunity for public comment following the Board discussion on the topic.

5. Consent — Action — 4:45
   The following items are presented for overall approval:
   A. Donation Report
   B. Payroll and Expenditures
   C. Purchase Order Report
   D. Employment: See attached exhibit for details
   E. 2024-25 Length of Lease Addendum: Tree House Hollow
   F. 2024-25 Addendum to Agreement to Provide Food Service: Revolution Foods
   G. 2024-25 Contract: Burke, Williams & Sorensen, LLP (legal firm)
   H. 2024-25 Agreement: SSU College & Education Clinical Practices

6. Request Approval of 2024-25 Local Control Accountability Plans (LCAP) and Self Reflection — Action — 4:50
   A. Apple Blossom Elementary
   B. Twin Hills Charter Middle School
   C. Orchard View School
   D. SunRidge School

7. Request Approval of 2024-25 Budget Including Assigned & Unassigned Ending Fund Balance Reserve Detail (Exhibit B): EC 42127(a)(2)(B)&(C) — Action — 5:00

8. Request Approval of Deferred Maintenance Funding Transfer 24-25 — Action — 5:10

9. Request Approval of 2024-25 Orchard View Calendar — Action — 5:15

10. Request Approval of Art and Music in Schools 23-24 report — Action — 5:20

11. Request Approval of overnight field trips: — Action — 5:25
    A. SunRidge, Heather Colby-Sereano, Grade 5, Lassen Volcanic National Park, 09/11-13/24
    B. SunRidge, Mark Quirt, Grade 8, Yosemite Nature Bridge, 09/30-10/4/24

12. Request Approval of Board By Law #9012 Electronic Communications — Action — 5:30

13. Discussion/Approval of Superintendent and Board Action Plan — Action — 5:35

14. Closed Session — 5:40

Twin Hills Union School District
Board of Trustees Regular Meeting
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Agenda

A. Public Comment: At this time members of the public may express opinions or make statements regarding items in the Closed Session. Action may not be taken on statements or testimony made regarding any item not on the Agenda. In the interest of time, there will be a limit of two minutes placed on each individual making a statement. Comments for closed session are limited to ten minutes per item.

B. a. Labor Negotiations [Govt. Code sections 54957.6]
b. Public Employee Performance Evaluation: Superintendent [Gov. Code section 54957]

C. Return to Open Session and report on any action in Closed Session

15. Adjournment 6:00

Dr. Anna-Maria Guzman, Twin Hills USD is inviting you to a scheduled Zoom meeting. Topic: Board Meeting Time: Jun 27, 2024 04:30 PM Pacific Time (US and Canada) Join Zoom Meeting https://twinhillsusd-org.zoom.us/j/86752005281 Meeting ID: 867 5200 5281 --- One tap mobile +12532158782,,86752005281# US (Tacoma) +13017158592,,86752005281# US (Washington DC) --- Dial by your location • +1 253 215 8782 US (Tacoma) • +1 301 715 8592 US (Washington DC) • +1 305 224 1968 US • +1 309 205 3325 US • +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 Meeting ID: 867 5200 5281 Find your local number: https://twinhillsusd-org.zoom.us/u/kdrVMEpZpK

TWIN HILLS UNION SCHOOL DISTRICT
BOARD OF TRUSTEES REGULAR MEETING
May 16, 2024
MINUTES

1. The Board Meeting was called to order at 4:30 pm by President Ost.
   A. Flag salute
   B. Roll Call: all present
2. Motion to approve agenda by Trustee Moise and Second by Trustee Beck. Approved 5-0.
3. Motion to approve the minutes of the Regular meeting of April 11, 2024, by Trustee Moise and Second by Trustee Beck. Approved 5-0.
4. Open Session.
5. Motion to approve consent items A, B, D by Trustee Beck and Second by Trustee Harding. Approved 5-0. Motion to approve consent item C by Trustee Harding and Second by Trustee Moise. Approved 5-0.
6. Administrative reports.
7. Board of Trustees reports.
8. First reading of the Superintendent and Board Action Plan.
9. Motion to approve 2024-25 Budget Development Calendar by Trustee Moise and Second by Trustee Beck. Approved 5-0.
10. Motion to approve 2024-25 Contracts:
    A. Presence Learning motion by Trustee Harding and Second by Trustee Houghton. Approved 5-0.
    B. Magnolia Global Academy for Leaders motion by Trustee Moise and Second by Trustee Harding. Approved 5-0.
    C. Dragonfly Therapeutics by Trustee Harding and Second by Trustee Moise. Approved 5-0.
    D. K-3 Proficiency Project by Trustee Harding and Second by Trustee Beck. Approved 5-0.
    E. Summer 2024 Sonoma State University Excel Program by Trustee Beck and Second by Trustee Houghton. Approved 5-0.
11. Motion to approve 2024-25 Calendars:
    A. Orchard View School tabled, moved to June 24, 2024 meeting
    B. SunRidge Charter School motion by Trustee Moise and Second by Trustee Harding. Approved 5-0.
12. Motion to approve overnight field trip for SunRidge, 7th Grade, Mendocino Woodlands, September 2024, by Trustee Harding and Second by Trustee Moise. Approved 5-0.
13. Motion to approve Resolution 2024-582: Specification of the Election Order 2024 by Trustee Moise and Second by Trustee Beck. Approved 5-0.
14. Motion to approve Resolution 2024-583: Establish Temporary Interfund Transfers 2024-25 by Trustee Harding and Second by Trustee Moise. Approved 5-0.
15. Closed Session. Returned to Open Session and reported:
    Motion to approve Resolution 2024-580 Release of Temporary Certificated Employees. Approved 4-1.
16. Motion to approve Resolution 2024-581 Final Release of Certificated Administrative Employee for the 2024-25 school year. Approved 5-0.
17. Adjournment at 8:30pm.

Respectfully submitted,

_____
Anna-Maria Guzman, Ed.D.
Recording Secretary to the Board of Trustees

Approved:

_____
John Moise, Board Clerk

_____
Michael Ost, Board President

TWIN HILLS UNION SCHOOL DISTRICT
BOARD OF TRUSTEES SPECIAL MEETING
June 4, 2024
MINUTES

A. The Board Meeting was called to order at 4:15 pm by President Ost.
   1. Roll Call. All present. Pledge of Allegiance
   2. Approval of Agenda moving Labor Negotiations before Evaluation by Trustee Beck and Second by Trustee Harding.
   3. Public comment on Closed Session agenda
B. Closed session.
C. Reconvened to open session with no action to report.
D. Adjournment 7:50pm.

Respectfully submitted,

_____
Anna-Maria Guzman, Ed.D.
Recording Secretary to the Board of Trustees

Approved:

_____
John Moise, Board Clerk

_____
Michael Ost, Board President

TWIN HILLS UNION SCHOOL DISTRICT
BOARD OF TRUSTEES SPECIAL MEETING
June 19, 2024
MINUTES

A. The Board Meeting was called to order at 3:00 pm by Trustee Moise
   1. Pledge of Allegiance
   2. Approval of Agenda with item added for remote participation of 2 board members, President Ost (emergency) and Trustee Houghton (personal)
      Motion to approve participation via Zoom of President Ost and Trustee Houghton by Trustee Harding and Second by Trustee Beck
   3. Public comment on Open Session agenda
   4. 24/25 Budget Discussion
   5. Public Comment on Closed Session agenda
B. Closed session.
C. Reconvened to open session with no action to report.
D. Adjournment 5:30pm.

Respectfully submitted,

_____
Anna-Maria Guzman, Ed.D.
Recording Secretary to the Board of Trustees

Approved:

_____
John Moise, Board Clerk

_____
Michael Ost, Board President

TWIN HILLS UNION SCHOOL DISTRICT

Consent Calendar: Acceptance of Donations

MAY 1 THROUGH JUNE 20, 2024

Date Received	Donor	Amount	Purpose
District 53, Fund 01: Apple Blossom Elementary School /General District			
06/07/24	Sebastopol Rotary Ed Found & the Sally and Scott Briggs family	$1,000.00	Sally Briggs Memorial Art Project
06/07/24	THAB Ed Foundation	$8,000.00	Enrichment programs 23-24
	Total	$9,000.00	
District 53, Fund 03: Twin Hills Charter Middle School			
06/07/24	THAB Ed Foundation	$8,000.00	Enrichment programs 23-24
	Total	$8,000.00	
District 53, Fund 09: Orchard View Charter School			
	Total	$0.00	
District 53, Fund 12: Apple Blossom After School Program			
	Total	$0.00	
District 21, Fund 09: SunRidge Charter School			
05/17/24	Rotary Club of Sebastopol	$850.00	Teacher Mini Grants
04/21/24-06/20/24	Various families	$47,498.31	Pledges/specialty pgm 2023-24
	Total	$48,348.31	

Thank you to all our donors, your support is greatly appreciated.

Note: Generally, donations are recorded here when funds are deposited to SCOE account.
Donations marked * have not yet been deposited to SCOE.
{Date Received may actually be date deposited to bank or SCOE}

For the June 27, 2024 board meeting.

Checks Dated 05/01/2024 through 05/31/2024 — **Board Meeting Date June 27, 2024**

Check Number	Check Date	Pay to the Order of		Check Amount
2027811	05/03/2024	Baudville		377.76
		Unpaid Tax	2.47	
		Expensed Amount	380.23	
2027812	05/03/2024	Cirimele, Terri		57.57
2027813	05/03/2024	PresenceLearning, Inc.		6,330.46
2027814	05/03/2024	Jacobsen-McCarthy, Michelle		18,480.00
2027815	05/03/2024	Alhambra		62.92
2027816	05/03/2024	Mountain Fresh Spring Water		52.50
2027817	05/03/2024	Friedman's Home Improvement		1,115.48
2027818	05/03/2024	Hales, Jenna		17.35
2027819	05/03/2024	Roberts Mechanical & Elect Inc		4,487.66
2027820	05/03/2024	T-Mobile		160.00
2027821	05/03/2024	T-Mobile		88.29
2027822	05/03/2024	Kasternakis, Krysta		20.00
2027823	05/03/2024	School & College Legal Services of Calif.		90.00
2027824	05/03/2024	North Bay Security Group, LLC		1,000.00
2027825	05/03/2024	OTC Brands Inc.		1,123.45
2027826	05/03/2024	Pacific Gas & Electric		2,698.70
2027827	05/03/2024	Sebastopol Hardware Center		180.73
2027828	05/03/2024	Sill, Kathy		49.50
2029358	05/10/2024	Revolution Foods PBC		32,637.60
2029359	05/10/2024	Kyocera Document Solutions Northern CA , Inc.		260.42
2029360	05/10/2024	Kyocera Document Solutions Northern CA		168.84
2029361	05/10/2024	Recology Sonoma Marin		995.87
2029362	05/10/2024	Recology Sonoma Marin		500.23
2029363	05/10/2024	Shura, Samantha		8,121.67
2029364	05/10/2024	Alpha Analytical Laboratories		272.00
2029365	05/10/2024	Alhambra		97.42
2029366	05/10/2024	Elliott, Erin		400.00
2029367	05/10/2024	Greene, Janet		1,575.00
2029368	05/10/2024	Hatcher, Catharyn L.		800.00
2029369	05/10/2024	School & College Legal Services of Calif.		10,000.00
2029370	05/10/2024	New Answernet, Inc.		22.00
2029371	05/10/2024	Terminix Processing Center		77.00
2029372	05/10/2024	Sill, Kathy		399.54
2029373	05/10/2024	Stehling, Stefan		2,700.00
2029374	05/10/2024	Sullivan, Marti		24.68
2030698	05/17/2024	ATT		341.33
2030699	05/17/2024	ATT		28.52
2030700	05/17/2024	ATT		118.06
2030701	05/17/2024	ATT		171.01
2030702	05/17/2024	ATT		28.98
2030703	05/17/2024	ATT		28.98
2030704	05/17/2024	Christy White, Inc.		1,700.00
2030705	05/17/2024	CA Poets in the Schools		800.00
2030706	05/17/2024	Kyocera Document Solutions Northern CA , Inc.		435.52
2030707	05/17/2024	Kyocera Document Solutions Northern CA , Inc.		631.48
2030708	05/17/2024	Kyocera Document Solutions Northern CA		451.92
2030709	05/17/2024	Correa, Karen		165.58

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 05/01/2024 through 05/31/2024 — **Board Meeting Date June 27, 2024**

Check Number	Check Date	Pay to the Order of	Check Amount
2030710	05/17/2024	Alhambra	56.44
2030711	05/17/2024	Mountain Fresh Spring Water	35.00
2030712	05/17/2024	Flyers Energy LLC	223.04
2030713	05/17/2024	Harmony Farm Supply	41.48
2030714	05/17/2024	Roberts Mechanical & Elect Inc	1,113.41
2030715	05/17/2024	Young, Minney & Corr, LLP	326.06
2030716	05/17/2024	Mobile Modular Mgmt Corp.	1,929.00
2030717	05/17/2024	National Academy of Athletics	8,060.00
2030718	05/17/2024	Oak Hall Cap & Gown	89.19
2030719	05/17/2024	ODP Business Solutions, LLC	614.78
2030720	05/17/2024	H & M Landscape Materials Inc.	581.56
2030721	05/17/2024	S & S Worldwide, Inc.	473.87
2030722	05/17/2024	Scholastic Inc.	1,020.74
2030723	05/17/2024	Weeks Drilling & Pump Co.	950.00
2030724	05/17/2024	Whitestine, Shawna	336.72
2030725	05/17/2024	Zoo-phonics, Inc.	99.00
2031408	05/22/2024	Austerweil, Julie	111.72
2031409	05/22/2024	BMO Bank N.A.	631.79
2031410	05/22/2024	Sonoma County Office Of Educ.	2,625.00
2031411	05/22/2024	EverBank, N.A.	332.01
2031412	05/22/2024	Hales, Jenna	345.00
2031413	05/22/2024	Harmony Farm Supply	39.69
2031414	05/22/2024	ODP Business Solutions, LLC	3,195.64
2031415	05/22/2024	Walsh, Colleen	35.79
2032195	05/24/2024	Amador, Sarah	45.00
2032196	05/24/2024	PresenceLearning, Inc.	7,662.07
2032197	05/24/2024	Fritsch, Tosh	14,395.92
2032198	05/24/2024	Petaluma Learning&Guidance Ctr	1,103.20
2032199	05/24/2024	Sonoma County Office Of Educ.	9,799.52
2032200	05/24/2024	Epicenter	1,033.17
2032201	05/24/2024	Smith's Golf Cars Inc.	6,519.58
2032202	05/24/2024	LaLonde, Therese	679.22
2032203	05/24/2024	Persinger Architects Inc.	1,499.00
2032204	05/24/2024	Whitestine, Shawna	287.82
2032669	05/29/2024	Barboza, Vanessa	25.00
2032670	05/29/2024	CA Poets in the Schools	800.00
2032671	05/29/2024	Drew, Savannah Leigh	25.00
2032672	05/29/2024	Hatcher, Catharyn L.	800.00
2032673	05/29/2024	Knapp, Elisha	97.43
2032674	05/29/2024	ODP Business Solutions, LLC	88.63
2032675	05/29/2024	Romero, Jessica	19.08
2032676	05/29/2024	Sill, Kathy	80.10
2032677	05/29/2024	Steinberg, Korin	237.51
2032678	05/29/2024	Stevens, Jason	101.99
2032679	05/29/2024	Wingard, Grace	20.00
		Total Number of Checks **92**	**168,932.19**

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 05/01/2024 through 05/31/2024 — **Board Meeting Date June 27, 2024**

Check Number	Check Date	Pay to the Order of	Check Amount

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	49	106,707.63
03	Charter School: Twin Hills	26	12,092.65
09	Charter School Fund: Orchrd Vw	20	6,993.93
12	Child Development Fund	8	2,382.03
13	Cafeteria Fund	2	32,739.84
14	Deferred Maintenance Fund	1	1,499.00
40	Special Reserve Capital Outlay	1	6,519.58
	Total Number of Checks	92	168,934.66
	Less Unpaid Tax Liability		2.47
	Net (Check Amount)		**168,932.19**

Total Expenditures May 2024		
Total Vendor Warrants, May 31, 2024	$	168,932.19
Payroll: May 10, 2024 Supplemental		25,176.38
Payroll: May 31, 2024 Regular		604,455.22
Total PR & Expenditures	$	798,563.79

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 05/01/2024 through 05/31/2024 — **Board Meeting Date June 27, 2024**

Check Number	Check Date	Pay to the Order of	Check Amount
2027612	05/03/2024	Colby-Sereano, Heather	256.58
2027613	05/03/2024	Fircrest Market	393.54
2027614	05/03/2024	Friedman's Home Improvement	681.48
2027615	05/03/2024	Gosling, Maria	216.48
2027616	05/03/2024	Roberts Mechanical & Elect Inc	298.23
2027617	05/03/2024	McKenzie, Laurie	43.66
2027618	05/03/2024	Rodriguez, Ana	116.96
2027619	05/03/2024	Sebastopol Hardware Center	802.80
2027620	05/03/2024	Singleton-Morrisseau, Jamie	153.71
2027621	05/03/2024	Wells Fargo Vendor Fin Serv	393.30
2029192	05/10/2024	Kinetic Solutions, Inc.	2,075.75
2029193	05/10/2024	Andy's Produce Market	262.49
2029194	05/10/2024	Antis, Brian	30.00
2029195	05/10/2024	Revolution Foods PBC	13,535.25
2029196	05/10/2024	Recology Sonoma Marin	657.24
2029197	05/10/2024	Fialk, Jennifer	86.10
2029198	05/10/2024	Fircrest Market	138.16
2029199	05/10/2024	Harmony Farm Supply	512.80
2029200	05/10/2024	Kahmoson, Jeremiah	20.00
2029201	05/10/2024	Kerlow, Sarah	300.00
2029202	05/10/2024	Precision Wireless Service	663.31
2029203	05/10/2024	Rodriguez, Ana	113.99
2029204	05/10/2024	Kyocera Document Solutions	204.30
2030554	05/17/2024	Allen, Trisha	201.39
2030555	05/17/2024	ATT	254.56
2030556	05/17/2024	Haedo, Karina	1,754.01
2030557	05/17/2024	Mercurius USA	192.36
2030558	05/17/2024	Prosser, Sasha	230.46
2030559	05/17/2024	Rodriguez, Ana	56.18
2031187	05/22/2024	BMO Bank N.A.	19.95
2031188	05/22/2024	Tombe Realty, Inc.	17,864.88
2032073	05/24/2024	ESP & Alarms, Inc dba Edison Security Protection	103.29
2032074	05/24/2024	Petaluma Learning&Guidance Ctr	28,412.80
2032075	05/24/2024	Davey, Kara	30.00
2032076	05/24/2024	PG&E	1,109.10
2032077	05/24/2024	Sonoma County Office Of Educ.	3,754.27
2032570	05/29/2024	Eberly, Natalie	25.00
2032571	05/29/2024	ODP Business Solutions, LLC	196.25
2032572	05/29/2024	Schoffer, Carol R.	354.78
2032573	05/29/2024	Smith, Snowma	32.76
		Total Number of Checks **40**	**76,548.17**

Fund Recap

Fund	Description	Check Count	Expensed Amount
09	General Fund (charter Schools)	40	76,548.17

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 05/01/2024 through 05/31/2024			Board Meeting Date June 27, 2024
Check Number	**Check Date**	**Pay to the Order of**	**Check Amount**
		Total Number of Checks **40**	76,548.17
		Less Unpaid Tax Liability	.00
		Net (Check Amount)	**76,548.17**

Total Expenditures May 2024		
Total Vendor Warrants, May 31, 2024	$	76,548.17
Payroll: May 10, 2024 Supplemental		16,888.40
Payroll: May 31, 2024 Regular		149,154.58
Total PR & Expenditures	$	242,591.15

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Includes Purchase Orders dated 05/01/2024 - 06/21/2024 * — Board Meeting Date June 27, 2024**

PO Number	Vendor Name	Loc	Description	Fund Object	Account Amount
P24-00419	Sandborn Tree Service, Inc.	1ABS	PO #7843 - AB TREE REMOVAL & CLEAN UP	01-5630	7,000.00
P24-00426	Sonoma County Office Of Educ.	7DSW	PO #7848 - SC CONSORT FEES	01-5816	9,799.52
P24-00427	Smith's Golf Cars Inc.	2THS	PO #7847 - TH GOLF CART	40-6400	6,519.58
P24-00428	Fritsch, Tosh	7DSW	PO #7854 - INDV COUNSELING	01-5800	19,211.28
P24-00433	Loud and Clear Inc.	2THS	PO #7799 - TH TOTY PORTABLE AUDIO SYSTEM	03-4400	7,004.84
P24-00438	Young, Minney & Corr, LLP	3OVS	PO #7786 - OV LEGAL RETAINER	09-5823	7,500.00
P24-00441	Young, Minney & Corr, LLP	3OVS	PO #7787 - OV LEGAL SERVICES	09-5823	5,732.50
		Total Number of POs	**7**	**Total**	**62,767.72**

Fund Recap

Fund	Description	PO Count	Amount
01	General Fund	3	36,010.80
03	Charter School: Twin Hills	1	7,004.84
09	Charter School Fund: Orchrd Vw	2	13,232.50
40	Special Reserve Capital Outlay	1	6,519.58
		Total	**62,767.72**

*** See the last page for criteria limiting the report detail.

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

Includes Purchase Orders dated 05/01/2024 - 06/21/2024 * ** **Board Meeting Date June 27, 2024**

PO Changes

	New PO Amount	Fund/ Object	Description	Change Amount
P24-00046	121,100.00	09-4710	General Fund (charter Schools)/Food Service - Food	10,600.00
			Total PO Changes	**10,600.00**

Information is further limited to: (Minimum Amount = 5,000.00)

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

Twin Hills USD
Monthly Personnel Report
June 27, 2024

Certificated

Additions:

- Davey, Kara – SR Teacher 2024-2025
- DeBoer, Kirsten – SR Teacher 2024-2025
- Forslund, Tim – OV Supervising Teacher – Social Studies 2024-2025
- Elsbree, Davida – OV Supervising Teacher – Special Education 2024-2025
- Kim, Samantha – AB Elementary Teacher 2024-2025
- Kleinschmidt, Heather – AB Elementary Teacher 2024-2025

Changes:

Separations:

- Reynolds, Emily – TH & AB Music Teacher resigned effective 6/30/2024

Classified

Additions:

- Rodiguez Vargas, Andrea – ABASP Childcare Assistant
- Weise, Jayden – ABASP Childcare Assistant
- Decker, Ashley – ABASP Childcare Assistant

Changes:

- Ramsey, Kate – SR Kindergarten Instructional Assistant 2024-2025 from Substitute Instructional Assistant

Separations:

- Eberly, Brian – SR Specialty Instructor Wood Working position resigned effective 6/7/2024
- Glaser, Martha – SR Instructional Assistant resigned effective 6/7/2024, will remain a Substitute Instructional Assistant and Substitute Teacher

THUSD & Tree House Hollow Preschool

Length of Lease Addendum

This is an addendum to the Lease Agreement signed on May 12, 2016, by Twin Hills Union School District ("District") and Tree House Hollow Preschool ("Preschool"). This document modifies the Lease Agreement as described below.

The length of the Lease Agreement was previously extended for three additional years, 2018-19, 2019-20 and 2020-21. An addendum for 2021-22, 2022-23 and 2023-24 extended the Lease Agreement for those years. This addendum further extends the Lease Agreement by one year, the 2024-25 fiscal year, beginning July 1, 2024, and ending on June 30, 2025. All other terms and conditions are as stated in the original Lease Agreement, including the monthly rental rate annual increase, facility service costs, and proof of insurance requirements. Monthly rent for the 2024-25 fiscal year is $967 (prior year $879 * 10%).

Added 23-24: At least 20% of preschool students must attend one of the THUSD schools in the following year. Enrollment information will be provided by THH on or before May 10.

At the conclusion of this fiscal year a new Lease Agreement or an additional addendum will be prepared. The District or Preschool may terminate the Lease Agreement upon the conclusion of the rental period, after giving 60 days written notice as required by the Lease Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed on the day and year first above written.

Date:_____, 20___	Date:_____, 20___
Twin Hills Union School District	Tree House Hollow Preschool
BY:	BY:
_____	_____
Anna-Maria Guzman, Ed.D. Superintendent	Megan Wilson Executive Director
Board of Trustees:	Board of Directors:
Date:_____, 20___	Date:_____, 20___
Twin Hills Union School District	Tree House Hollow Preschool
BY:	BY:
_____	_____
Michael Ost, President Board of Trustees Twin Hills Union School District	_____, President Board of Directors Tree House Hollow Preschool

ADDENDUM TO AGREEMENT TO PROVIDE FOOD SERVICE

Between Revolution Foods, PBC and **Twin Hills Union School District**

This addendum made on _____/_____/_____between **Revolution Foods, PBC** and **Twin Hills Union School District** is created for the purpose of providing meals under the National School Lunch Program (NSLP) and the School Breakfast Program (SBP).

1. **Addendum Purpose**
   This addendum contains the renewal rates and fees for the delivery of vended meals under the National School Lunch and School Breakfast Program for the period beginning July 1, 2024 ending on June 30, 2025.

2. **Service Agreement Period**

Base Year:	July 1, 2023 – June 30, 2024
Current Renewal Year:	July 1, 2024 – June 30, 2025

3. **Pricing**

   In consideration of the premises and mutual agreements contained in this Renewal, the Parties agree as follows:

Line Item	Fee Per Meal
Breakfast K – 12 (with milk)	$2.99
Lunch K – 8 (with milk)	$4.36
Lunch 9 – 12 (with milk)	$4.46
Snack K – 12 (with milk)	$1.16
SSO Breakfast (with milk)	$3.41
SSO Lunch (with milk)	$4.73
Milk Al a Carte	$0.58
Meals with No Milk	Discount of $.40 from above prices
Shelf Stable Breakfast	$3.41
Shelf Stable Lunch	$5.25

Additional Ordering Options – Non Required

1. Special Therapeutic Meals – 9 major food allergens covered -milk, eggs, fish, shellfish, tree nuts, peanuts, wheat, and soybeans[1]
   Breakfast: $ 3.50 Lunch: $ 5.00

2. Soy Milk – non medically needed: $ 0.80 (sold by case only, case size varies)
3. 3rd Party Pizza Meal Options: $0.56 per lunch
4. Onsite BBQs for Lunch: $0.64 per lunch (when available)
5. Salad Bar as Vegetable Side (price per meal): $ .50 per meal, sold in kits of 50 count
6. National Commodity Processor Fee: 10% of creditable commodity usage

Twin Hills Union School District and Revolution Foods hereby mutually exercise the option to renew the service agreement and all terms and conditions of the original Base Year service agreement and all subsequent renewals remain in effect and are applicable to this contract renewal.

Name & Title of SFA Representative	**Telephone Number**
Mailing Address	
Signature	**Date**
Name & Title of Revolution Foods Meals Representative	**Telephone Number**
Steven Holguin, Vice President of Business Development	(323) 838-5555
Mailing Address	
5743 Smithway Street, Ste 103, Commerce, CA 90040	
Signature	**Date**

[1] Special meals needed outside of the 9 major food allergens may result in a higher price, based on medical need.

burke
BURKE, WILLIAMS & SORENSEN, LLP
444 South Flower Street - Suite 2400
Los Angeles, California 90071-2953
voice 213.236.0600 - fax 213.236.2700
www.bwslaw.com

Direct No.: 408.606.6307
jyeh@bwslaw.com

May 17, 2024

Dr. Anna Maria Guzman, Superintendent
Twin Hills Union School District
700 Water Trough Road
Sebastopol, CA 95472

Re: Agreement for Legal Services – 2024-2025
Twin Hills Union School District
Burke, Williams & Sorensen, LLP

Dear Dr. Guzman:

We are pleased to represent Twin Hills Union School District with respect to the matters described in this Agreement. The following sets forth the terms pursuant to which **BURKE, WILLIAMS & SORENSEN, LLP** ("Burke") and **TWIN HILLS UNION SCHOOL DISTRICT** ("Client") agree that Burke will provide legal services to Client. The hallmark of any productive professional relationship is effective communication, and we would invite you to contact us at any time during or after our representation with regard to any questions you may have associated with our representation or the matters described herein.

1. CONDITIONS. The effective date of this Agreement will be July 1, 2024 through June 30, 2025. This Agreement shall remain in effect until terminated by either party in accordance with the terms contained herein or by mutual agreement of the parties.

2. SCOPE OF SERVICES. Client hires Burke to provide legal services as directed by the Superintendent, administrators, or the Governing Board with respect to its general legal, litigation, labor, personnel, business, real estate, educational, student and governance matters, as well as charter school authorizer matters, if needed. No representation outside of the services set forth herein shall be provided by Burke to Client. No representation of any directors, officers, employees, or any other persons or entities affiliated with Client shall be provided unless such representation is expressly included in this Agreement. Client will provide those legal services reasonably required to represent Client. Burke will take reasonable steps to keep Client informed of progress

and to respond to all inquiries of Client. Services in any matter not described herein will require a separate written request from Client.

3. CLIENT'S DUTIES. Client agrees to be truthful with Burke, to cooperate, to keep Burke informed of any information or developments which may come to Client's attention, to abide by this Agreement, to pay Burke's bills on time, and to keep Burke advised of Client's address, telephone number, and whereabouts. Client will assist Burke in providing necessary information and documents and will appear when necessary at legal proceedings.

4. CONFLICTS OF INTEREST. Before accepting representation of Client, Burke has undertaken reasonable and customary efforts to determine whether there are any potential conflicts of interest or adversity of positions between Client and any other person or entity that would bar Burke from representing Client in general or in any of the specific matters listed in Attachment "A". Burke has reviewed this issue in accordance with the Rules of Professional Conduct adopted in California. Burke believes that those rules, rather than the rules of any other jurisdiction, are applicable to Client's representation. Client's execution and return of the enclosed copy of this letter represents an express agreement to the applicability of the Rules of Professional Conduct adopted in California to any and all representation arising under this Agreement.

5. LEGAL FEES AND BILLING PRACTICES. Client agrees to pay by the hour at Burke's prevailing rates for all time spent on Client's matter by Burke's legal personnel. Current hourly rates for legal personnel are set forth in Attachment "A" to this Agreement.

Burke's rates are subject to change on 30 days' written notice to Client. If Client declines to pay increased rates, Burke will have the right to withdraw as attorney for Client.

The time charged will include the time Burke spends on telephone calls relating to Client's matter, including calls with Client, witnesses, opposing counsel or court personnel. The legal personnel assigned to Client's matter may confer among themselves about the matter, as required and appropriate. When they do confer, each person will charge for the time expended, as long as the work done is reasonably necessary and not duplicative. Likewise, if more than one of the legal personnel attends a meeting, court hearing or other proceeding, each will charge for the time spent. Burke will charge for waiting time in court and elsewhere and for travel time, both local and out-of-town.

6. COSTS AND OTHER CHARGES.

(a) Burke will incur various costs and expenses in performing legal services under this Agreement. Client agrees to pay for all costs, disbursements and expenses in addition to the hourly fees. The costs and expenses commonly include: service of process charges, filing fees, court and deposition reporters' fees, jury fees, notary fees, deposition costs, long distance telephone charges, messenger and other delivery fees, postage, photocopying and other reproduction costs, travel costs including parking, mileage, transportation, meals and hotel costs, investigation expenses, consultants' fees, expert witness, professional, mediator, arbitrator and/or special master fees, unavoidable administrative staff and secretarial overtime, and other similar items. Except for the items listed below, all costs and expenses will be charged at Burke's cost.

In-office photocopying/page:	$ .20
In-office color photocopying/page	$ 0.25
Facsimile charges/page:	$ 1.00
Mileage/mile:	$ .67 (per IRS notices)
Other:	

(b) Out-of-town travel. Client agrees to pay transportation, meals, lodging and all other costs of any necessary out-of-town travel by Burke's personnel. Client will also be charged the hourly rates for the time legal personnel spend traveling.

(c) Experts, Consultants and Investigators. To aid in the preparation or presentation of Client's case, it may become necessary to hire expert witnesses, consultants, investigators, and outsourced support services. Client agrees to pay such fees and charges. Burke will select any expert witnesses, consultants, investigators or support services to be hired, and Client will be informed of persons chosen and their charges.

Additionally, Client understands that if the matter proceeds to court action or arbitration, Client may be required to pay fees and/or costs to other parties in the action. Any such payment will be entirely the responsibility of Client.

7. BILLING STATEMENTS. Burke will send Client periodic statements for fees and costs incurred. Each statement will be payable within 30 days of its mailing date. Client may request a statement at intervals of less than 30 days. If Client so requests, Burke will provide one within 10 days. The statements shall include the

amount, rate, basis of calculation or other method of determination of the fees and costs, which costs will be clearly identified by item and amount.

8. DISCHARGE AND WITHDRAWAL. Client may discharge Burke at any time. Burke may withdraw with Client's consent or for good cause. Good cause includes Client's breach of this Agreement, refusal to cooperate or to follow Burke's advice on a material matter or any fact or circumstance that would render Burke's continuing representation unlawful or unethical. When Burke's services conclude, all unpaid charges will immediately become due and payable. After services conclude, Burke will, upon Client's request, deliver Client's file, and property in Burke's possession unless subject to the lien provided in Paragraph 9 above, whether or not Client has paid for all services.

9. DOCUMENT RETENTION POLICY. Client is entitled upon written request to any files in Burke's possession relating to the legal services performed by Burke for Client, excluding Burke's internal accounting records and other documents not reasonably necessary to Client's representation, subject to Burke's right to make copies of any files withdrawn by Client. Once a matter is concluded, Burke will close the file, and Client will receive notice thereof. Client's physical files may be sent to storage offsite, and thereafter there may be an administrative cost for retrieving them from storage. Thus, it is recommended that Client request the return of a file at the conclusion of a matter. Under Burke's document retention policy, Burke normally destroys files five (5) years after a matter is closed, unless other arrangements are made with Client.

All client-supplied materials and all attorney end product (referred to generally as "client material") are the property of Client. Attorney end product includes, for example, finalized contracts, pleadings, and trust documents. Attorney work product is the property of Burke. Attorney work product includes, for example, drafts, notes, internal memoranda and electronic files, and attorney representation and administration materials, including attorney-client correspondence and conflicts materials.

After the close of a matter, Burke will notify Client of any client materials that remain in Burke's possession. Client will be invited to retrieve these client materials within 45 days of notice, or Client may direct Burke to forward the client materials to Client, at Client's expense. If within 45 days of this notice Client fails to retrieve the client materials or request Burke to forward them, Client authorizes Burke to destroy the client materials.

After the 45-day period, Burke will, consistent with all applicable rules of professional conduct, use its discretion as to the retention or destruction of all attorney work product and any client materials that remain with Burke.

10. TECHNOLOGY. At its discretion, unless otherwise stated, Burke will employ technology to facilitate electronic discovery. This may include scanning of paper documents, culling of documents, converting electronically stored information into a format suitable for review, the usage of electronic review software, etc. Applicable associated costs, including electronic storage and transfer costs, will be billed to Client.

11. DISCLAIMER OF GUARANTEE AND ESTIMATES. Nothing in this Agreement and nothing in Burke's statements to Client will be construed as a promise or guarantee about the outcome of the matter. Burke makes no such promises or guarantees. Burke's comments about the outcome of the matter are expressions of opinion only. Any estimate of fees given by Burke shall not be a guarantee. Actual fees may vary from estimates given.

12. MEDIATION/ARBITRATION; WAIVER OF JURY TRIAL. If a dispute arises out of or relating to any aspect of this Agreement between Client and Burke, or the breach thereof, and if the dispute cannot be settled through negotiation, Burke and Client agree to discuss in good faith the use of mediation before resorting to arbitration, litigation, or any other dispute resolution procedure. Nothing herein shall limit or otherwise affect your right under Sections 6200-6206 of the California Business and Professions Code to request arbitration of any fee dispute by an independent, impartial arbitrator or panel of arbitrators through a bar association program created solely to resolve fee disputes between lawyers and clients. However, should discussions, mediation or the non-binding arbitration provided through a local bar association program not resolve the dispute, the dispute shall be determined by binding arbitration before the American Arbitration Association under its then prevailing commercial arbitration rules, except that discovery may be taken in that arbitration pursuant to the California Code of Civil Procedure. The claims or controversies subject to this provision shall include, without limitation, any claim of professional negligence or malpractice. The arbitration shall be held in San Jose, California, unless we mutually select another venue, and judgment may be entered upon the arbitrator's award by any court having jurisdiction. Should you refuse or neglect to appear or participate in the arbitration proceedings, the arbitrator is empowered to decide the claim or controversy in accordance with the evidence presented. You should realize that by accepting the arbitration provision, YOU WILL WAIVE YOUR RIGHT TO A JURY TRIAL AND THE

RIGHT, EXCEPT UNDER LIMITED CIRCUMSTANCES, TO APPEAL THE ARBITRATOR'S DECISION.

_____(Client Initial Here) JRG (Burke Initial Here)

13. ENTIRE AGREEMENT. This Agreement contains the entire agreement of the parties. No other agreement, statement, or promise made on or before the effective date of this Agreement will be binding on the parties.

14. SEVERABILITY IN EVENT OF PARTIAL INVALIDITY. If any provision of this Agreement is held in whole or in part to be unenforceable for any reason, the remainder of that provision and of the entire Agreement will be severable and remain in effect.

15. MODIFICATION BY SUBSEQUENT AGREEMENT. This Agreement may be modified by subsequent agreement of the parties only by an instrument in writing signed by both of them, or an oral agreement only to the extent that the parties carry it out.

16. EFFECTIVE DATE. This Agreement will govern all legal services performed by Burke on behalf of Client commencing with the date Burke first performed services. The date at the beginning of this Agreement is for reference only. Even if this Agreement does not take effect, Client will be obligated to pay Burke the reasonable value of any services Burke may have performed for Client.

THE PARTIES HAVE READ AND UNDERSTOOD THE FOREGOING TERMS AND AGREE TO THEM AS OF THE DATE BURKE FIRST PROVIDED SERVICES. IF MORE THAN ONE CLIENT SIGNS BELOW, EACH AGREES TO BE LIABLE, JOINTLY AND SEVERALLY, FOR ALL OBLIGATIONS UNDER THIS AGREEMENT. CLIENT SHALL RECEIVE A FULLY EXECUTED DUPLICATE OF THIS AGREEMENT.

DATED:_____

TWIN HILLS UNION SCHOOL DISTRICT

By: _____
DR. ANNA MARIA GUZMAN
SUPERINTENDENT

DATED: May 17, 2024

BURKE, WILLIAMS & SORENSEN, LLP

By: _____
JOHN R. YEH

Attachment "A"

Rates for Attorneys and other timekeepers through June 30, 2025.

$315	John R. Yeh
$280	Associates

SONOMA STATE UNIVERSITY

College of Education Clinical Practice Agreement

This agreement ("Agreement") is between the Trustees of the California State University, on behalf of Sonoma State University ("University"), and Twin Hills Union School District ("District/Agency")

University's College of Education offers degree programs in a wide variety of academic disciplines, which are academically enhanced by practical experiences outside of the traditional classroom setting. For this Agreement, District/Agency shall provide access to students for practical fieldwork experience pursuant to the terms of this agreement and serve as a learning site offering facilities, resources and supervision to students. In consideration the mutual promises and conditions set forth below, the University and the District/Agency ("Party or Parties") agree as follows:

Definitions:

"students" shall refer to a student validly enrolled at University.

I. **EDUCATIONAL PROGRAMS –** The following College of Education programs are included in this Agreement and are governed by the corresponding Exhibits, incorporated as if fully stated herein:

- Exhibit A – Early Fieldwork & Pre-Student Teaching
- Exhibit B – Basic Credential Programs
- Exhibit C – Administrative Services Credential
- Exhibit D – School Counseling
- Exhibit E – Early Childhood Studies MA Program
- Exhibit F - Intern Credentials

II. **GENERAL PROVISIONS**

A. Term of Agreement - The term of this Agreement shall begin upon full execution from **July 1, 2024 to June 30th, 2026.** Either Party may terminate this agreement upon thirty (30) days written notice. If either Party sends a Notice of Termination prior to the completion of an academic semester, all students performing services under this Agreement shall be allowed to continue their placement until the end of that academic semester and the agreement will stay in full force during that time

B. Relationship of Parties – The District/Agency (including its employees and agents) shall act in an independent capacity and not as officers, employees or agents of CSU or University. Nothing in this Agreement shall be construed to constitute a partnership, joint venture or any other relationship other than that of independent contractors. Students performing internship work are learners, completing course requirements for academic credit towards a degree or certification, and are not employees or agents of University.

C. Legal Responsibility – The District/Agency shall be responsible for damages caused by the negligence of its officers, employees and agents. University shall be responsible for the damages caused by the negligence of its officers, employees and agents. The intent of this paragraph is to impose responsibility on each party for the negligence of its officers, employees and agents, consistent with California law.

D. Insurance – Each Party to this agreement shall maintain General Liability Insurance (or a program of self-insurance), comprehensive or commercial form, with minimum limits of $1,000,000 for each occurrence and $2,000,000 general aggregate, and workers compensation coverage as required by law. University offers students involved in off-campus learning programs insurance programs for both service learning and clinical experience.

SAFECLIP: Student Academic Field Experience for Credit Liability Insurance Program provides general and professional liability coverage for students enrolled in service-learning course sections for which they receive academic credit.

SPLIP: Student Professional Liability Insurance Program provides general and professional liability coverage as well as educator's errors & omissions liability coverage for students.

E. Confidential Student Information- University student records shall remain confidential as required by the Family Educational Rights and Privacy Act (FERPA). Neither Party shall release any protected student information without written consent of the student, unless required to do so by law or as dictated by the terms of this Agreement.

F. Pre-Placement Clearances – If students will have more than limited contact with the District/Agency students, students shall be fingerprinted as required by the District/Agency pursuant to California Education Code §45125.1. All students are required to obtain a CTC issued Certificate of Clearance, or similar clearance document, and possess a negative TB test result, dated within the last four years, prior to beginning any fieldwork in the District/Agency.

G. Orientation, Student Safety and Health Risks – District/Agency shall provide an orientation of its site and all relevant policies and procedures to assigned students and University faculty. The District/Agency shall inform the participating student of any potential health or safety risks associated with the location of their field placement.

H. **Covid:** District/Agency is aware and informed about the hazards currently known to be associated with the novel coronavirus referred to as "COVID-19". District/Agency is familiar with and informed about the Centers for Disease Control and Prevention ("CDC") current guidelines regarding COVID-19 as well as applicable federal, state, and local governmental directives regarding COVID-19. District/Agency, to the best of its knowledge and belief, is in compliance with those current CDC guidelines and applicable governmental directives. If the current CDC guidelines and applicable governmental directives are modified, changed or updated, the District/Agency will take steps to comply with the modified, changed or updated guidelines or directives. If at any time the District/Agency becomes aware that it is not in compliance with CDC guidelines or an applicable governmental directive, it will notify the University of that fact.

I. **Acceptance, Termination & Nondiscrimination in Placements** - The District/Agency has discretion regarding the number of placements it receives, and has the discretion to terminate the assignment of any student at the District/Agency if such student is failing to perform satisfactorily to the District/Agency. The District/Agency shall notify the University in writing of its desire to terminate the placement of student. The University may withdraw a student assigned to the District/Agency for any academically related reason. Neither Party shall deny placement to any student on the basis of religion, color, ethnic group identification, sex, age, physical or mental disability, nor may they discriminate unlawfully against any employee or applicant for employment because of race, religion, color, national origin, ancestry, physical handicap, mental disability, medical condition, marital status, age (over 40) or sex.

J. Services Responsibility- The District/Agency retains professional and administrative responsibility for all services rendered at the District/Agency.

K. Locations – All locations under the District/Agency management or control will be covered by the terms of this Agreement.

L. Governing Law – This agreement shall be construed in accordance with and governed by the laws of the State of California, except where superseded by federal law. All actions or proceedings arising in connection with this Agreement shall be subject to the exclusive jurisdiction of the state courts of the State of California.

M. Assignments - This Agreement is not assignable in whole or in part.

N. Endorsement - Nothing contained in this Agreement shall be construed as conferring on any Party hereto any right to use the other Party's name as an endorsement of product/service or to advertise, promote or otherwise market any product or service without the prior written consent of the other parties. Furthermore, nothing in this Agreement shall be construed as endorsement of any commercial product or service by University its officers or employees.

O. Fair Labor Standards Act and Displacement of Organization Employees – It is not the intention of this Agreement for students to perform services that would displace or replace regular employees of the District/Agency. Work performed by students is toward the completion of course/programs for their academic degree.

P. Severability - If any provision of this agreement is held invalid by any law, rule, order of regulation of any government, or by the final determination of any state or federal court, such invalidity shall not affect the enforceability of any other provision not held to be invalid.

Q. Authority - Each Party represents and warrants that the person(s) signing below on its behalf has the authority to enter into this Agreement and that this Agreement does not violate any of its existing agreements or obligations.

R. Notices - All notices, demands given under this Agreement shall be in writing and sent to the authorized individuals named at the bottom of this Agreement. Notices will be effective upon receipt if delivered by personal or overnight delivery, or effective three days after being placed in the United States mail, postage pre-paid.

Sonoma State University:
Contracts & Procurement
1801 East Cotati Ave.
Rohnert Park, CA 94928

With Copy to:
School of Education
1801 East Cotati Ave.
Rohnert Park, CA 94928

District/Agency
Name of Placement
Address

S. Entire Agreement - This document contains the entire agreement and understanding of the Parties, and supersedes all prior agreements, arrangements, and understandings with respect to the subject matter of this document. No amendment, alteration or variation of the terms of the Agreement shall be valid unless made in writing and signed by the Parties hereto.

T. Indemnification: Each Party shall defend, indemnify and hold the other party and its officials, employees and agents, harmless from and against any and all liability, loss, expense, , or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, , or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the other party, its officials, agents, or employees.

Exhibit A
EARLY FIELDWORK and PRE-STUDENT TEACHING

The District/Agency agrees to provide Early Fieldwork and Pre-Student Teaching experiences for students enrolled in University programs to prepare education professionals.

"Early Fieldwork" as used in this Exhibit means participation in one or more of a variety of professional preparation activities, consisting mainly of student observation, typically as a course requirement, under the direct supervision of employees of the District/Agency holding valid life diplomas or credentials or applicable license issued by the State Board of Education, other than emergency or provisional or intern credentials, authorizing them to serve as classroom teachers or other educational professionals in the schools or classes in which the fieldwork experience is provided.

"Pre-Student Teaching" as used in this Exhibit means participation in one or more of a variety of professional preparation activities, consisting of student observation, small group teaching and one-on-one teaching, under the direct supervision of employees of the District/Agency holding valid life diplomas or credentials issued by the State Board of Education, other than emergency or provisional or intern credentials, authorizing them to serve as classroom teachers or other educational professionals in the schools or classes in which the fieldwork experience is provided. Typically, pre-student teaching activities are a methods/pedagogy course requirement.

1. **Scope of fieldwork training:** The District/Agency shall provide to students educational experiences through Early Fieldwork and Pre-Student Teaching placements in schools and classes of District/Agency. Such professional experiences shall be provided in such schools or classes of District/Agency and under the direct supervision and instruction of the District/Agency employees.

2. **Compensation:** There is no compensation by University for the services for the District/Agency professionals overseeing Early Fieldwork or Pre-Student Teaching assignments.

3. **Assignment:** The assignment of a student for Early Fieldwork and Pre-Student Teaching placements in schools or classes of the District/Agency shall be at the discretion of University, with the Agreement of the supervising classroom teacher, educational professional, and/or site principal. Length and specific activities of assignments will vary depending on the requirements of University's class.

Exhibit B
BASIC CREDENTIAL PROGRAMS: CLINICAL PRACTICE (student teaching)

The District/Agency agrees to provide Single Subject, Multiple Subject, PK-3 ECE Specialist, and Education Specialist clinical practice experience through classroom teaching with candidates/ students enrolled in teacher training curricula of University.

1. **Scope of Services:** The District/Agency shall provide to students clinical practice through practice teaching in schools, preschools, and classes of the District/Agency not to exceed the units of clinical practice set forth in these Special Provisions. Such clinical practice shall be provided in such schools, preschools, or classes of the District/Agency and under the direct supervision and instruction of the District/Agency employees.

   "Clinical practice" as used herein and elsewhere in this agreement means active participation in the duties and functions of classroom teaching under the direct supervision and instruction of employees of the District/Agency holding valid life diplomas or credentials issued by the State Board of Education, other than emergency or provisional or intern credentials, authorizing them to serve as classroom teachers in the schools, preschools or classes in which the clinical practice is provided. As required by State law, the student teacher will be completing a teacher performance assessment (e.g. CalTPA, EdTPA) to demonstrate proficiency on the California Teacher Performance Expectations. The terms of this process will be provided to the District/Agency in a separate notice.

2.. **Assignment:** An assignment of a student in part or full-time student teaching/clinical practice of University to practice teaching in preschools, schools or classes of the District/Agency shall be, at the discretion of the University, for the minimum number of hours as set forth by CTC for each credential type and any applicable agreements outlined in Residency Programs, which may include hours outside of the University semester. Specific program requirements can be found in the handbook. Students who are working in private schools and seeking a credential are required to complete a substantive clinical experience in a diverse school setting where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of the California's student population. The assignment of student to clinical practice in the District/Agency shall be deemed to be effective for purposes of this agreement as of the date the student presents to the proper authorities of the District/Agency the assignment card or other document given the student by University effecting such assignment, but not earlier than the date of such assignment as shown on such card or other document. In the event the assignment of a candidate/ student of University to clinical practice is terminated by University for any reason, the District/Agency shall receive payment on account of such candidate/ student except that if such assignment is terminated before the end of the ninth week of the term of the assignment. Absences of a candidate/ student from assigned clinical practice shall not be counted as absences in computing the semester units of clinical practice provided the student by the District/Agency.

3. Before assigning students to the District/Agency, University will instruct such candidates/students on applicable University and federal laws relating to unlawful discrimination (including harassment).

4. All new student credential program admits must present a valid negative TB test, file for a Certificate of Clearance and complete the Legal Seminar requirement prior to beginning the Credential Program and registering in program courses. Proof of a substitute-teaching permit will suffice for the Certificate of Clearance requirements.

5. All students advancing to Full Time Student Teaching, must continue to have a valid Certificate of Clearance or Substitute Teaching permit, a valid Negative TB test and documentation of completion of the Legal Seminar/Preparation for field experience requirements on file with the University, in the student's record prior to the first day of the semester of Full Time Student Teaching.

6. Mentor teachers have access to two Continuing Education Units via the Extended Education Program (SEIE) at

University. Once per academic year, using the system designed by the College of Education, mentor teachers may register for the teacher mentoring course through SEIE. The College of Education will cover the fees associated with those units. Mentor teachers must request transcripts directly from the Admissions Office and cover any costs associated with that transcript request.

ADMINISTRATIVE SERVICES CREDENTIAL PROGRAM

The District/Agency agrees to provide access to students in the Administrative Services Credential Program within School of Education Department of Educational Leadership and Special Education. As required by State law, the student will be completing a performance assessment (e.g. CalAPA) to demonstrate proficiency on the California Administrator Performance Expectations.

RESPONSIBILITIES OF THE UNIVERSITY

The University shall:

1. Designate a faculty member to coordinate with a designee of the District/Agency.

2. Complete periodic evaluations of the student regarding their performance at the District/Agency.

3. Require the student to participate in the fieldwork placement for the duration of the academic semester or school year, unless there is cause for removal.

4. Mentor teachers have access to two Continuing Education Units via the Extended Education Program (SEIE) at University. Once per academic year, using the system designed by the College of Education, mentor teachers may register for the teacher mentoring course through SEIE. The College of Education will cover the fees associated with those units. Mentor teachers must request transcripts directly from the Admissions Office and cover any costs associated with that transcript request.

RESPONSIBILITIES OF STUDENTS

The assigned Student will:

1. Conform to the administrative policies, standards and practices of the District/Agency and to the ethical and legal standards of the profession.

2. Identify himself/herself to the public as a student in the Administrative Services Credential Program who is completing fieldwork at the District/Agency.

3. Will set times, locations and responsibilities for the fieldwork experience in collaboration with the supervising school administrator (site mentor) at the District/Agency and University's faculty member (University field supervisor).

4. Plan activities in each area required by the Administrative Services Credential Program, in collaboration with the site mentor at the District/Agency and University field supervisor.

5. Provide the site mentor at the District/Agency with a copy of the Program's expectations for the fieldwork experience.

6. Notify the District/Agency of illness, accident, or any other situation which does not allow the student to meet the prearranged program at the District/Agency.

7. Inform the University of any changes to the on-site schedule.

RESPONSIBILITIES OF THE DISTRICT/AGENCY

The District/Agency shall:

1. Provide opportunities for the student to develop professional competencies in a broad and diverse role. Opportunities will encompass a range of experiences in programs and populations, including but not limited to regular education, special education, bilingual education, English learners, age, disabilities, cultures leading to development of professional competence in the California Administrator Performance Expectations (CAPEs).

2. Designate one school administrator who possesses a clear CA credential in school administration to serve as the primary site mentor

3. Require the designated site mentor to serve as a model school administrator engaging in broad and diverse service delivery.

4. Complete periodic evaluations of the students' performance.

5. Provide ongoing supervision of all University student activities in the fieldwork experience.

6. Provide the student with opportunities to video record selected administrative activities (e.g., professional learning communities' meetings and teacher coaching sessions) for the purpose of completing the CalAPA, provided that all parties to be recorded have separately consented to such a recording through a university provided consent form.

7. In the event that the District/Agency cannot provide a site mentor, the University will make alternative arrangements to find a site mentor to meet the requirements.

Exhibit D
SCHOOL COUNSELING PROGRAM

The District/Agency agrees to provide supervised field experience for candidates in the School Counseling Program

ARTICLE 1: RECITALS

1.1 Section 35160 of the California Education Code provides that the governing board of any school District/Agency may initiate and carry on any program or activity, or may otherwise act in any manner which is not in conflict with, or inconsistent with, or pre-empted by, any law and which is not in conflict with the purposes for which school District/Agency are established.

1.2 An agreement by a school District/Agency to provide school counseling and practicum experience to students enrolled in an education credential program offered by an institution of higher education approved by the California Commission on Teacher Credentialing ("Commission") is not inconsistent with the purposes for which school District/Agency are established.

ARTICLE 2: DEFINITIONS

2.1 "Student" shall refer to a student validly enrolled at the University in a program which is approved by the Commission and which leads to an education credential.

2.2 "Field Experience Supervisor [1]" shall refer to an employee of the District/Agency holding a valid Pupil Personnel Services or other credential issued by the Commission or equivalent certification recognized by the District/Agency who has three or more years of experience as a school counselor.

2.3 "Field Experience [2]" shall refer to the participation by a Student in the duties and functions of a school counselor under the direct supervision and instruction of one or more Field Experience Supervisors.

2.4 "Field Experience Assignment" shall consist of between 200 and 600 hours of Field Experience, depending upon the specific program requirements of the Student's program.

ARTICLE 3: TERMS AND CONDITIONS

3.1 The District/Agency shall provide Students with Field Experience in schools and classes of the District/Agency under the direct supervision and instruction of a Supervising Field Experience Supervisor.

3.2 Before a Student is assigned to the District/Agency for placement in a Field Experience Assignment the University shall instruct such Student on applicable state and federal law regarding unlawful discrimination, to include sexual harassment, and mandated reporting of child abuse.

3.3 University will follow District/Agency protocol for the placement of Field Experience students and will make initial contact at the District/Agency level to coordinate the placement of Field Experience students with the Assistant Superintendent, Curriculum and Instruction (K-6) or the Assistant Superintendent, Curriculum and Instruction (7-12).

3.4 University Right of Refusal. The University may terminate any student assigned to the District/Agency for Field Experience.

3.5 All new students in the program must present a valid negative TB test, file for a Certificate of Clearance prior to beginning the program and registering in program courses. Proof of a substitute-teaching permit will suffice for the Certificate of Clearance requirements

3.6 District/Agency Field Experience Supervisor has access to two continuing education units via the Extended Education Program (SEIE) at University. Once per academic year, using the system designed by the College of Education, mentor teachers may register for the teacher mentoring course through SEIE. The College of Education will cover the fees associated with those units. Mentor teachers must request transcripts directly from the Admissions Office and cover any costs associated with that transcript request.

Exhibit E
EARLY CHILDHOOD STUDIES MA Program

The District/Agency agrees to provide supervised field experience for graduate student interns in the Early Childhood Studies Program.

RESPONSIBILITIES OF THE UNIVERSITY

The University shall:

1. Designate in writing a faculty member to coordinate with a designee of District/Agency.

2. Approve the site as appropriate for an MA in ECE student field experience setting.

3. The University will advise the student(s) of their responsibility to:
   a. Participate in all training required by the Learning Site.
   b. Exhibit professional, ethical and appropriate behavior when at the Learning Site.
   c. Complete all assigned tasks and responsibilities in a timely and efficient manner.
   d. Adhere to all District/Agency classroom rules and expectations as defined by the School Handbook and/or Written Expectations from the School Director and/or School Principal.
   e. Complete and pay for a Criminal Record Background Check, fingerprinting, and/or tuberculosis test one semester prior to taking EDEC 542.

RESPONSIBILITIES OF THE DISTRICT/AGENCY

The District/Agency shall:

1. Identify the student's supervisor. The supervisor agrees to meet with the student regularly to facilitate the student's learning experience, provide support, review progress on assigned tasks, verify service hours and give feedback. In order to be eligible to be a supervisor, the individual must be at the level of Master Teacher, or equivalent, according to criteria included in the State of California Child Development Permit.

2. Provide an orientation that includes a site tour; an introduction to staff; a description of the characteristics of and risks associated with the Learning Site's operations, services and/or clients; a discussion concerning safety policies and emergency procedures; and information detailing where students check in and how they log their time.

3. Provide adequate access, support and collaboration with the student in order to allow them to complete assigned University coursework related to fieldwork.

4. Provide the University with a written description of the student's tasks and responsibilities prior to student placement. Upon placement, the mentor teacher or school director shall review these tasks and responsibilities with the student to ensure the student understands their tasks, responsibilities and role in the environment.

5. Provide appropriate training, equipment, materials and work area for students prior to students performing assigned tasks or working with children.

6. If applicable, inform the University of the need for a background check, fingerprinting and/or a tuberculosis test; obtain the student's fingerprints, background check and/or tuberculosis test; and maintain the confidentiality of any results as required by federal and state law.

7. Evaluate the student as requested by the University and contact the University if the student fails to perform assigned tasks or engages in misconduct.

8. Ensure students are not left alone for any amount of time or any reason when working with protected classes of people (i.e., minors, elderly or people living with a disability) and that appropriate supervision is provided.

9. Notify University if placements are to occur in a residential-based business. Should the placement take place or occur in a private residence, ensure that students only enter premises upon invitation from the Owner of Residence.

10. Notify the University prior to placement of a student if meetings or placement tasks are to occur in a personal residence, home, or place of business of any client associated with the Learning Site without the accompaniment of an appropriate Learning Site representative.

11. If driving of Learning Site vehicles is required, Learning Site is solely responsible for validating the student's valid driver license and insurance.

EXHIBIT F
INTERN CREDENTIAL PROGRAM

Purpose:

The purpose of this Agreement is to define the respective roles and responsibilities of the two parties in order to allow District/Agency to extend offers of employment to enrolled students in University's School of Education Credential Intern program established under California law and rules by the California Teachers Commission ("CTC").

Definition of Stakeholders:

1. An individual currently enrolled in a teacher preparation program at the university shall hereafter be referred to as "teacher candidate".

2. A student candidate that has met all of the CTC requirements to qualify for an Intern Credential shall hereafter be referred to as "Intern Eligible".

3. A student candidate that has not met all of the CTC requirements to qualify for an Intern Credential, but is eligible for employment as an educator within a District/Agency by working on a permit (E.g. Provisional Intern Permit [PIP], Short-Term Staff Permit [STSP] Teaching Permit for Statutory Leave (TPSL), etc.) shall hereafter be referred to as "Permitted Candidates (PCS's)".

4. A student candidate that is employed by the District/Agency as the teacher of record and working on an Intern Credential shall hereafter be referred to as "Intern".

5. Each intern certificate will be valid for a period of two years. However, a certificate may be valid for three years if the intern is participating in a program leading to the attainment of a specialist credential to teach students, or for four years if the intern is participating in a District/Agency intern program leading to the attainment of both a multiple subject or a single subject teaching credential and a specialist credential to teach students with mild/moderate disabilities. Reference: Education Code Section 44325 (b).[1]

6. A fully credentialed educator that meets the CTC guidelines for mentorship of an intern, who may be employed by the District/Agency, university, or at another school in the District/Agency, shall hereafter be referred to as "District/Agency Employee Supervisor (DES)".

7. An employee of the University who fulfills the supervisor requirements set forth by the CTC for Interns shall hereafter be referred to as "University Supervisor".

8. An employee of the University that oversees the coordination of the Intern Program to ensure that all CTC requirements are being met, shall hereafter be referred to as "Intern Coordinator". Whereas, Permitted Candidates (PC's) who are hired with a District/Agency will follow the same requirements set forth by the CTC and receive the same level of supervision by the University and mentoring support by the District/Agency as Interns, the Intern Agreement will pertain to all University student candidates who are employed as a teacher of record with the District/Agency.

RESPONSIBILITIES OF THE UNIVERSITY

The University Shall:

1. The University shall vet student's academic eligibility to be an Intern Credential Candidate pursuant to CTC criteria and protocols set forth in both the *Special Education and Single Subject University Site Supervisor and Mentor Teacher Handbook* available at the University website, attached hereto and incorporated hereto by this reference.

2. University will reimburse District/Agency $1500 ($750 per semester of service) to provide stipends to DES who are matched with interns/permitted candidates that fit the CTC's mentoring guidelines. DES must be paired with a candidate within 30 days of hire, or the reimbursement stipend will be prorated based on services rendered.

3. Provide collaborative employer input in the Candidates' development of an Individual Learning Plan (ILP) within the first 60-days of hire and in program evaluation including administrative mid-year survey, end-of-year surveys, and CTC Accreditation. the District/Agency understands that the ILP is used to guide professional development and not for the purpose of teacher evaluation or employment decisions.

4. Provide administrative oversight, coordination and compliance in regards to state requirements.

5. Collaborate with District/Agency to identify DES who fulfill the CTC requirements within 30 days of hire of the intern/PC.

6. Provide training for DES that support development of effective coaching and communication skills that align with the CTC guidelines.

7. Provide a University supervisor who will observe and coach the teacher at their District/Agency site twice per semester.

8. Provide training and tracking procedures for Interns/PC's to receive a minimum of 144 hours of support/mentoring and supervision per District/Agency year as outlined in Ed Code 44321.

9. Provide training and tracking procedures for Interns/PC's who enter the program without valid English learner authorization receive an additional 45 hours of support/mentoring and supervision specific to meeting the needs of English learners as outlined in Ed Code 44321.

10. Recommend State approval of the Intern Credential, upon student's satisfactory completion of appropriate requirements.

RESPONSIBILITIES OF THE DISTRICT/AGENCY/AGENCY

The District/Agency shall:

1. The District/Agency shall comply with all State requirements necessary in order to properly offer and subsequently employ as Credential Interns students at the University in accordance with the California Credential Program Intern program established by State law and regulations: Teacher Education Internship Act of 1967 (Cal. Ed. Code 44450-44468, et. Seq.); Education Code 44321; 44325- 44328; and subsequent [2] regulations. Title 5; California Code of Regulations 80033; 80055; et. seq.

2. Provide a flat fee of $3750 to the School of Education for each academic year that the Intern or permitted candidate is employed with the District/Agency. Eligible DES are defined as educators who fit the CTC's mentoring guidelines. It is expected that invoices be paid promptly upon receipt or as agreed upon by both parties. Stipends for DES will not be released until District/Agency has paid their invoice.

3. The District/Agency will provide the University with a letter which must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating District/Agency(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.

4. Utilize defined selection criteria to identify high-quality, experienced teachers to serve as District/Agency Employee Supervisors for Candidates. District/Agency Employee Supervisors must demonstrate effective coaching, interpersonal and communication skills and:
    a. Display best practices in providing "just in time" (as needed) and longer-term analysis of teaching practice to help Candidates develop enduring professional skills.
    b. Are committed to attend coaching/DES trainings, meetings and to meet weekly with Candidates;
    c. Display willingness to work collaboratively with SSU faculty and staff;
    d. Embrace a positive attitude and disposition towards students and teaching;
    e. Develop a sustained and thoughtful collegial relationship with Candidates;
    f. Demonstrate leadership skills, curriculum expertise, and knowledge of District/Agency resources;
    g. Serve as a role model for the teaching profession.

5. In accordance with Executive Order N-3-22, the CTC allows programs to count hours that candidates serve as a substitute toward the 600 hours of required clinical experiences, as long as the program ensures that these candidates are receiving adequate support and guidance from their school site supervisor and the program. The University will only allow Permitted Candidates who are hired on temporary permits (STSP, TPSL, etc.) to use assignment hours towards their required clinical experiences if the District/Agency/Agency/Agency agrees to adhere to the guidelines within the University's MOU and follow the requirements of Intern support set forth by the CTC.

6. The District/Agency will employ the intern/permitted candidate for a minimum of 14 weeks in a semester, in the same position(s), for the candidate's hours to be counted towards their field experience. Intern/permitted candidates who accept a temporary assignment (less than 14 weeks) or are hired at a point in the semester where they cannot be employed for a minimum of 16 weeks will not have their position count towards their fieldwork hours. Exceptions will be authorized in writing at the discretion of the Intern Coordinator.

7. Collaborate with the University's intern coordinator to identify and assign a qualified District/Agency Employee Supervisors to each eligible Candidate within 30 days of when the candidate is hired (date of signed contract) who

meets the Commission's identified criteria of a valid corresponding Clear or Life Credential, three (3) years successful teaching experience, and English learner authorization. Pair Candidates with District/Agency Employee Supervisors who most closely match their teaching assignment, including grade level and subject matter, and their credential. If a District/Agency Employee Supervisor is assigned after the 30-day period, the stipend will be prorated for services rendered.

8. Collaborate with the University's intern coordinator to identify an individual (with an English Language Authorization) to provide Intern/PC with immediate support in planning, instruction, and assessment of English Learners. (This may be the Intern's/PC's assigned DES.)

9. Provide release days for each DES and/or Intern/PC to be used for observations, professional development, and/or program requirements set forth by the CTC.

10. Acknowledge the Intern's /PC's novice status and required attendance in University courses; adjust assignments/schedules accordingly.

11. The District/Agency understands and complies with the mandated guidelines as stipulated in the California Commission on Teacher Credentialing Intern Specific Preconditions, "that interns/PC's do not displace certificated employees in participating District/Agency".

12. Be responsible, as employer, for employed Credential Programs Intern's/PC's salary and benefits, including, but not limited to, workers compensation, and professional and general liability insurance.

13. No intern's salary may be reduced by more than 1/8 of its total to pay for supervision (*however, currently University is not accessing this option for supervision pay)*, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one District/Agency support person. Reference: Education Code Section 44462. Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.

14. The District/Agency is aware of and informed about the hazards currently known to be associated with the novel coronavirus referred to as "COVID-19". District/Agency is familiar with an informed about the Center for Disease Control and Prevention ("CDC") current guidelines regarding COVID-19 as well as applicable federal, state, and local governmental directives regarding COVID-19. District/Agency, to the best of its knowledge and belief, is in compliance with those current CDC guidelines and applicable governmental directives. If the current CDC guidelines or applicable government directives are modified, changed or updated, District/Agency will take steps to comply with the modified, changed or updated guidelines or directives. If at any time School becomes aware that it is not in compliance with CDC guidelines or an applicable governmental directive, it will notify University of that fact.

15. Not assign the Intern/PC duties or professional development/training obligations that interfere with his/her university class schedule or are inappropriate for a beginning teacher.

16. In accordance with the California Commission on Teacher Credentialing Intern Specific Preconditions, by signing this MOU you are affirming that your District/Agency(a) has made considerable attempts to fill open faculty positions

with fully credentialed individuals prior to hiring an SSU Intern/PC, (b) affirms that SSU's Intern Program fills a need in the community to staff hard-to-fill teacher positions with highly qualified individuals, and (c) fully supports a continued partnership with SSU's Teacher Credential Intern program.

IN WITNESS WHEREOF, this agreement has been executed by the parties hereto, upon the date first above written.

UNIVERSITY	DISTRICT/AGENCY
BY (AUTHORIZED SIGNATURE) DATE □	BY (AUTHORIZED SIGNATURE) DATE □ 05/23/2024
PRINTED NAME AND TITLE OF PERSON SIGNING Carolyn Faulconer **Contract Analyst, Contracts and Procurement**	PRINTED NAME AND TITLE OF PERSON SIGNING **Anna-Maria Guzman, Ed.D.** **Superintendent**
ADDRESS 1801 E. Cotati Avenue Rohnert Park, CA 94928	ADDRESS **700 Watertrough Rd** **Sebastopol, CA 95472**

Public Hearing: 6/26/24 Agenda Item #4-A
Approval: 6/27/24 Agenda Item #6-A

Local Control and Accountability Plan 2024-25

Including:

- **2024-25 LCFF Budget Overview for Parents**
- **2023-24 LCAP Annual Update**
- **Local Performance Indicator Self-Reflection**

THUSD / Apple Blossom Elementary

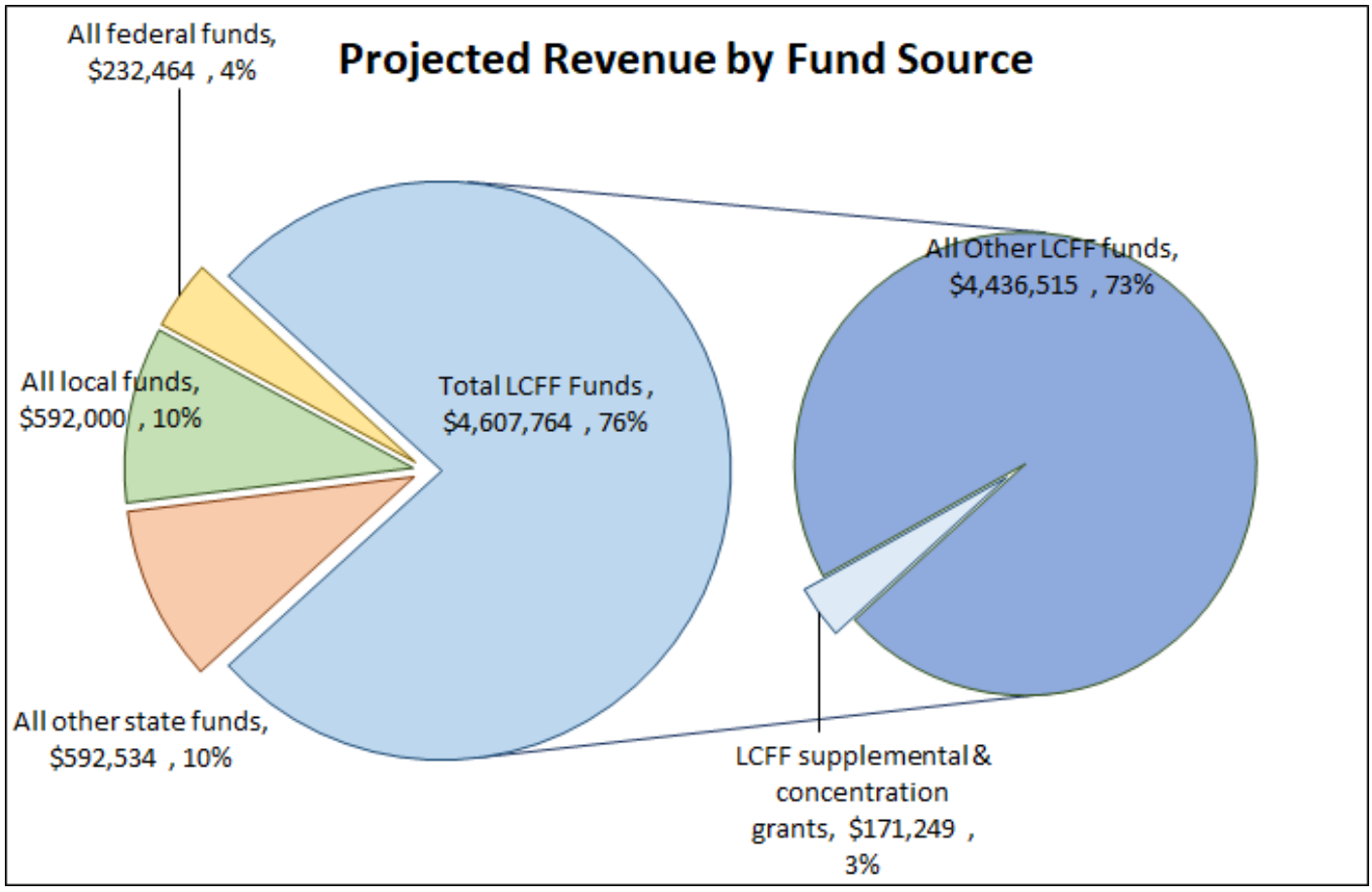
(District 53- Fund 01)

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Twin Hills Union School District: Apple Blossom School
CDS Code: 4970961
School Year: 2024-25
LEA contact information:
Erin Elliott
Principal
eelliott@twinhillsusd.org
707-823-1041

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

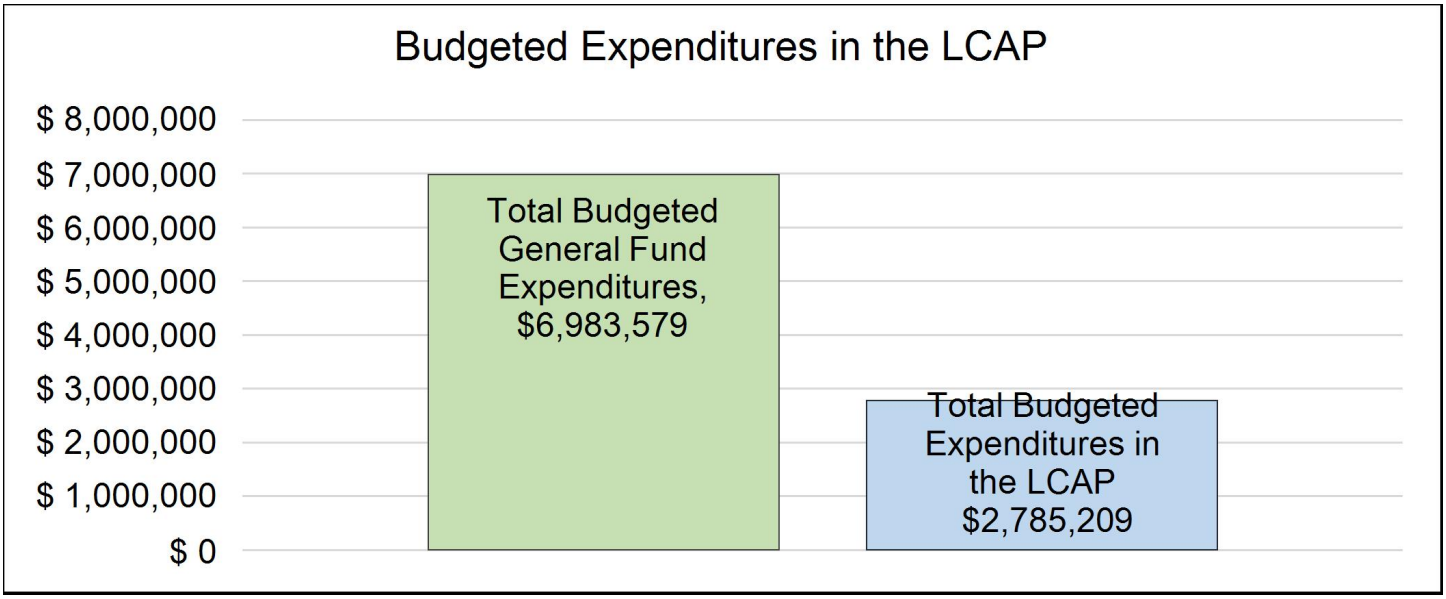


This chart shows the total general purpose revenue Twin Hills Union School District: Apple Blossom School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Twin Hills Union School District: Apple Blossom School is $6,024,762, of which $4,607,764 is Local Control Funding Formula (LCFF), $592,534 is other state funds, $592,000 is local funds, and $232,464 is federal funds. Of the $4,607,764 in LCFF Funds, $171,249 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 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Twin Hills Union School District: Apple Blossom School plans to spend $6,983,579 for the 2024-25 school year. Of that amount, $2,785,209 is tied to actions/services in the LCAP and $4,198,370 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

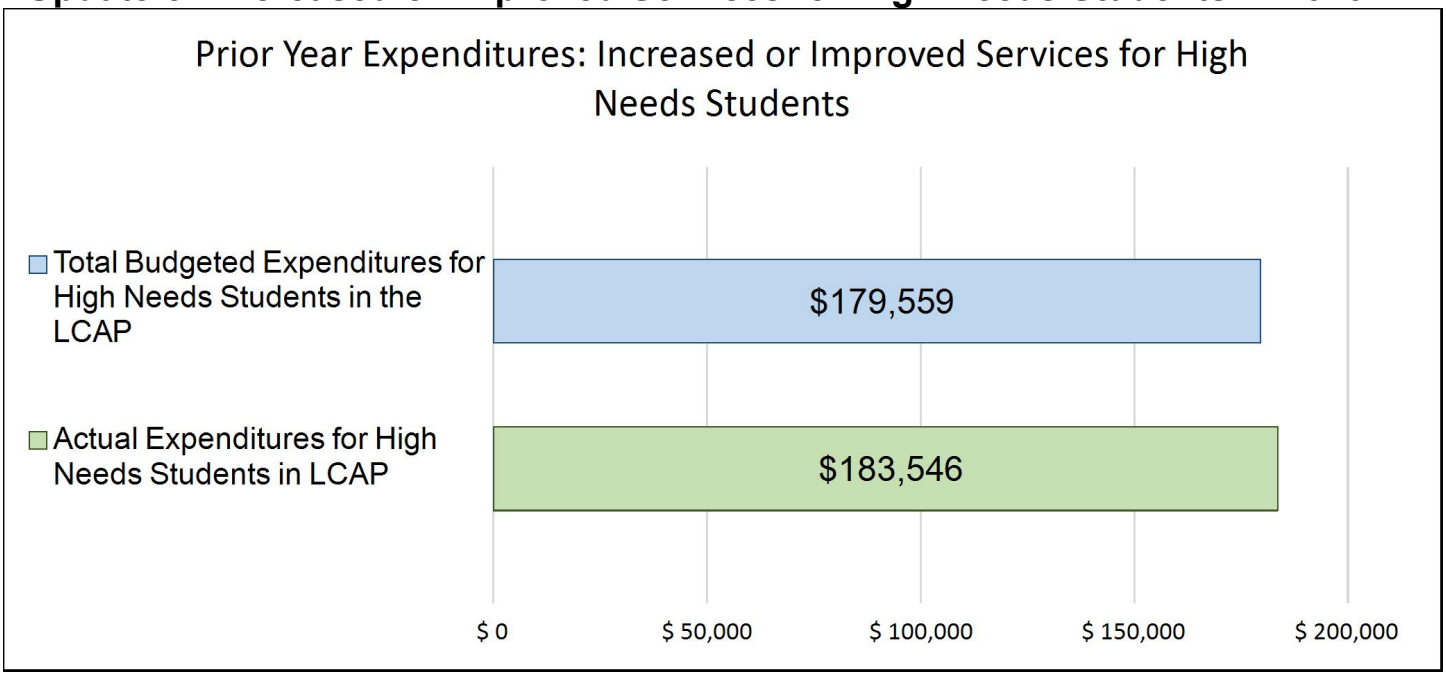
Amounts for Revenue and Expenditures do not include Transfers In or Transfers Out. The district budget includes administrative, classified and district personnel salary and employee benefits as well as facilities, supplies and services, including the high cost of special education, that support the school and its students as a whole. The actual district budget for 24-25 includes all this information in detail.

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

In 2024-25, Twin Hills Union School District: Apple Blossom School is projecting it will receive $171,249 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 $171,249 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what 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 2023-24, Twin Hills Union School District: Apple Blossom School's LCAP budgeted $179,559 for planned actions to increase or improve services for high needs students. Twin Hills Union School District: Apple Blossom School actually spent $183,546 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Twin Hills Union School District: Apple Blossom School	Erin Elliott Principal	eelliott@twinhillsusd.org 707-823-1041

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.

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. Reported out on May 1	NA. We have not yet completed the CAASPP for the 23-24 school year.	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 No Students were re-classified in 22/23.	3 students have the potential to be reclassified as RFEP. 3 total students (25%) showed growth in their overall ELPAC scores from one year to the next by one level.	Increase by 5% number of students increasing one level on the
Highly Qualified Teachers	Baseline: 100% of teachers are highly qualified.	100% of teachers are highly qualified	100% of teachers are highly qualified. This is measured by Human Resources Department.	100% of teachers are highly qualified. This is measured by Human Resources Department.	Maintain 100% of teachers as highly qualified. Measured and maintained by HR dept.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	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. Reported on 5/1	NA. We have not yet completed the Physical Fitness Test for the 23-24 school year.	Increase by 5% number of students in Healthy Fitness Zone.
Course Access including EL	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. 100% of EL's have access to CA content Standards and access to ELD standards.	All students have access to core academic subjects (English, Math, NGSS, Social Studies) and music, art, PE, and library. 100% of EL's have access to CA content Standards and access to ELD standards.	Maintain 100% of students have access to core academic subjects measured by Williams.
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.	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
			Measured by CAASPP scores and classroom diagnostics.	Measured by CAASPP scores and classroom diagnostics.	
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. An EL Instructional Assistant, 1.0 FTE, hired to support EL access to core ELA and ELD standards.	100% of ELA/ELD, Math, and NGSS CCSS fully implemented as documented by teacher surveys or input at staff meeting. EL IA remains.	100% of ELA/ELD, Math, and NGSS CCSS fully implemented as documented by teacher survey or input at staff meeting. EL IA remains.	100% of ELA/ELD, Math, and NGSS CCSS fully implemented as documented by teacher survey or input at staff meeting. EL IA remains.	Maintain 100% of ELA/ELD, Math, and NGSS and CCSS fully implemented as documented by teacher input via survey or staff meeting. EL IA remains.
Other Local Outcomes			Local data indicate that 68% of students in grades 3-5 are proficient in Reading, based on the STAR Renaissance research-based assessment. English Language Arts were strengths in both spring 2022 and spring 2023 assessments.	Local data indicate that 81% of students in grades 3-5 are proficient in Reading, based on the STAR Renaissance research-based assessment given in January 2023. In the new STAR Early Literacy Assessment given for the first time in 1st and 2nd grades, 74% of students are proficient in Reading. In STAR Math, 79% of students in grades 3-5 are proficient.	

Goal Analysis

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

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

Apple Blossom continued using state approved, common core standard aligned curriculum. All teachers are fully credentialed. Apple Blossom continued to provide intervention support specifically in ELA to students in need.

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.

Increased costs for enrichment are due to PE contract instead of employee. Increased costs for instructional materials is due to using Res6762 for much needed instructional materials and supplies. The professional development budget is developed based on stipend payment to staff for learning outside of school and offering on site consultants, these amounts were not fully expended. All other differences are immaterial.

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

Most of the actions identified were actual actions used in making progress toward our goals.

The actions that need reworking are:
1.4 Grade Level collaborative planning will occur weekly, and once a trimester may include a half day of release time.
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.
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, plans updated annually).

While we met regularly for grade level support, it did not happen as often as stated above.
We lost the Math Support Teaching Position for the 23-24 school year, but still used online math support programs to support students.
We did not use after school homework clubs and tutoring this year.

All other actions were completed as we made progress toward our 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.

We re-evaluated our CAASPP Data. It looks at though the data entered previously does not actually match the data for Apple Blossom so we are starting our new baseline for the 24-25 school year with the new CAASPP data from the spring of 23-24.
We've had several EL students move up a level on the ELPAC. Many are now at a Level 4 and will be considered for redesignation. We will need to adjust our EL action.
We will made some changes to the actions from above and will be looking into more staff support as we begin to pilot some new material for ELA.

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.

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.	At the time of completing this survey, we have not yet received the YouthTruth Survey Report.	90% of students state they feel safe at schooly 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, attend conferences, open house, and back to school night as reported on the parent survey. 81.8% of	88% of parents surveyed showed importance of relationship, belonging and participation.	89% of parents surveyed showed importance of relationship, belonging and participation.	At the time of completing this survey, we have not yet received the YouthTruth Survey Report.	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
	parents stated they agree or strongly agree that Apple Blossom School encourages parent participation. 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.				
FIT Survey	All ratings are good.	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%.
Parent Input/Parent Participation			The following groups participated in surveys and/or feedback sessions of meaningful input for the understanding of needs and solutions to make informed decisions:	We have not completed any formal feedback sessions specific to the LCAP. We have held three Principal Iced Tea with Me Sessions for drop in time with the with parents and the Principal. We have	Increase parent participation and voice to 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			School Administrators and Teachers, Classified Staff, parents from site council where engagement occurred routinely and purposefully throughout the school year and was considered before finalizing the LCAP. Students and their parents/guardians frequently interact with teachers and classified support staff. ELAC parents voices were given special attention to address the needs of their students. 83% of parents/guardians feel empowered to play a meaningful role in decision making at school. 73% of parents responded to 2023 YouthTruth Family Survey. 82% of Spanish speaking parents/guardians including high poverty	received feedback from parents via the YouthTruth Survey, but have not yet received the Report.	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			elementary schools felt included in planning school activities. 79% of parents of students with disabilities feel empowered to play a meaningful role in decision making at school.		

Goal Analysis

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

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

We have stayed consistent with our actions for this goal. We need to improve our work with ELAC. We have made changes to our SEL curriculums used with various grade levels. We have been monitoring attendance more closely this year. Unfortunately, our third trimester was hit with covid again and several students were out for a week or more at a time. This bumped our chronic absenteeism rate to a much higher number than what we had during the second trimester.

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.

Yard assistant costs were lower based on the reduced number of students and need for this service. All other differences are immaterial.

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

We will again be working on attendance and reducing the number of students who contribute to our chronic absenteeism rate. We will continue to find good SEL curriculum to help our students develop into kind, empathetic citizens. We will continue to work on building up our

opportunities for parents to get more involved in our school. Student safety has been a strong standout in this category this year with the drills and preparedness training we have participated in.

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

The new LCAP will include focus on parent involvement, attendance rates, SEL curriculum and attendance. Most of the changes involve learning the specifics in how/how many parents participate in events/parent opportunities and where we can grow. While we have feedback that parents feel involved, per the YouthTruth Survey, we don't have actual data of how many parents are attending specific events.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

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	Erin Elliott Principal	eelliott@twinhillsusd.org 707-823-1041

Plan Summary [2024-25]

General Information

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

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 training which is implemented in all classrooms to support social-emotional learning. 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: Annual Performance

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

Reflections: Technical Assistance

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

n/a

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 in the development of the LCAP.

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

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

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

Educational Partner(s)	Process for Engagement

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Engage all students with high quality educational opportunities that are aligned with the Common Core State Standards (curriculum, instruction and assessment) which focus on student growth and achievement with an emphasis on ELA and Mathematics.	

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP	In grades 3rd-5th, 47% Met or Exceeded in ELA, 42% Met or Exceeded in Math, 32% Met or Exceeded in Science (5th Grade Only) Standard Not Met in ELA was 26%, in Math was 22% and in Science was 6%.			Increase by 5% number of students who Met or Exceeded Standard. Decrease the number of students who were Standard Not Met by 3%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	ELPAC/Reclassification Rate	7/13 students increased in 1 level on the ELPAC = 54% increase.			Increase by 1 student increasing one level on the ELPAC.	
1.3	Highly Qualified Teachers	Baseline: 100% of teachers are highly qualified.			Maintain 100% of teachers as highly qualified. Measured and maintained by the HR department.	
1.4	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			Maintain 100% of materials are standards aligned.	
1.5	Physical Fitness Test	Baseline: 90% of 5th grade students participated in the PFT			Increase the number of students participating by 2%.	
1.6	Course Access including EL	All students have access to core academic subjects (English, Math, NGSS, Social Studies) and music, art, PE, library.			Maintain 100% of students have access to core academic subjects measured by Williams.	
1.7	UPC access to intervention and support.	Unduplicated students and students with special needs have support programs as			Maintain high quality support programs as identified in Actions and	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		identified in Actions and Services.			Services for UPC and students with special needs.	
1.8	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. An EL Instructional Assistant, 1.0 FTE, hired to support EL access to core ELA and ELD standards.			Maintain 100% of ELA/ELD, Math, NGSS and CCSS fully implemented as documented by teacher input via survey or staff meeting. EL IA remains.	
1.9	Other Local Outcomes					

Goal Analysis [2023-24]

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

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

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Teachers	1.1 Highly Qualified teachers in all classrooms	$1,599,654.00	No
1.2	Reading Intervention Teacher	1.2 ELA RtI leveled support program for intervention and challenge to meet individual student learning goals. LCFF Funds to be spent for this intervention total $102,373, even though an amount is shown in Other State Funds due to how DTS reports funding. Federal amount is use of Title 1 funding.	$138,748.00	Yes
1.3	Special Education Teacher/IAs	1.3 Provide support services for students with disabilities and other students not meeting standards. 1.0 FTE special education teacher and three instructional assistants, depending upon enrollment.	$215,849.00	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.	$6,500.00	No
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 not included in item 1.1 as we use a firm for PE. Contract for 24-25 not yet completed and not included in the adopted budget.	$117,273.00	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	$28,763.00	No

Action #	Title	Description	Total Funds	Contributing
		new adoptions, Professional development will continue to support this work.		
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.	$0.00	No
1.10	Instructional Materials	1.10 Provide standards aligned instructional materials.	$69,119.00	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.	$54,158.00	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. No budget 24-25 until school starts and student need known.	$0.00	No
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.	$77,318.00	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

Action #	Title	Description	Total Funds	Contributing
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 in 23-24 maintained devices and provided technical support to teachers and staff to assist students in the computer lab. As we become 1:1 device users, the district technology coordinator supports staff as needed.		No
1.17	Reading and Intervention Coordinator	1.17 Reading support and Coordination of SSTs and referrals for struggling learners.	$46,590.00	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, plans updated annually).	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	To create and sustain a safe, supportive and respectful environment for all students, teachers, staff, and families.	

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Youth Truth Survey	98% response rate 97% of students reported feeling safe on campus all or most of the time (62% all, 35% sometimes).			Maintain > 95% response rate Decrease the "Sometimes" % by 3% moving into the "All" category.	
2.2	Youth Truth Survey	54% response rate 85% of parents believe that the learning environment for their students is a safe one.			Increase to 60% response rate Increase the number of parents who believe the learning environment for	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		70% of parents feel engaged with the school			their students is a safe one by 5% Increase the number of parents who feel engaged with the school by 5%	
2.3	FIT Survey	All ratings are good.			Maintain good FIT ratings.	
2.4	Attendance including Chronic Absenteeism.	Using the 23-24 year data, ADA % is 94.40% with chronic absenteeism being 24/291 students, 8.2%. This data was extremely effected by students who became ill with Covid in the final trimester and missed several days of school in a row. *Note - At the end of the 2nd trimester we were at 5/291 = 1.7%.			Improve this by decreasing our chronic absenteeism % by 5% (ending the year with no more than 3.2% chronic absenteeism). Increase our ADA % by 1%.	
2.5	Parent Input/Parent Participation	3 sessions of Iced Tea with Mrs. E were held for parents No ELAC Meetings			Hold more Iced with Mrs. E (Monthly or Bimonthly throughout the year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		YouthTruth Survey = 54% Parents participate in parent conferences			Hold 3 ELAC meetings during the year Increase YouthTruth Survey completion rate by 5% Get a measure of how many parents that attended parent conferences this year. Goal is 90%.	

Goal Analysis [2023-24]

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

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

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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
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.	$20,000.00	No
2.4	Parent Outreach	2.4 Continue parent and community volunteer program with outreach, to all parents, at ELAC, and at IEP meetings.	$22,000.00	No
2.5	Custodial Services	2.5 Provide Custodial Services. Site and grounds maintenance not included.	$305,276.00	No
2.6	Student Safety	2.6 Provide Campus Supervision	$68,661.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$171,249	$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
5.028%	0.000%	$0.00	5.028%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Reading Intervention Teacher **Need:** See description for Action 1.2 **Scope:** LEA-wide	See description for Action 1.2	See Goal 1 Metrics
1.13	**Action:**	See description for Action 1.13	See Goal 1 Metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EL Coordinator **Need:** See description for Action 1.13 **Scope:** LEA-wide		
1.14	**Action:** Redesignated EL student support. **Need:** See description for Action 1.14 **Scope:** LEA-wide	See description for Action 1.14	See Goal 1 Metrics
1.17	**Action:** Reading and Intervention Coordinator **Need:** See description for Action 1.17 **Scope:** LEA-wide	See description for Action 1.17	See Goal 1 Metrics

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	**Action:** Reading Intervention Teacher **Need:** See description for Action 1.2 **Scope:** Limited to Unduplicated Student Group(s)	See description for Action 1.2	See Goal 1 Metrics
1.13	**Action:** EL Coordinator **Need:** See description for Action 1.13 **Scope:** Limited to Unduplicated Student Group(s)	See description for Action 1.13	See Goal 1 Metrics
1.14	**Action:** Redesignated EL student support. **Need:** See description for Action 1.14 **Scope:** Limited to Unduplicated Student Group(s)	See description for Action 1.14	See Goal 1 Metrics
1.17	**Action:** Reading and Intervention Coordinator **Need:**	See description for Action 1.17	See Goal 1 Metrics

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	See description for Action 1.17 **Scope:** Limited to Unduplicated Student Group(s)		

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

According to the BASC LCFF Calculator, the Minimum Proportionality Percentage (MPP) for 2024-25 is 5.03%. 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 4.47%. funds will be spent on the students attending this elementary school. The school counselor's time 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, 13, 14, 17 Addressing Providing Basic Services for EL, FY, LI

Additional Concentration Grant Funding

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

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	

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$3,405,606	$171,249	5.028%	0.000%	5.028%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,516,416.00	$171,481.00	$0.00	$97,312.00	$2,785,209.00	$2,590,121.00	$195,088.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Highly Qualified Teachers	All	No			All Schools		$1,599,654.00	$0.00	$1,599,654.00				$1,599,654.00	
1	1.2	Reading Intervention Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Apple Blossom Elem		$138,748.00	$0.00	$47,341.00	$55,032.00		$36,375.00	$138,748.00	
1	1.3	Special Education Teacher/IAs	Students with Disabilities Below proficient	No			All Schools		$215,849.00	$0.00	$174,469.00			$41,380.00	$215,849.00	
1	1.4	Grade level collaborative planning	All	No			All Schools		$10,500.00	$0.00	$10,500.00				$10,500.00	
1	1.5	Math Support via Online Programs	All Students with Disabilities EL , SPED	No			All Schools		$0.00	$6,500.00	$6,500.00				$6,500.00	
1	1.6	Reading Support via Online programs	All	No			All Schools		$0.00	$2,500.00	$2,500.00				$2,500.00	
1	1.7	Enrichment Programs	All	No			All Schools		$91,273.00	$26,000.00	$91,273.00	$26,000.00			$117,273.00	
1	1.8	Professional Development	All	No			All Schools		$14,270.00	$14,493.00		$17,270.00		$11,493.00	$28,763.00	
1	1.9	1:1 Chromebooks for All Student	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
1	1.10	Instructional Materials	All	No			All Schools		$0.00	$69,119.00	$3,276.00	$57,779.00		$8,064.00	$69,119.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.11	Counselor	All	No			All Schools		$54,158.00	$0.00	$54,158.00				$54,158.00	
1	1.12	Instructional Assistants	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
1	1.13	EL Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Apple Blossom Elem		$71,718.00	$5,600.00	$77,318.00				$77,318.00	
1	1.14	Redesignated EL student support.	English Learners Low Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Apple Blossom Elem		$0.00	$0.00	$0.00				$0.00	
1	1.15	Math Intervention Program	Students with identified needs.	No			All Schools		$0.00	$0.00		$0.00			$0.00	
1	1.16	Technology IA	All	No			All Schools									
1	1.17	Reading and Intervention Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Apple Blossom Elem		$46,590.00	$0.00	$46,590.00				$46,590.00	
1	1.18	After School Learning Extension	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
2	2.1	Social Emotional Learning (SEL) Support Programs.	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
2	2.2	Attendance	All	No			All Schools		$0.00	$2,300.00	$2,300.00				$2,300.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	**2.3**	Social Emotional Support - PrimaryPIP	Students with SEL needs	No					$17,224.00	$2,776.00	$20,000.00				$20,000.00	
2	**2.4**	Parent Outreach	All	No					$0.00	$22,000.00	$6,600.00	$15,400.00			$22,000.00	
2	**2.5**	Custodial Services	All	No					$261,476.00	$43,800.00	$305,276.00				$305,276.00	
2	**2.6**	Student Safety	All	No					$68,661.00	$0.00	$68,661.00				$68,661.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$3,405,606	$171,249	5.028%	0.000%	5.028%	$171,249.00	0.000%	5.028 %	**Total:**	$171,249.00
								LEA-wide Total:	$171,249.00
								Limited Total:	$171,249.00
								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	$47,341.00	
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	$77,318.00	
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	$46,590.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,874,420.00	$2,814,734.00

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	$1,602,693.00	$1,602,049.00
1	**1.2**	Reading Intervention Teacher	Yes	$87,142.00	$87,142.00
1	**1.3**	Special Education Teacher/IAs	No	$204,946.00	$203,764.00
1	**1.4**	Grade level collaborative planning	No	$10,628.00	$10,455.00
1	**1.5**	Math Support via Online Programs	No	$6,000.00	$5,637.00
1	**1.6**	Reading Support via Online programs	No	$2,500.00	$2,300.00
1	**1.7**	Enrichment Programs	No	$164,852.00	$182,661.00
1	**1.8**	Professional Development	No	$29,465	$5,846.00
1	**1.9**	1:1 Chromebooks for All Student	No	$0.00	$0.00
1	**1.10**	Instructional Materials	No	$47,149.00	$71,948.00
1	**1.11**	Counselor	No	$61,871.00	$54,739.00

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	1.12	Instructional Assistants	No	$59,693.00	$54,043.00
1	1.13	EL Coordinator	Yes	$75,948.00	$74,699.00
1	1.14	Redesignated EL student support.	Yes	$0.00	$0.00
1	1.15	Math Intervention Program	No	$0.00	$0.00
1	1.16	Technology IA	No	$13,267.00	$12,948.00
1	1.17	Reading and Intervention Coordinator	Yes	$59,268.00	$59,242.00
1	1.18	After School Learning Extension	No	$0.00	$0.00
2	2.1	Social Emotional Learning (SEL) Support Programs.	No	$0.00	$0.00
2	2.2	Attendance	No	$2,300.00	$2,223.00
2	2.3	Social Emotional Support - PrimaryPIP	No	$33,705.00	$27,264.00
2	2.4	Parent Outreach	No	$19,300.00	$15,636.00
2	2.5	Custodial Services	No	$308,976.00	$280,040.00
2	2.6	Student Safety	No	$84,717.00	$62,098.00

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)

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$162,839	$179,559.00	$183,546.00	($3,987.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Reading Intervention Teacher	Yes	$49,600.00	$49,605.00		
1	1.13	EL Coordinator	Yes	$76,186.00	$74,699.00		
1	1.14	Redesignated EL student support.	Yes	$0.00	$0.00		
1	1.17	Reading and Intervention Coordinator	Yes	$53,773.00	$59,242.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$3,643,013	$162,839	0.45	4.920%	$183,546.00	0.000%	5.038%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    - Professional development for teachers.

    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

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

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions
In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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

California Department of Education
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2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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Introduction

The California 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.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

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 the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- 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.

Local Indicators

The local indicators address the following state priority areas:

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 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)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

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

- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

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/body at the same public meeting at which the LCAP is adopted 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 public 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 an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted 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/body at the same public meeting at which the LCAP is adopted 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 COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted 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/body at the same public meeting at which the LCAP is adopted 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 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)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
23-24	16.2	16.2	0	0	0	0	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

Currently, Apple Blossom School uses the following board approved curriculum. We are currently investigating/piloting Social Science materials and will begin piloting ELA materials for the 24-25 school year.

Apple Blossom Curriculum:
Collaborative Classroom - Language Arts
Investigations - Mathematics
Mystery Science - Science
- Social Science

We are using the state standards for our health curriculum and worked with our school nurse to develop an age appropriate introduction for our fifth grade students.

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)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science		2			

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)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science		2			

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			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	N/A
Career Technical Education						N/A
Health Education Content Standards			3			
Physical Education Model Content Standards			3			
Visual and Performing Arts			3			
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		2			
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.**

While we currently have an ELA curriculum, we are beginning the process of piloting two curriculums for the 24-25 school year in hopes of adopting a new curriculum for the 25-26 school year. Our current ELA curriculum meets the state requirements, but we need something stronger. We also need to adopt a social studies curriculum. Right now we use a variety of supplemental materials that meet the state requirements.

As a new administrator (just finished my first year with the school), I have been learning the needs of the staff and identifying our next steps for professional development as a whole and on an individual level. The Apple Blossom Staff is a committed group of educators who want to continually push themselves to be better educators by staying up on the current best practices and they are ready for more. We have some plans for ELA professional development in our future that focuses on the Science of Reading and how to help struggling readers at all levels.

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):

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

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	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.	3
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	3

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.

Families feel very connected to our school staff and know their student is in good hands. They also feel comfortable approaching the school with concerns/questions if needed.

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.

More opportunities for families to be involved in/have a voice in relation to decisions at school.

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.

Continuing to provide opportunities to bring families to campus to participate in events, provide parent information nights and relaunch ELAC.

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):

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

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	2
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	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.	3
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.	3

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 SST process is a successful one. We provide supportive conversations for how families can help their struggling students. Having more opportunities to present this kind of information on a larger scale would be beneficial.

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.

More parent/family informational events and having a stronger ELAC.

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.

Continued discussion for how to best reach these families and individual connection with these families will help bring them into the community. Offering events/informational nights/childcare coverage at times that work with their schedules are all things that will help these families.

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):

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

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	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

Practices	Rating Scale Number
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.

Apple Blossom has improved/increased the communication going out to families about things going on at school/special events and involving families in activities. We will continue to do more of this.

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.

This coming school year, Apple Blossom would like to have students and parents complete specific surveys other than the YouthTruth Survey that is specific to our school - events, spirit days, enrichment opportunities, etc. This will be the starting place for new ideas/building on previous ideas moving forward and will provide us with more targeted 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 Seeking Input for Decision-Making.

When planning specific events or meetings, trying to schedule these during times that work better for these families and trying to offer childcare to help those in need. Having open communication/personal communication with parents/families is inredibly important in building these relationships.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses 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.

According to the YouthTruth Survey, 97% of students feel safe on campus.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

The biggest area with the lowest score from the YouthTruth Data was the Academic Challenge Section. Most students are not seeing a connection between what they are learning and how it helps them in their everyday life. They also question if the work they complete really makes them think.

Our strengths are in student safety, engagement and relationships. We will continue to build on these.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

We are continuing to build on ways to make students feel more connected and seen on campus by finding ways to acknowledge and honor students for their hard work and doing the right thing. We are also working on more whole school events to bring our campus community together.

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)

All students have access to all enrichment courses, academic courses, physical education courses and intervention (as needed).

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 have access to the above courses.

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. Our students have access to all.

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)

N/A

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.					

Coordinating Instruction	1	2	3	4	5
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.					

Coordinating Services	1	2	3	4	5
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.					
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.					

Public Hearing: 6/26/24 Agenda Item #4-B
Approval: 6/27/24 Agenda Item #6-B

Local Control and Accountability Plan 2024-25

Including:

- **2024-25 LCFF Budget Overview for Parents**
- **2023-24 LCAP Annual Update**
- **Local Performance Indicator Self-Reflection**

Twin Hills Charter Middle School

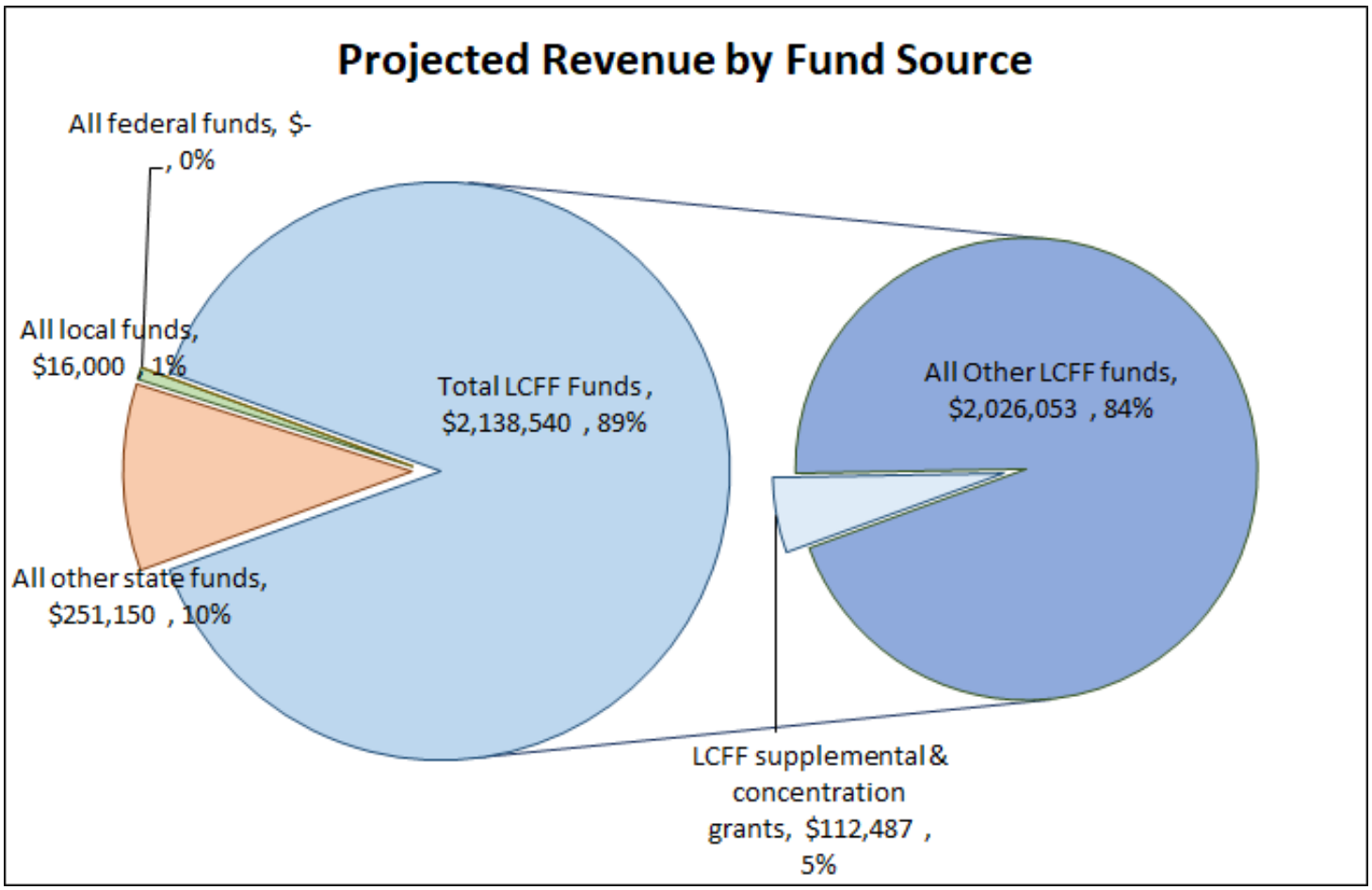
(District 53- Fund 03)

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Twin Hills Charter Middle School
CDS Code: 49709616052302
School Year: 2024-25
LEA contact information:
Shawna Whtiestine
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 2024-25 School Year

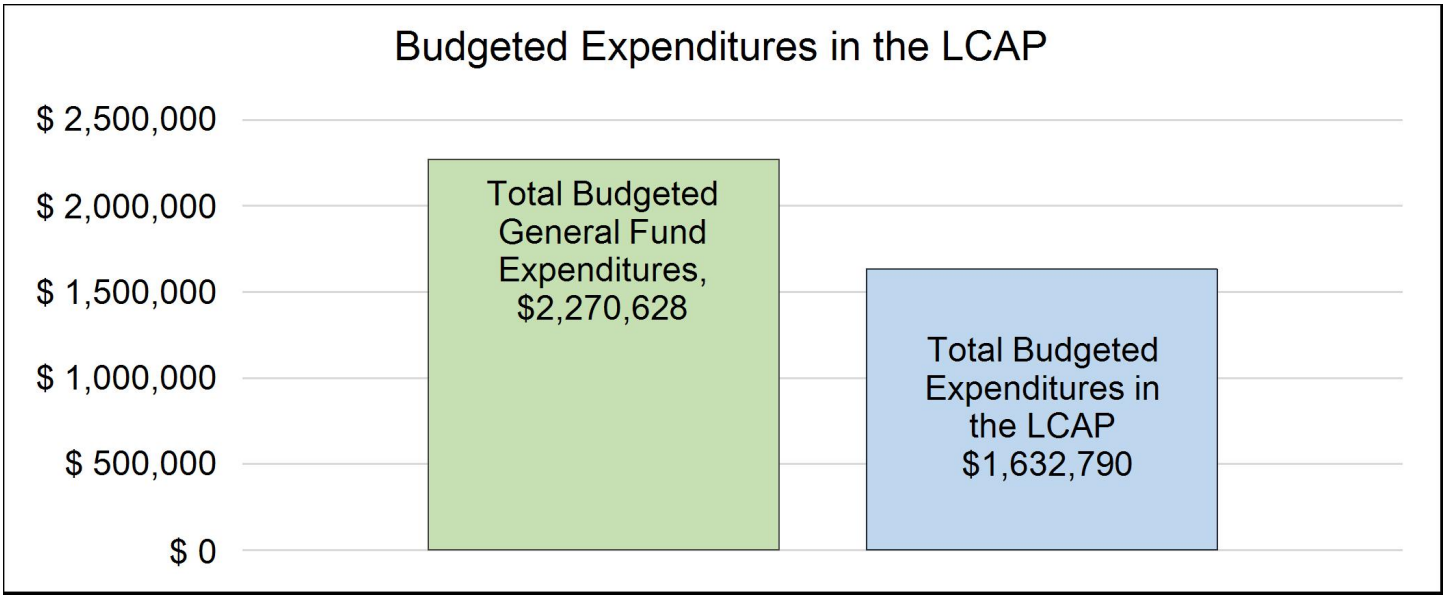


This chart shows the total general purpose revenue Twin Hills Charter Middle School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Twin Hills Charter Middle School is $2,405,690, of which $2,138,540 is Local Control Funding Formula (LCFF), $251,150 is other state funds, $16,000 is local funds, and $0 is federal funds. Of the $2,138,540 in LCFF Funds, $112,487 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 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Twin Hills Charter Middle School plans to spend $2,270,628 for the 2024-25 school year. Of that amount, $1,632,790 is tied to actions/services in the LCAP and $637,838 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

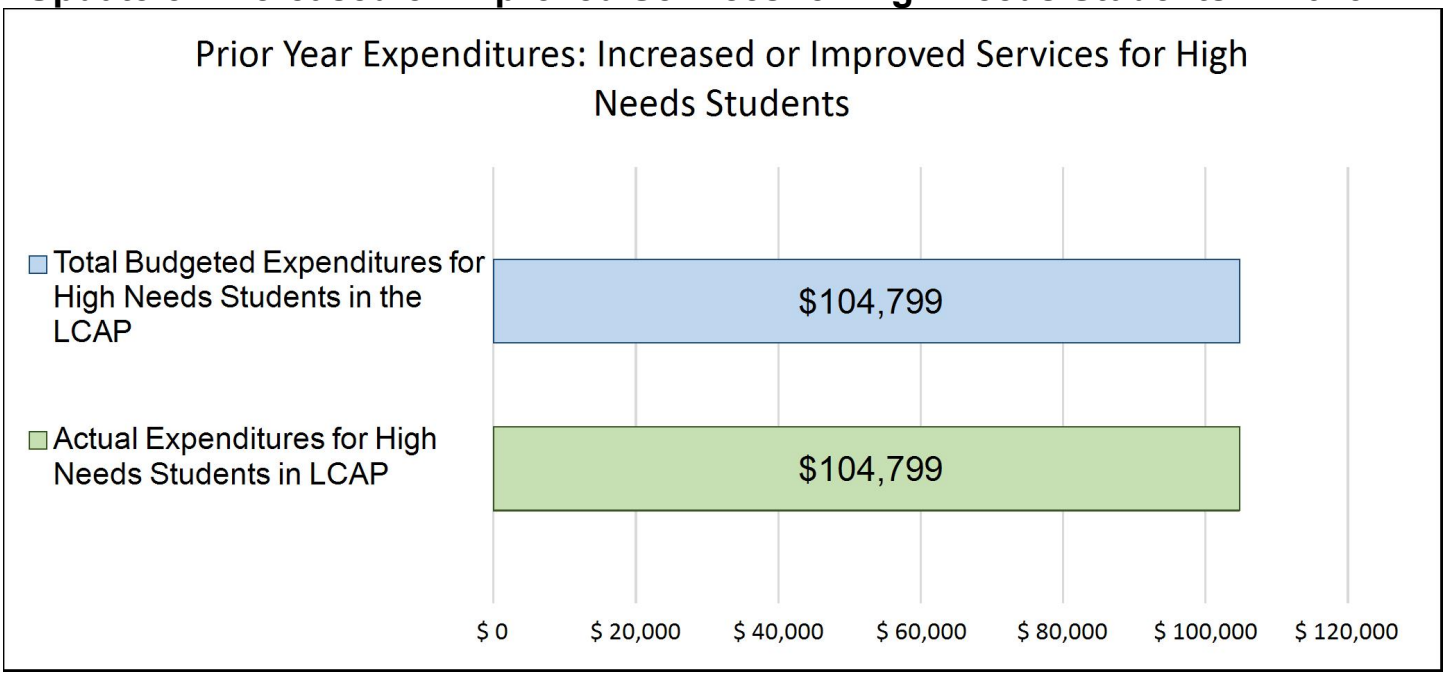
The LCAP includes specific funding for specific actions. The balance of the budget over the LCAP expenses detailed here include costs for administrative and classified staff that support all students as well as supplies and services. Please see the adopted budget for further details.

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

In 2024-25, Twin Hills Charter Middle School is projecting it will receive $112,487 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 $112,487 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what 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 2023-24, Twin Hills Charter Middle School's LCAP budgeted $104,799 for planned actions to increase or improve services for high needs students. Twin Hills Charter Middle School actually spent $104,799 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Twin Hills Charter Middle School	Shawna Whtiestine Principal	swhitestine@twinhillsusd.org 707-823-7446

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.

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.	2023 CAASPP Assessment shows that 73.7% of THCMS students are proficient or above in ELA; 57.4% are proficient or above in Math.	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		Remain 100% fully implemented	Maintain 100% ELA/ELD, Math, and NGSS fully implemented.
ELPAC/Redesignation	Establish ELPAC Baseline	ELPAC scores were maintained during distance learning in 20-21 school year.		ELPAC Scores were maintained and zero students were reclassified.	Once established, increase baseline by 5%.
# of HIghly Qualifed Teacers	100% Highly Qualified Teachers appropriately assigned.	100% highly qualified teachers		100% highly qualified teachers	Maintain 100% highly qualified and appropriately assigned teachers.
Standards Aligned Instructional	100% of students will have access to	100% of students will have access to		100% of students will have access to	Maintain 100% of students have access

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Materials/Inventory, teacher survey	standards aligned instructional materials.	standards aligned instructional materials.		standards aligned instructional materials.	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.	Only participation percentages were shared in 2023. We had 100% participation in 3 of the 5 tests. 98% in the other 2 testing categories.	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.		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		0% Dropout Rate	Maintain 0% dropout rate.

Goal Analysis

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

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

Per the 22-23 SBAC scores, the LEA continued to be successful implementing state standards and providing intervention to those who needed it.

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.

Professional development includes stipend for teachers that do training outside of school days/hours and consultants that provide professional development and less than expected was spent. Instructional materials was over estimated as now instruction comes as software. Intervention classes shows the full amount for the cost, not just the UPC cost. All other differences are immaterial.

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

All actions were completed and successful. One area for growth is to increase the number of ELD students Reclassified.

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

Due to continued academic success, increase were made to number of students at or above proficiency in ELA and Math.

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.

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.	Youth truth Survey is not released yet.	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.
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	Survey provided in February 2024 shows that 90% of parents agree that THCMS provides a high quality education and	Increase to 80%, number of parents who participate and are involved in school activities as reported on parent survey.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Attendance increased at Back to School Night, Showcase, and other school events	prepares their child for high school. The same survey shows that 80% of parents believe that THCMS encourages parent involvement.	
FIT Rating	FIT Rating Good	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.	Promotion criteria was reinstated in 2022-2023. 99% of students met promotion criteria.	Reinstate promotion expectations and maintain 100% meeting expectations.
Drop Out Rate	0% Drop out rate	0% Drop out rate	0% Drop out rate	0% Drop out rate	Maintain 0% dropout rate.

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

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.

Differences are immaterial.

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

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.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

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 [2024-25]

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 our 6-8 grade students. Twin Hills Charter Middle School is focused on ensuring that all students are prepared for college, career, and life. About 60% of students reside outside of the district boundaries and travel from nearby communities.Twin Hills serves 200+ students. Generally about 28% of students are socioeconomically disadvantaged, less than 7% are English Learners, and 13% 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: Annual Performance

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

This annual performance review for Twin Hills Charter Middle School is based on a comprehensive analysis of the California School Dashboard (Dashboard) and local data. The review highlights our academic achievements, enrollment trends, and recognition received, alongside reflections on areas for continued growth and development.

Academic Performance:

State Test Scores: Twin Hills Charter Middle School has shown a consistent increase in state test scores across all subjects. The gains in English Language Arts (ELA) and Mathematics are a result of targeted instructional strategies, intervention programs, and extensive professional development for our teachers.
Key Performance Metrics:
ELA Proficiency: Increased by 3% from the previous year.
Math Proficiency: Increased by 7% from the previous year.

Award and Recognition: In 2024, Twin Hills Charter Middle School was awarded the Distinguished School Award. This accolade recognizes our exceptional student performance and efforts in narrowing achievement gaps. Contributing factors include innovative teaching practices, a focus on mental health support, a caring and encouraging school environment, and strong partnerships with our community.

Stable Enrollment: Despite a general trend of declining enrollments in nearby schools, Twin Hills Charter Middle School has maintained stable enrollment numbers. This reflects the school's strong reputation for academic excellence, a safe and inclusive environment, and diverse extracurricular offerings. The school continues to attract families from within and outside the district, highlighting the trust and confidence our community places in us.

Goals and Strategies:

Enhancing Academic Achievement: Continue refining data-driven instructional practices based on Dashboard insights. Expand school intervention and enrichment programs to support student learning. Provide ongoing professional development focused on differentiated instruction and culturally responsive teaching.

Supporting Student Well-being: Strengthen social-emotional learning (SEL) programs to support student mental health and well-being. Increase access to counseling services and peer support groups. Foster a positive school culture through initiatives promoting respect, responsibility, and resilience.

Engaging Families and Community: Enhance communication with parents and guardians through regular updates and involvement opportunities. Develop partnerships with local organizations and businesses to provide additional resources and learning opportunities. Organize community events that celebrate diversity and foster school spirit.

The reflection on our performance, based on the California School Dashboard and local data, underscores Twin Hills Charter Middle School's commitment to high-quality education and a supportive community environment. The rise in state test scores, the distinguished school award, and stable enrollment amidst broader declines highlight our dedicated staff, engaged students, and supportive families. We will continue to build on this foundation of success, striving for continuous improvement and excellence in all areas.

Reflections: Technical Assistance

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

The primary objective of the technical assistance provided to THCMS is to enhance the evaluation of effective strategies and programs, and make necessary adjustments to improve student achievement.

Scope:
The assistance encompasses various aspects, including teacher support, instructional materials, facilities, academic standards implementation, parent and family engagement, school climate, and access to a broad course of study.

Key Activities
Assessments and Analysis: Analyzed data from assessment results and local climate surveys to understand the school's environment and student needs.

Capacity Building: Provided professional development and training sessions for teachers to improve instructional practices.

Implementation: Supported the implementation of high-quality instructional materials and academic standards. Enhanced parent and family engagement programs to foster a supportive learning environment.

Stakeholders Involved: THCMS teachers, students, and parents;
Partners: District education authorities, external education consultants, and community organizations.

Progress and Milestones
Completed Tasks: Met standards for teachers, instructional materials, and facilities. Successfully implemented academic standards and improved parent and family engagement initiatives.

Ongoing Work: Continuous monitoring and evaluation of implemented strategies and programs. Regular updates and refinements based on feedback and data analysis.

The ongoing technical assistance provided to Twin Hills Charter Middle School has been instrumental in addressing critical issues, enhancing educational quality, and ultimately increasing student achievement. The collaborative efforts and strategic interventions have laid a strong foundation for continuous improvement and long-term success.

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 in the development of the LCAP.

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

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

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

Educational Partner(s)	Process for Engagement

A description of how the adopted LCAP was influenced by the feedback provided by 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 - Collaborative discussions with parents were held informally at monthly Second Cup of Coffee Meetings and formally every quarter at Parent Advisory Committee meetings. Information from school wide 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 and Arts 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 counseling services provided by a school counselor and 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.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Our aim is to empower each student with the tools for continual advancement and future triumphs. To achieve this, we commit to consistently refining and adapting our district curriculum to ensure it remains robust, in sync with Common Core State Standards, and conducive to 21st-century learning objectives.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

To enhance the quality of education, we are taking a comprehensive approach to recalibrating classroom instruction, guided by California Dashboard data and local indicators. Feedback from our stakeholders is integral to this process, ensuring that the voices of our community are heard and valued. Twin Hills Charter Middle School emphasizes a focus on best first instruction, aiming to deliver the most effective teaching strategies from the outset. By integrating overview and direct data, we can obtain a multi-faceted understanding of our students' needs, allowing us to tailor our instructional methods more precisely and effectively.

This goal was developed based on data from the Dashboard released in 2023, local assessment data, as well as stakeholder input. A broad goal was selected to support the overall achievement of all students, with specific actions to support UPC students. Teachers will benefit from continued professional development in student engagement strategies and using data to inform lesson planning, which will support all students.

We will continue to implement Common Core aligned ELA, Math, and NGSS curriculum materials that have all been adopted in recent years. The adopted materials' assessments and benchmarks will be used to evaluate student learning and guide teacher planning within grade-level teams. Additionally, we have increased academic support options during the school day to further assist students.

By taking these steps, we aim to create an equitable and effective learning environment that fosters the academic success of every student.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP	In 2023, ELA 44.4 points above standard and Math 11.6 points above standard.			CAASPP in 2026-2027 school year 60 points above standard in ELA and 20 points above standard in math.	
1.2	Chronic Absenteeism	Over 20% chronic absenteeism rate in 2023.			Chronic Absenteeism for the 2026-27 School Year- 10%	
1.3	ELD Supports	Increase ELPAC scores and Redesignation rates; 9 qualified students ELD in 2024.			Drop 10% from beginning of each year to the end of that school year.	
1.4	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.	

Goal Analysis [2023-24]

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

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

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Teachers in all classrooms	1.1 Highly Qualified teachers in all classrooms	$970,915.00	No
1.2	Provide Academic Support Programs	1.2 Support Programs include: Academic Support, Math Intervention, and Study Hall. All classes provided during the school day- See 1.9.	$0.00	Yes
1.3	Special Education Services	1.3 Provide intervention services for students with disabilities and other students not meeting standards. 1.2 special education teachers with 1 full time assistant and 3 additional part time assistants. Amount shown is part of the overall contribution for special education estimated at over $200,000.	$42,853.00	Yes
1.4	Collaborative Team Planning Time	1.4 Grade Level and department collaborative planning	$5,845.00	No
1.5	Professional Development to support Curriculum Planning and Student Engagement	1.5 Regular opportunity to grow and adapt professionally both within departments and as a team	$225,531.00	No
1.6	Technology to Support Learning	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.	$5,660.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Standards Aligned Instructional Materials	1.7 Continue to provide standards aligned instructional materials in all academic classrooms	$18,200.00	No
1.8	Standards aligned Instructional Materials	1.8 Provide standards aligned instructional materials with ELD support included	$36,990.00	No
1.9	Intervention classes for extra support in ELA and Math	1.9 Continue to provide intervention programs for students below proficient in reading and math. Intervention classes provided by teachers. Actual cost $77,110, amount showing is amount contributing to UPC, amount paid with Base LCFF funds is not included.	$42,555.00	Yes
1.10	Increased Counselor Time and Advisory Program	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	1.11 Increased Counselor Time and Advisory Program	1.11 0.8% Counselor. Actual cost for counselor $54,158 (.50FTE), 50% paid by LCFF funds. The amount paid using Supplemental Funds is shown. The balance paid using Base LCFF funds is not shown.	$27,079.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Twin Hills Charter Middle School, in sustained collaboration with our community, is dedicated to creating safe, inclusive, and culturally responsive learning environments that foster social-emotional wellness. We are committed to cultivating deep parent engagement, recognizing the importance of students' mindsets, assets, and identities, and providing comprehensive wraparound services and support to meet the physical and emotional needs of students, families, and staff. Our goal is to ensure institutional responsiveness to the cultural and linguistic needs of our students and their families. We aim to move beyond surface-level interactions to foster meaningful and intentional family engagement, empowering parents with agency and sustaining a collaborative community where every member feels valued and supported.	

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

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 continued implementation of Advisory program. Continued partnership with the school counselor and use of the StopIt app for ongoing support and reporting.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Youth Truth Survey	72% enjoy school 96% of parents feel like their child is safe from violence at school.			80% enjoy school 98% of parents feel like their child is safe from violence at school	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Suspension/Expulsion Rate	2023: Suspension Rate 2.9% Expulsion Rate = 0			Less than 2% suspension rate	
2.3	Parent Involvement/parent survey	75% of parents attend school activities and events as measured on parent survey.			80% of parents attending one or more school events	
2.4	Promotion Statistics	Rate of student completion of 8th grade with no more than 5% not meeting all promotion criteria.			Less than 3% not meeting promotion criteria	
2.5	Drop Out Rate	0% Drop out rate			0% Drop out rate	

Goal Analysis [2023-24]

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

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

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Safe School Enviornment.	2.1 Continue to provide a safe school environment with existing character building and support programs such as reward activities, 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.	$1,600.00	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.	$15,400.00	No
2.4	Custodial Services	2.4 Provide Custodial Services	$185,524.00	No
2.5	Campus Supervision	2.5 Provide Campus Supervision	$54,638.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$112,487	$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
5.552%	0.000%	$0.00	5.552%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Provide Academic Support Programs **Need:** **Scope:** LEA-wide Schoolwide	See Goal 1	Achievement scores and student success for students with IEPs

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Special Education Services **Need:** See description for Action 1.3 **Scope:** LEA-wide Schoolwide	See Goal 3	Enrollment in these programs
1.9	**Action:** Intervention classes for extra support in ELA and Math **Need:** See description for Action 1.9 **Scope:** LEA-wide Schoolwide	See Goal 2	Staff, student, and family surveys
1.10	**Action:** Increased Counselor Time and Advisory Program **Need:** See description for Action 1.10 **Scope:** LEA-wide Schoolwide	See description for Action in 1.10	See Goal 1 Metrics
1.11	**Action:**	See description for Action 1.11	See Goal 1 Metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	1.11 Increased Counselor Time and Advisory Program **Need:** See description for Action 1.11 **Scope:** LEA-wide Schoolwide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	**Action:** Provide Academic Support Programs **Need:** See description for Action 1.2 **Scope:** Limited to Unduplicated Student Group(s)	See description for Action 1.2	See Goal 1 Metrics
1.3	**Action:** Special Education Services **Need:** See description for Action 1.3 **Scope:**	See description for Action 1.3	See Goal 1 Metrics

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
1.9	**Action:** Intervention classes for extra support in ELA and Math **Need:** See description for Action 1.9 **Scope:** Limited to Unduplicated Student Group(s)	See description for Action 1.9	See Goal 1 Metrics
1.10	**Action:** Increased Counselor Time and Advisory Program **Need:** See description for Action 1.10 **Scope:** Limited to Unduplicated Student Group(s)	See description for Action 1.10	See Goal 1 Metrics
1.11	**Action:** 1.11 Increased Counselor Time and Advisory Program **Need:** See description for Action 1.11 **Scope:** Limited to Unduplicated Student Group(s)	See description for Action 1.11	See Goal 1 Metrics

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

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 .50 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 27.8 percent of enrollment of unduplicated pupils.

Additional Concentration Grant Funding

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

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	

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$2,026,053	112,487	5.552%	0.000%	5.552%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,561,640.00	$71,150.00	$0.00	$0.00	$1,632,790.00	$1,517,600.00	$115,190.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Highly Qualified Teachers in all classrooms	All	No					$970,915.00	$0.00	$970,915.00				$970,915.00	
1	1.2	Provide Academic Support Programs	English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			$0.00	$0.00	$0.00	$0.00			$0.00	
1	1.3	Special Education Services	English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			$42,853.00	$0.00	$42,853.00				$42,853.00	
1	1.4	Collaborative Team Planning Time	All	No					$5,845.00	$0.00	$5,845.00				$5,845.00	
1	1.5	Professional Development to support Curriculum Planning and Student Engagement	All	No					$221,031.00	$4,500.00	$221,031.00	$4,500.00			$225,531.00	
1	1.6	Technology to Support Learning	All	No					$3,660.00	$2,000.00		$5,660.00			$5,660.00	
1	1.7	Standards Aligned Instructional Materials	All	No					$0.00	$18,200.00	$2,000.00	$16,200.00			$18,200.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Standards aligned Instructional Materials	All	No					$0.00	$36,990.00	$3,200.00	$33,790.00			$36,990.00	
1	1.9	Intervention classes for extra support in ELA and Math	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			$34,555.00	$8,000.00	$42,555.00				$42,555.00	
1	1.10	Increased Counselor Time and Advisory Program	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income										
1	1.11	1.11 Increased Counselor Time and Advisory Program	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			$27,079.00	$0.00	$27,079.00				$27,079.00	
2	2.1	Safe School Enviornment.	All	No												
2	2.2	Monitor students attendance.	All	No					$0.00	$1,600.00	$1,600.00				$1,600.00	
2	2.3	Parent Volunteer Program, Outreach, ELAC, Parent Council.	All	No					$0.00	$15,400.00	$4,400.00	$11,000.00			$15,400.00	
2	2.4	Custodial Services	All	No					$157,024.00	$28,500.00	$185,524.00				$185,524.00	
2	2.5	Campus Supervision	All	No					$54,638.00	$0.00	$54,638.00				$54,638.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$2,026,053	112,487	5.552%	0.000%	5.552%	$112,487.00	0.000%	5.552 %	**Total:**	$112,487.00
								LEA-wide Total:	$112,487.00
								Limited Total:	$112,487.00
								Schoolwide Total:	$112,487.00

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	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$0.00	
1	1.3	Special Education Services	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$42,853.00	
1	1.9	Intervention classes for extra support in ELA and Math	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$42,555.00	
1	1.10	Increased Counselor Time and Advisory Program	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			

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	1.11	1.11 Increased Counselor Time and Advisory Program	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$27,079.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,879,999.00	$1,819,098.00

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	$1,192,491.00	$1,168,000
1	**1.2**	Provide Academic Support Programs	Yes	$0.00	$0.00
1	**1.3**	Special Education Services	No Yes		
1	**1.4**	Collaborative Team Planning Time	No	$7,308.00	$0
1	**1.5**	Elective Courses	No	$230,622.00	$229,115.00
1	**1.6**	Professional Development to support Curriculum Planning and Student Engagement	No	$15,961.00	$3,200.00
1	**1.7**	Technology to Support Learning	No	$13,000.00	$18,470.00
1	**1.8**	Standards Aligned Instructional Materials	No	$51,168.00	$11,055.00
1	**1.9**	Intervention Classes for Extra Support in ELA and Math	Yes	$71,523.00	$105,063.00
1	**1.10**	Rigorous Instructional Program with Support for Redesignated English Learners.	Yes		

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	Increased Counselor Time and Advisory Program	Yes	$52,180.00	$52,180.00
2	2.1	Safe School Enviornment.	No		
2	2.2	Monitor students attendance.	No	$1,500.00	$1,532.00
2	2.3	Parent Volunteer Program, Outreach, ELAC, Parent Council.	No	$15,005.00	$13,708.00
2	2.4	Custodial Services	No	$174,806.00	$165,274.00
2	2.5	Campus Supervision	No	$54,435.00	$51,501.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$104,799	$104,799.00	$104,799.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Provide Academic Support Programs	Yes	$0.00	$0.00		
1	1.3	Special Education Services	Yes				
1	1.9	Intervention Classes for Extra Support in ELA and Math	Yes	$61,538.00	$52,619.00		
1	1.10	Rigorous Instructional Program with Support for Redesignated English Learners.	Yes				
1	1.11	Increased Counselor Time and Advisory Program	Yes	$43,261.00	$52,180.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,004,579	$104,799	0	5.228%	$104,799.00	0.000%	5.228%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    - Professional development for teachers.

    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

    - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

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

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions
In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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

California Department of Education
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2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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Introduction

The California 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.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

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 the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.

- 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.

Local Indicators

The local indicators address the following state priority areas:

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 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)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

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

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

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/body at the same public meeting at which the LCAP is adopted 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 public 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 an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted 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/body at the same public meeting at which the LCAP is adopted 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 COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted 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/body at the same public meeting at which the LCAP is adopted 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 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)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
23-24	12	12	0	0	0	0	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

State assessment, benchmark assessment, and local informal and formal assessments are all used to monitor implementation of state academic standards. These were chosen based on alignment and positive growth examples.

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

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

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				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

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	N/A
Career Technical Education					5	
Health Education Content Standards					5	
Physical Education Model Content Standards					5	
Visual and Performing Arts				4		
World Language					5	

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):

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

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

According to the Youth Truth and local LCAP surveys, our families and teachers feel there is opportunity for communication between 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.

According to the Youth Truth and local LCAP surveys, the LEA would like to increase response time and open alternative avenues of communication.

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.

According to the Youth Truth and local LCAP surveys, the LEA will continue to work with the ELD assistant and community lason to identify best avenues to develop engagement. This will grow from an active ELAC program.

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):

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

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	3
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.	3
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.

According to the Youth Truth and local LCAP surveys and the Parent Advisory Committee, the LEA continues to build partnerships with families to increase 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.

According to the Youth Truth and local LCAP surveys and the Parent Advisory Committee, the LEA will continue to provide various avenues to build partnerships.

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.

According to the Youth Truth and local LCAP surveys and the Parent Advisory Committee, the LEA will continue to discuss and implement various avenues to build partnerships with underrepresented families.

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):

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

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
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.	5

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.

According to the Youth Truth and local LCAP surveys and the Parent Advisory Committee, the LEA currently offers multiple opportunities for families to provide input in school decisions.

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.

According to the Youth Truth and local LCAP surveys and the Parent Advisory Committee, the LEA will need to continue to build the ELAC program.

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.

According to the Youth Truth and local LCAP surveys and the Parent Advisory Committee, the LEA will continue to communicate with underrepresented families to gather data to inform best practices and partnerships.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses 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.

According to the Youth Truth and local LCAP surveys the LEA students feel safe at school.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

According to the Youth Truth and local LCAP surveys many students would like the LEA to provide more relevant and hands on learning which was seen through the engagement data in both surveys.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Professional development in rigorous and engagement practices will be implemented to provide different learning avenues for all students.

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)

According to the Youth Truth and local LCAP surveys and the Parent Advisory Committee, the LEA continues to provide a broad course of study to 100% of the population. This is evident on academic, physical, intervention, and enrichment classes.

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 in LEA have access to above emtnioned courases.

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)

None

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)

N/A

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					

Coordinating Instruction	1	2	3	4	5
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.					

Coordinating Services	1	2	3	4	5
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.					
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.					

Public Hearing: 6/26/24 Agenda Item #4-C
Approval: 6/27/24 Agenda Item #6-C

Local Control and Accountability Plan 2024-25

Including:

- **2024-25 LCFF Budget Overview for Parents**
- **2023-24 LCAP Annual Update**
- **Local Performance Indicator Self-Reflection**

Orchard View School

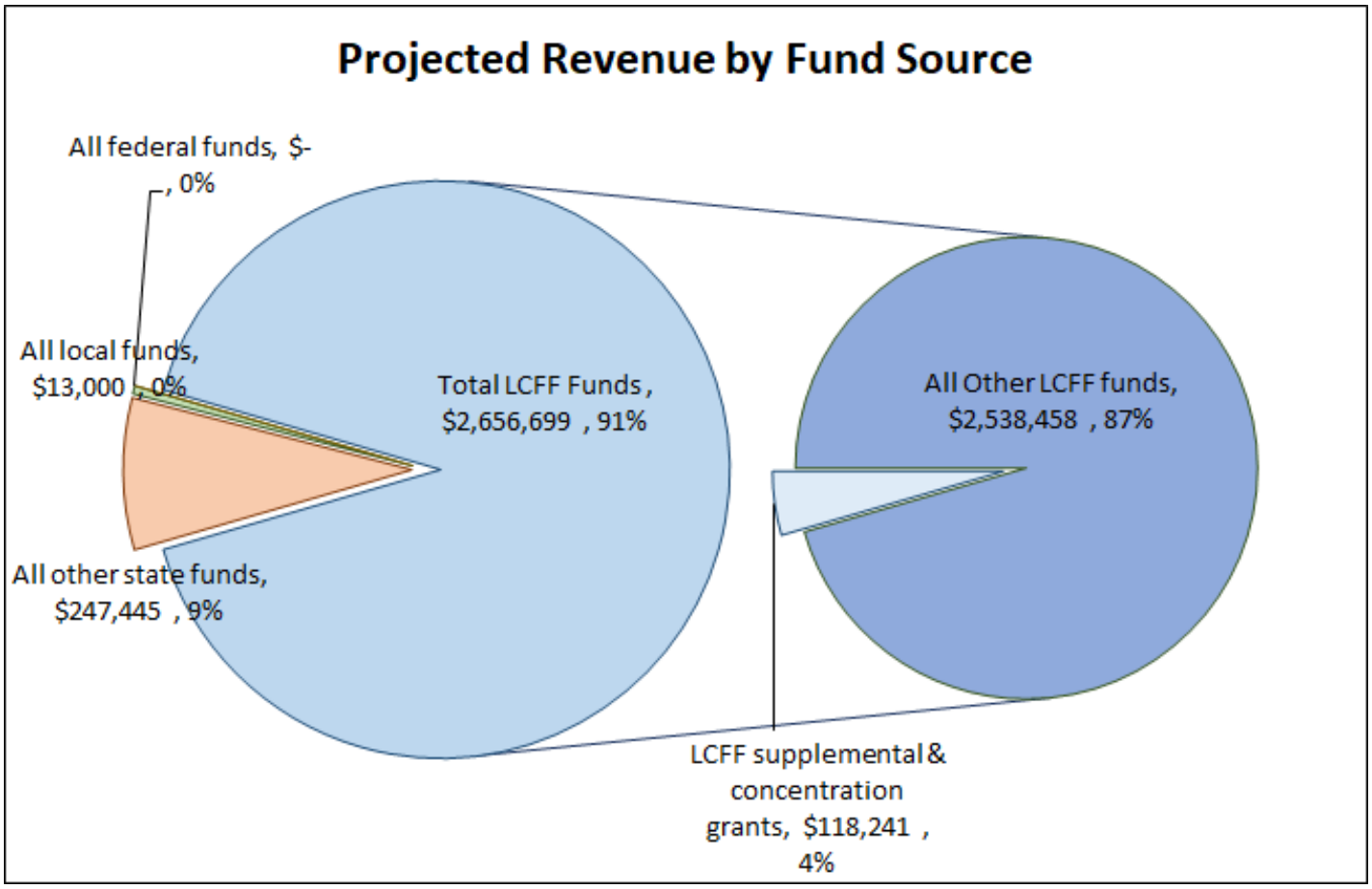
(District 53- Fund 09)

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Orchard View School
CDS Code: 49709614930319
School Year: 2024-25
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 2024-25 School Year

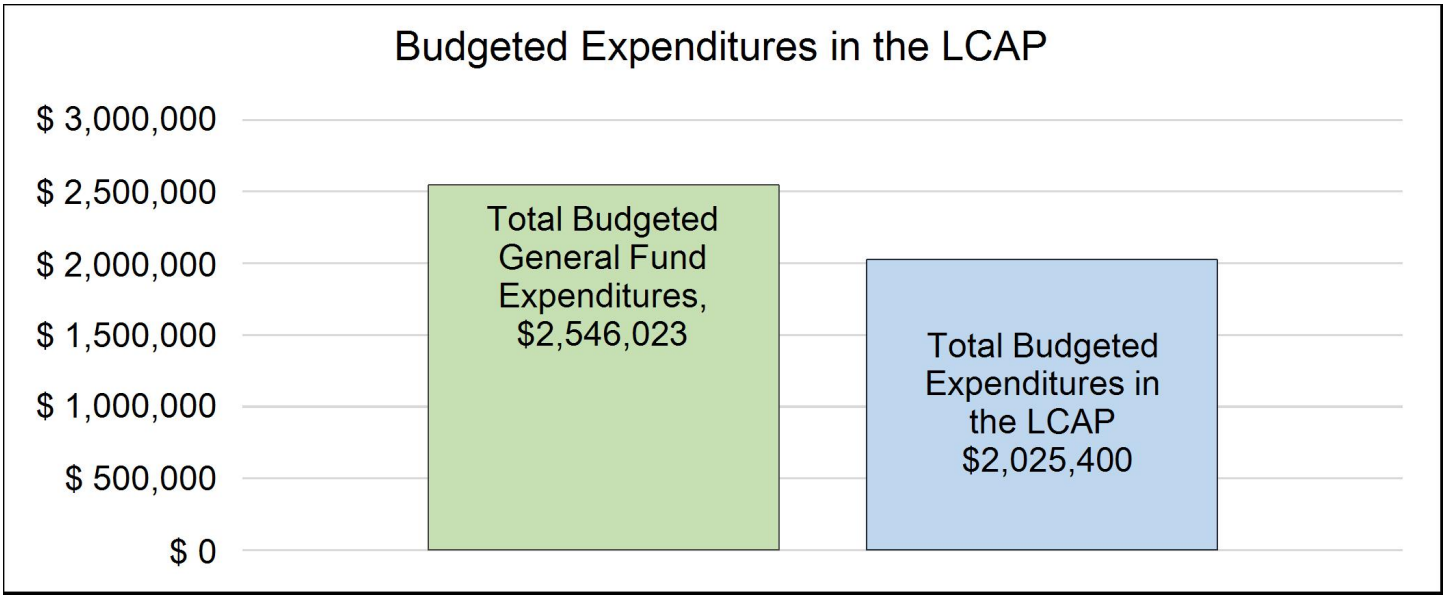


This chart shows the total general purpose revenue Orchard View School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Orchard View School is $2,917,144, of which $2,656,699 is Local Control Funding Formula (LCFF), $247,445 is other state funds, $13,000 is local funds, and $0 is federal funds. Of the $2,656,699 in LCFF Funds, $118,241 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 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Orchard View School plans to spend $2,546,023 for the 2024-25 school year. Of that amount, $2,025,400 is tied to actions/services in the LCAP and $520,623 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

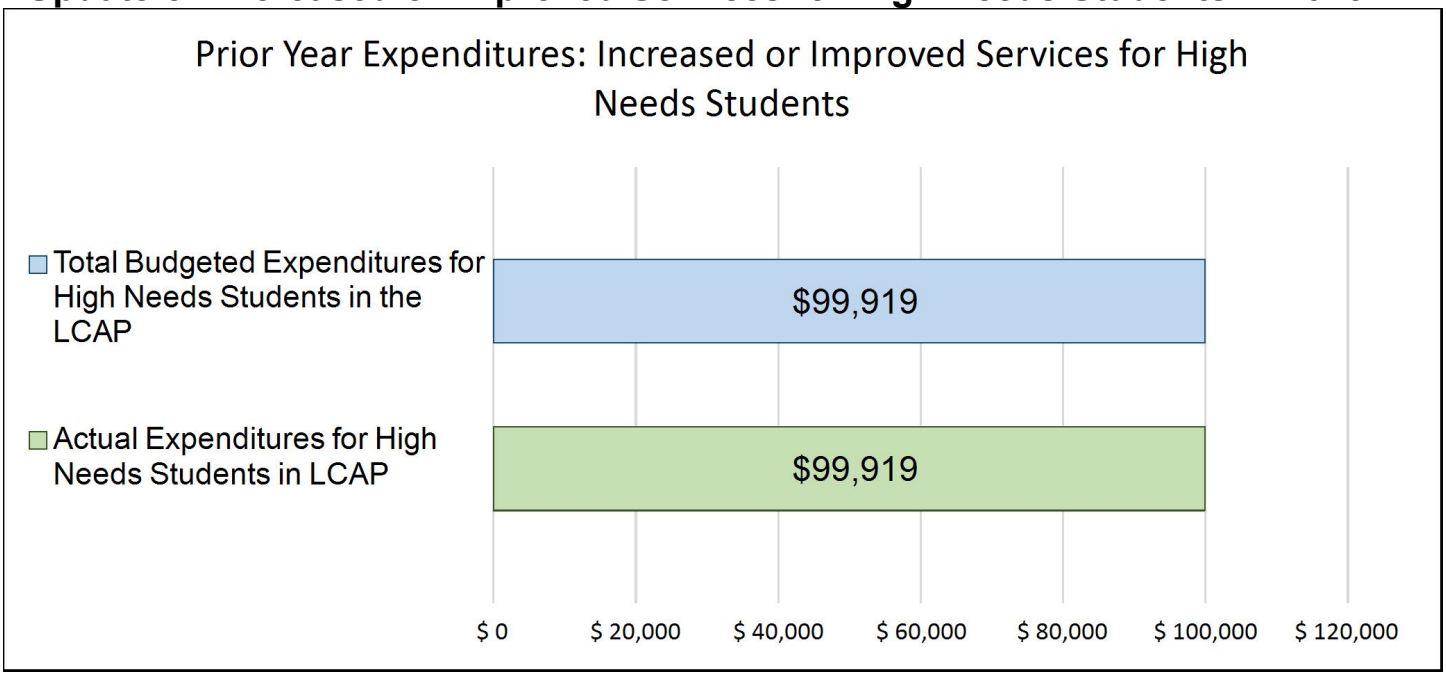
The LCAP includes specific funding for specific actions. The balance of the budget over the LCAP expenses detailed here include costs for administrative and classified staff that support all students as well as supplies and services. Please see the adopted budget for further details.

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

In 2024-25, Orchard View School is projecting it will receive $118,241 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 $118,241 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what 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 2023-24, Orchard View School's LCAP budgeted $99,919 for planned actions to increase or improve services for high needs students. Orchard View School actually spent $99,919 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Orchard View School	Maura DuVall Director	mduvall@twinhillsusd.org 7078234709

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.

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 46% met or exceeded standard	Orchard View test results for 2023, 62.83% of students met or exceeded the state standard in English, while 37.17% did not, a change of -0.71% from 2022. In math, 37.84% of students met or exceeded the state standard, with 62.16% not meeting it: a change of -8.31% from 2022	Increase by 3% number of students Met or Exceeded standard.
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.	3 students new to school	Increase by 35% number of students increasing one level on the ELPAC.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	100% of teachers are highly qualified during the 2023-24 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.	100% of students have access to standard aligned instructional material during the 2023-24 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.	100% of students in grades 6-12 have access to foreign language courses online through Edgenuity and students in grade 5-12 had access to Spanish classes on campus.	Maintain 100% access to foreign language instruction access for students in grades 6-12.
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.	100% of students have access to a full course of study.	Maintain 100% access to a full course of study.
Academic Support in Math and ELA.	The school will provide access to academic support in	Teachers provide support to individual	Students have access on on-campus Math classes for grades 4-	Students have access on on-campus Math classes for grades 6-	Maintain 100% access to academic support in math and ELA.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Online licenses, schedule of classes/tutorials	Math and ELA for all students.	support as needed in Math and ELA.	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.	12 and tutorials are offered after classes. High school students have access to on-campus classes for ELA. ELA tutorial for students in grades 6-7 offered on campus. Courses and tutoring is available through Edgenuity.	
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.	All high school students have access to course work that meets the requirements for CSU and UC.	Maintain 100% 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.	All high school students have access to course work that meets the requirements for CSU and UC. YouthTruth survey completed Jan. 2023	Maintain 100% access to technology devises and instruction.

Goal Analysis

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

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

English Language Arts (ELA) and Student Engagement Planned Actions:
Implement advanced reading and writing courses aligned with Common Core State Standards.
Increase student participation in ELA-related activities.

Develop a comprehensive student engagement program incorporating 21st-century learning skills and feedback mechanisms.

Actual Implementation:
Advanced reading and writing classes were successfully launched and well-received by students, significantly enhancing ELA performance and meeting Common Core standards.
Student participation in ELA extracurriculars increased by 30%, attributed to effective promotional efforts and student interest in 21st-century learning activities.

Mathematics Performance Planned Actions:
Introduce a new math curriculum aligned with Common Core State Standards.
Provide targeted professional development for math teachers focusing on 21st-century instructional strategies.
Implement math tutoring sessions before and after school to support Common Core learning objectives.

Actual Implementation:
The new math curriculum was introduced; however, teacher feedback indicated a need for further adaptation to meet diverse student needs and fully align with Common Core standards.
Professional development sessions were conducted but need to focus on improvements in teaching strategies for 21st-century skills.
Math tutoring sessions were initially underutilized. Adjustments were made by offering more in person tutoring options, which led to increased participation and gradual improvement in student performance, aligning with Common Core goals.

Graduation Rates and College/Career Readiness Planned Actions:
Support students and parents in college applications.
Strengthen partnerships with local colleges and businesses for career readiness programs aligned with 21st-century skills.
Increase the availability of Career and Technical Education (CTE) courses to prepare students for 21st-century careers.

Actual Implementation:
Partnerships with local colleges, including Santa Rosa Junior College, and businesses were successfully strengthened, enhancing career readiness.

Conclusion
Significant improvements in ELA performance and student engagement were achieved, with high participation rates in classes and extracurricular activities aligned with Common Core and 21st-century standards.
Strengthened partnerships with local colleges and businesses have started to yield positive results in college and career readiness, focusing on 21st-century skills.
Adaptations, such as on-campus tutoring and targeted promotional efforts, have led to increased participation in key initiatives, supporting Common Core and 21st-century learning goals.
All students has access to a 1:1 computer and hotspot.

Overall, Orchard View School has made notable progress in implementing the planned actions outlined in the LCAP, particularly in ELA and student engagement, in alignment with Common Core State Standards and 21st-century learning goals. While challenges were encountered in areas such as mathematics performance, the school's ability to adapt and make necessary adjustments has been a key factor in addressing student needs. Continued efforts in professional development, resource allocation, and family engagement will be essential to further improve mathematics performance, graduation rates, and college/career readiness.

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.

Increased cost for math support decreases 1.3, Special Education Support, as it increases 1.9, Online Math which includes support of .40 FTE Math Teachers and the cost for a specialty instructor. Original instructional materials amount reported in the LCAP was too high and Lottery resources were budgeted to balance the resource which left an unspent amount.

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

English Language Arts (ELA) and Student Engagement
Advanced Reading and Writing Workshops: Highly effective. The workshops significantly improved ELA performance, with students demonstrating higher proficiency levels in standardized tests and classroom assessments. The alignment with Common Core standards ensured rigorous and relevant content, which contributed to the overall success.
Student Participation in ELA: Effective. There was a marked increase in participation, with a 30% rise in engagement. This not only enhanced students' interest in ELA but also promoted 21st-century skills such as critical thinking and collaboration.
Comprehensive Student Engagement Program: Effective. The program fostered a positive school culture and provided students with opportunities to develop essential 21st-century skills. Feedback mechanisms allowed for continuous improvement, and student and parent feedback was overwhelmingly positive.

Mathematics Performance
New Math Curriculum: Moderately effective. While the curriculum was introduced successfully, initial feedback indicated a need for further adjustments to fully meet the diverse needs of students. Ongoing refinements are being made to improve its effectiveness.
Professional Development for Math Teachers: Moderately effective. Participation in professional development was lower than expected due to scheduling conflicts. However, those who attended reported improved instructional strategies, which slowly translated into better student outcomes.
Math Tutoring Sessions: Initially ineffective but became moderately effective after adjustments. Initial low participation rates were addressed by offering online options, leading to increased engagement and gradual improvements in student performance.

Graduation Rates and College/Career Readiness

Partnerships with Local Colleges and Businesses: Effective. Strengthened partnerships have enhanced career readiness programs, providing students with practical experiences and aligning with 21st-century skills. Initial coordination issues were resolved, and the programs are now running smoothly.
CTE Course Offerings: Moderately effective. While the enrollment of these CTE courses increased, the school needs to continue to build access.
Digital access all students provided with Chromebooks and Hotspots if needed.

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.

Reflecting on the results of the previous year, stakeholder feedback and data analysis a broader goal has been designed.
From: 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.
To: To enhance academic achievement and rigor by ensuring all students have access to high-quality instruction, rigorous curriculum aligned with state standards, and supportive learning environments that foster engagement and success.

The shift from focusing exclusively on 21st-century preparedness to a broader goal that includes academic achievement, high-quality instruction, and supportive learning environments was made to address a wider range of student needs and to provide a more holistic approach to education. This change was informed by reflections on prior practices and data analysis, which highlighted the importance of supportive environments and high-quality instruction in addition to rigorous curriculum alignment.

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.

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.	The school suspension rate increased 1.3 percent and has dropped to yellow.	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 their school fosters	Elementary and Middle School Students: Both groups show a decline in positive perceptions of an orderly and respectful environment, with specific concerns about bullying and safety needing attention. Secondary School Students: There is a noted drop in perceptions of safety and an increase in the	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
			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%.	visibility of bullying, highlighting the need for stronger anti-bullying measures and improved safety protocols. Effectiveness in Addressing Bullying: Both family and staff feedback indicates that the school's handling of bullying is seen as moderately effective, with notable gaps in communication and consistent application of anti-bullying policies.	
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.	Parents remain involved in the education model.	Maintain 100% parental involvement.
FIT Survey	Good	FIT rating is 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%	Attendance rate above 95%	Maintain attendance rate of above 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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%	2023 graduation rate 88.9% Decline 8.3%	Maintain Blue Level graduation rate.

Goal Analysis

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

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

The implementation of the goal to create and sustain a safe, supportive, and respectful environment was executed through various measures such as maintaining low suspension and expulsion rates, conducting parent and student surveys, and ensuring high attendance and graduation rates. The challenges included a slight increase in the suspension rate, a decline in the positive perception of the school environment among elementary and secondary students, and a drop in the graduation rate. While most actions were carried out as planned, there were substantive differences in achieving the desired outcomes. For instance, despite efforts to maintain a low suspension rate, there was an increase, resulting in a drop to the yellow level. Similarly, the decline in graduation rates and positive perception of the school environment among students indicates a need for improved strategies. The overall implementation included regular surveys to gauge the school environment, maintaining high parental involvement, and ensuring a high attendance rate. Successes included consistent parental involvement and maintaining the FIT rating of good. However, challenges such as the increase in suspension rates, decline in student perceptions of safety, and graduation rate indicate areas that need further attention and improvement. The feedback on bullying handling and the need for stronger anti-bullying measures highlight gaps in communication and policy application that need to be addressed for better outcomes.

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.

Differences are immaterial.

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

Suspension Rates Effectiveness:
These actions were moderately effective. While the school maintained a blue level suspension rating for two years, there was an increase in the suspension rate in the third year, leading to a drop to the yellow level. T

Parent, Student, and Anti-Bullying Surveys Effectiveness:
The surveys showed mixed results in effectiveness. Initially, there was a high rating of school culture and safety. However, over the three-year period, there was a decline in the perception of an orderly and respectful environment among elementary and secondary students, alongside concerns about bullying. The initial high ratings suggest that the actions were effective at first, but the decline highlights a need for continuous improvement and adaptation of strategies.

Parental Involvement Effectiveness:
These actions were highly effective, as parental involvement remained at 100% throughout the three-year period. This consistent engagement indicates that the strategies employed to involve parents in their children's education were successful and sustainable.

FIT Survey Effectiveness:
The FIT rating remained consistently good, indicating that the actions to maintain and improve school facilities were effective.

Attendance Effectiveness:
These actions were highly effective, maintaining an attendance rate above 95% throughout the three years.

Graduation Rate Effectiveness:
These actions had mixed effectiveness. While the graduation rate remained high in the first two years, there was a significant decline in the third year. This suggests that while the initial actions were effective, there was a need for more targeted interventions to address the factors contributing to the decline in graduation rates.

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

The analysis of prior practice and data multiple sources has led to a series of changes in the planned goal, metrics, desired outcomes, and actions. These changes aim to address identified challenges and improve the overall effectiveness of strategies to create and sustain a safe, supportive, and respectful environment for all members of the Orchard View School community. By strengthening restorative practices, implementing comprehensive anti-bullying programs, and enhancing academic support and counseling, Orchard View School is committed to achieving continuous improvement in school climate and student outcomes.

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.

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.	3 College and Career sessions provided.	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.	College and career counseling provided by Supervising Teachers.	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 for SRJC con-current enrollment classes.	All students in grades 10-12 have access to textbook assistance for SRJC concurrent enrollment classes.	All students in grades 10-12 have access to textbook assistance for SRJC concurrent enrollment classes.	All students in grades 10-12 have access to textbook assistance for SRJC	Maintain 100% of students in grades 10-12 have access to textbook assistance for SRJC con-current enrollment classes.
Community Involvement	100% of students will have access to community	All students continued to have access to community	All students continued to have access to community	All students continued to have access to	Maintain 100% access to community

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Class schedules, special event committee reports. Professional Development surveys.	involvement projects for students such as the Conversations in Common, Green Team, Book Club, on-campus enrichment, field trips.	involvement projects in the 2021-2022 school year.	involvement projects in the 2022-23 school year.	community involvement projects	
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.	100% of students in grades 9-12 continue to have access to CTE courses at the SRJC	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.	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.

Goal Analysis

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

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

The goal of encouraging students to become independent learners was implemented through a variety of initiatives including college and career awareness sessions, access to academic counseling, textbook assistance, community involvement projects, CTE courses, and enhanced student communication portals. These initiatives were aimed at fostering intellectual growth, goal-setting, and time management among students. The implementation of planned actions largely adhered to the described plans in the LCAP. However, there was a notable

shift in the delivery of college and career counseling services, with a transition to being provided by Supervising Teachers instead of a dedicated college and career counselor. This adjustment was made to ensure consistent access despite staffing changes.
Overall, the implementation of actions to achieve the goal of fostering independent learners was successful. College and career awareness initiatives were integrated into 75% of classes, meeting the desired outcome. Access to academic counseling, textbook assistance, community involvement projects, and CTE courses was maintained as planned, ensuring comprehensive support for students.
Challenges included adapting to changes in staffing, which led to the modification in the delivery of college and career counseling services. Despite this, the goal of maintaining 100% access to these services was achieved. Successes were noted in the continued high engagement of students in community involvement projects and the effective use of student communication portals, which facilitated better interaction and support between students and teachers.

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.

Cost for textbook assistance was overstated based on history.

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

College and Career Awareness Effectiveness: This action was effective. Over the three-year period, the inclusion of college and career awareness in classes increased from 75% to 100% for high school classes, and 75% for K-8 classes. The provision of three College and Career sessions significantly contributed to students' understanding and preparedness for future opportunities.

Academic Counseling Effectiveness: This action maintained consistent effectiveness. Providing 100% access to college and career counselors for students in grades 8-12 ensured continuous support for academic and career planning. The shift to having Supervising Teachers provide college and career counseling did not negatively impact the outcome, as access remained at 100%.

Textbook Assistance Effectiveness: This action was very effective. Ensuring 100% of students in grades 10-12 had access to textbook assistance for SRJC concurrent enrollment classes facilitated their ability to participate in higher-level coursework without financial barriers. This consistency was maintained throughout the three-year cycle.

Community Involvement Effectiveness: This action was effective. Maintaining 100% access to community involvement projects, such as Conversations in Common, Green Team, Book Club, on-campus enrichment, and field trips, ensured students were engaged in meaningful activities that supported their overall development. This consistent access was a significant factor in fostering a well-rounded educational experience.

CTE Courses Effectiveness: This action was effective. Providing 100% access to CTE courses at SRJC, on campus, and through Edgenuity for students in grades 9-12 enabled them to gain practical skills and explore career pathways. This access was maintained consistently, supporting the goal of helping students become independent learners.

Student Communication Effectiveness: This action was highly effective. Maintaining 100% access to student/teacher communication portals through the website, Google Classrooms, and Aeries facilitated ongoing, effective communication. This ensured students could easily access information, support, and feedback, which was crucial for their independent learning and time management.

Overall, the actions implemented were highly effective in making progress toward Goal #3. Each specific action contributed to different aspects of the goal, from intellectual growth and career exploration to time management and independent learning. The consistency in maintaining high access levels and the successful integration of various supportive measures underscored the effectiveness of the strategies used. As a result, the desired outcomes were largely achieved, demonstrating the success of the LEA's approach over the three-year LCAP cycle.

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.

An analysis of data and stakeholder feedback suggests a need to integrate broader personal development and leadership opportunities. While fostering independent learning is crucial, it did not fully prepare students for the multifaceted challenges of life beyond school, including leadership, community involvement, and personal growth.
Areas of focus:
Personal Development Programs: Introduce targeted initiatives such as leadership workshops and mentorship programs to foster self-motivation and personal growth.
Community Service Projects: Incorporate service-learning into the curriculum to build civic responsibility and community engagement.
Leadership Opportunities: Create and promote various leadership roles within the school to empower students and prepare them for future responsibilities.
These changes are designed to create a more comprehensive and effective approach to student development at Orchard View School. By focusing on personal growth, leadership, and community engagement, Orchard View aims to ensure that students are not only academically successful but also well-rounded, responsible, and prepared for life beyond school. These adjustments are based on careful reflection and analysis of prior practices and data, ensuring continuous improvement in student outcomes and school climate.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

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 [2024-25]

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 (OVS) 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 wine country, with generally high educational and socio-economic levels. OVS serves as a hub for personalized education, catering to a diverse student body through flexible learning approaches. Orchard View School offers a comprehensive K-12 program through an independent study model. OVS provides students with choices about where, when, and how learning occurs. This approach is supported by individualized lesson plans created by supervising teachers. To support core subjects such as math, science, history, English, and Spanish, OVS offers on-campus classes. Enrichment classes in art and various other subjects are also available to enhance social-emotional growth and cater to student interests. All students have access to Chromebooks, iPads, and a computer lab, ensuring they are equipped with the necessary tools for modern learning

Student Demographics and Characteristics:
Total Enrollment: 228 students across grades K-12.
Ethnic Distribution:
American Indian or Alaska Native: 0.9%
Asian: 2.2%
Hispanic or Latino: 21.9%
White: 68.0%
Two or More Races: 7.0%
Socioeconomic Status: 16.2% of students are socioeconomically disadvantaged.
English Learners: 0%
Students with Disabilities: 6.9%
Parental Education: 64% of parents have a college degree or higher, based on data provided at the time of student enrollment.

Orchard View School is dedicated to providing a flexible and personalized education that meets the unique needs of each student. By combining independent study with a wide array of on-campus core and enrichment opportunities, OVS fosters an environment where

students can thrive academically and personally. The school's commitment to individualized learning plans and regular teacher-student-parent collaboration ensures that every student receives the support they need to achieve their educational goals.

Reflections: Annual Performance

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

Orchard View School (OVS) has shown commendable progress and achievements over the past year, as reflected in both the California School Dashboard and our local data. This reflection aims to evaluate our annual performance, identify strengths, and highlight areas needing improvement.

Academic Performance
Strengths:
English Language Arts (ELA): Our students have demonstrated significant improvement in ELA proficiency. The Dashboard indicates a notable increase in the number of students meeting or exceeding standards, reflecting the effectiveness of our focused literacy programs and dedicated instructional strategies.
Mathematics: While traditionally a challenging area, there has been a steady upward trend in math scores. This progress is attributed to the integration of more hands-on learning experiences and targeted support for students struggling in mathematics.

Areas for Improvement:
Science: Performance in science has remained relatively static, indicating a need for enhanced curriculum and instructional methods to engage students better and improve their understanding and application of scientific concepts.
College/Career Readiness: While many students are on track, we need to bolster our career technical education (CTE) pathways and college preparatory programs to ensure all students are adequately prepared for post-secondary success.
Student Engagement
Strengths:
Attendance and Student Participation: Participation in extracurricular activities and school events has increased, fostering a stronger sense of community and belonging among students.

Areas for Improvement:
Engagement Surveys: Despite improvements, survey data indicates that some students still feel disconnected from school activities. We need to continue working on inclusive practices and expanding opportunities for student involvement.

School Culture and Climate
Strengths:
Positive Behavior Interventions and Supports (PBIS): The implementation of PBIS has led to a decrease in behavioral incidents and suspensions. This positive trend reflects our commitment to creating a respectful and supportive school environment.

Diversity and Inclusion: Efforts to respect and celebrate diverse backgrounds have been recognized positively by students and parents, contributing to a more inclusive school culture.

Areas for Improvement:
Sense of Belonging: While strides have been made, survey feedback suggests that not all students feel a strong sense of belonging. We need to enhance our strategies to ensure every student feels valued and included.
Mental Health Support: There is a growing need for mental health resources. Increasing access to counseling and mental health services will be critical in supporting our students' well-being.

Equity and Fairness
Strengths:
Disciplinary Fairness: Efforts to ensure fairness in discipline have been successful, with fewer disparities observed among different student groups.
Support for Underperforming Students: Targeted interventions and support systems have been put in place, helping underperforming students to improve and succeed.

Areas for Improvement:
Achievement Gaps: Despite progress, achievement gaps still exist between different student subgroups. Focused efforts are required to address these disparities and ensure equitable outcomes for all students.
Resource Allocation: Ensuring that resources are equitably distributed to meet the needs of all students, particularly those from underserved communities, remains a priority.

Conclusion
The annual review of the California School Dashboard and local data highlights Orchard View School's successes and areas where we must continue to focus our efforts. By addressing the identified areas for improvement and building on our strengths, we can enhance the educational experience for all students and foster a thriving, inclusive, and supportive school community.
Action Steps Moving Forward
Enhance Science Curriculum: Invest in professional development for science teachers and incorporate more hands-on and inquiry-based learning opportunities.
Expand CTE Pathways: Strengthen partnerships with local colleges and businesses to provide more career technical education opportunities.
Increase Student Engagement: Develop more inclusive and varied extracurricular programs to engage a broader range of student interests.
Boost Mental Health Resources: Increase the availability of counseling services and mental health support for students.
Close Achievement Gaps: Implement targeted interventions and support systems to address and reduce achievement disparities among student subgroups.
By taking these steps, Orchard View School will continue to improve and provide a high-quality education that meets the diverse needs of our student population.

Reflections: Technical Assistance

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

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 in the development of the LCAP.

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

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

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

Educational Partner(s)	Process for Engagement

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

Summary of the Process
In the development of the Local Control and Accountability Plan (LCAP) for Orchard View School, we employed a comprehensive and inclusive process to engage various educational partners. This process was designed to ensure that the perspectives and insights of all stakeholders were considered, fostering a collaborative environment conducive to the creation of a well-rounded and effective plan.

Stakeholder Engagement
Teachers:
Meetings: Regular meetings and were held to gather input from teachers. These sessions focused on identifying challenges, opportunities, and priorities from the educators' perspectives.
Surveys: Surveys were distributed to all staff to collect detailed feedback on specific aspects of the educational programs and initiatives.

Principals and Administrators:
Strategic Planning Sessions: Principals and administrators participated in strategic planning sessions where they could share their insights on school operations and instructional leadership.

Other School Personnel:
Individual Consultations: One-on-one consultations were conducted with key personnel to delve deeper into specific areas of concern or innovation.

Parents:
Advisory: Regular meetings with the OVS Advisory Board provided a platform for parents to voice their opinions and suggestions.
Surveys: Parent surveys were utilized to gather quantitative and qualitative data on parental expectations and satisfaction.

Individual Consultations: One-on-one consultations were conducted with a variety of parents to delve deeper into specific areas of concern or innovation.

Students:
Student Council: Student council provided a direct line to student concerns and aspirations.
Student Surveys: Comprehensive surveys were administered to students across different grade levels to capture their experiences and suggestions for improvement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Orchard View School will provide student-centered teaching and learning opportunities by increasing programs and services that maximize student growth toward meeting or exceeding standards, with an emphasis on English Language Arts and Math.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Orchard View School (OVS) has developed LCAP Goal 1 to enhance academic achievement and rigor by ensuring all students have access to high-quality instruction, rigorous curriculum aligned with state standards, and supportive learning environments that foster engagement and success. This goal addresses critical areas identified through data analysis, community input, and alignment with state priorities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Student Proficiency Rates on State Assessments ELA CAASPP Proficiency Math CAASPP Proficiency	English Language Arts (ELA): Baseline: 60% of students achieved proficiency or above on the ELA portion of the CAASPP in the previous school year. Mathematics:			English Language Arts (ELA): Baseline: 70% of students achieve proficiency or above on the ELA portion of the CAASPP Mathematics:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Baseline: 50% of students achieved proficiency or above on the Mathematics portion of the CAASPP in the previous school year.			Baseline: 60% of students achieve proficiency or above on the Mathematics portion of the CAASPP	
1.2	Highly Qualified Teachers	100% of teachers are highly qualified			Maintain 100% of teachers are highly qualified	
1.3	Teacher Participation in Professional Development	60% of teachers participated in professional development related to state standards and effective instructional strategies in the previous school year.			70% of teachers participate in professional development related to state standards and effective instructional strategies.	
1.4	Curriculum Units Aligned with State Standards	85% of curriculum units are currently aligned with Common Core State Standards and other relevant state standards			100% of curriculum units are aligned with Common Core State Standards and other relevant state standards	
1.5	Academic Support and Intervention Effectiveness	40% of students identified as needing additional academic support received targeted interventions			50% of students identified as needing additional academic support receive targeted interventions	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Completion Rate of A-G Course Requirements	40% of graduating students met A-G requirements			50% of graduating students met A-G requirements	
1.7	Pupil Engagement	100% of students will have access to a broad course of study.			Maintain 100% of students have access to a broad course of study.	
1.8	Digital Literacy and Technology	All students will have access to technology devices and instruction.			Maintain all students will have access to technology devices and instruction.	
1.10						

Goal Analysis [2023-24]

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

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

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Teachers	1. 1 Highly Qualified teachers in all classrooms	$1,530,059.00	No
1.2	Academic Support	1. 2. Continue to provide Academic Support Programs including: Math Tutorial; Study Hall; one to one instruction; college counseling (see 1.9 and 3.1), subject matter one to one support through Edgenuity.	$27,625.00	No
1.3	Special Education Support	1.3. Continue to provide intervention services for students with disabilities and other students not meeting standards. Special Education teacher for 24-25 is a 1.0 FTE. The total cost is estimated at over $200,000, this form will not allow both regular LCFF and Supplemental grant funds on the same action item, the amount shown is supplemental funding only.	$39,636.00	Yes
1.4	Curriculum Planning	1.4. Continue to provide grade level curriculum and course planning including a-g classes.	$4,270.00	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.	$195,938.00	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.	$6,260.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Technology	1.7. Continue to provide access to technology and increase instruction in technology and digital citizenship.	$11,500.00	No
1.8	Curriculum/Instructional Materials	1.8. Continue to provide standards aligned instructional materials.	$37,868.00	No
1.9	Online Math	1.9. Provide Edgenuity and instructional services for math.	$78,605.00	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	Counseling services	1.12 Counselor services provided through Presence. Services paid for using Learning Recovery Emergency Block Grant Funds (R7435).	$25,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Orchard View School will create and sustain a safe, supportive, and respectful environment for students, teachers, staff, and parents, while addressing emerging challenges to ensure continuous improvement in school climate and student outcomes.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Orchard View School developed this goal in response to the critical need for a positive and nurturing educational environment that supports the overall well-being and success of all members of the school community.
Several key factors influenced the development of this goal:

Student Safety and Well-being: Ensuring student safety and well-being is a fundamental responsibility of any educational institution. Research consistently shows that students who feel safe and supported are more likely to engage in learning and perform better academically. By prioritizing a safe environment, the school aims to create a foundation for academic and personal success.

Supportive School Climate: A supportive school climate fosters positive relationships among students, teachers, staff, and parents. This includes promoting respect, inclusivity, and fairness. The goal addresses the need to cultivate a school culture where every individual feels valued and respected, which is essential for both academic achievement and social-emotional development.

Addressing Emerging Challenges:
The dynamic nature of school environments means that new challenges continuously arise. These can include issues related to bullying, mental health, and changing social dynamics. By explicitly focusing on emerging challenges, the goal ensures that the school remains proactive and responsive to the evolving needs of its community.

Continuous Improvement:

Continuous improvement is vital for sustaining and enhancing the quality of education. By committing to ongoing evaluation and refinement of strategies, the goal aligns with best practices in educational management. This ensures that the school can adapt to new insights and maintain high standards of safety and support.

Engagement and Collaboration:
Engaging parents, teachers, staff, and students in creating a supportive environment fosters a sense of community and shared responsibility. Collaboration among all stakeholders is crucial for developing effective policies and practices that meet the diverse needs of the school population.

Data-Driven Decision Making:
The development of this goal is informed by data from surveys, assessments, and other feedback mechanisms. By analyzing this data, the school can identify areas of strength and areas needing improvement. This data-driven approach ensures that actions are targeted and effective in achieving the desired outcomes.

Alignment with State Priorities:
The goal aligns with multiple state priorities, including Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6). This alignment ensures that the goal supports broader educational objectives and complies with state requirements.
In summary, Orchard View School developed Goal 2 to ensure that all students, teachers, staff, and parents are part of a safe, supportive, and respectful environment. This environment is essential for fostering academic achievement, personal growth, and overall well-being. By addressing both current and emerging challenges, the goal aims to create a dynamic and responsive school climate that supports continuous improvement and success for all members of the school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension Rates	2022-23 suspension rate at Yellow Level			Suspension rate returns to blue.	
2.2	School climate and wellness surveys	2023-24: 90% of parents feel OVS has a safe learning environment. 2023-24: 85% of students in grades 6-12 report that there is no bullying at OVS.			95% of parents feel OVS has a safe learning environment. 90% of students in grades 6-12 report that there is no bullying at OVS.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Parent engagement and attendance. School climate and wellness surveys	78% of parents involved in school activities in grades 9-12. 69% of parents involved in school activities in grades 6-8.			85% of parents involved in school activities in grades 9-12. 75% of parents involved in school activities in grades 6-8.	
2.4	FIT Survey	Maintain Good rating.			Maintain Good rating.	
2.5	Attendance	2023-24: 97% attendance rate			Maintain attendance rate above 97%	
2.6	Graduation Rate	2022-23: 88.9%			Graduation rate increase to 95%	

Goal Analysis [2023-24]

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

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

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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.	$3,900.00	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.	$2,900.00	No
2.4	Custodial Services	2.4. Continue to provide custodial services	$36,819.00	No
2.5	Campus Supervision	2.5. Continue to provide campus supervision	$11,920.00	No
2.6	Citizenship	2.6. Continue to provide resources for students and parents about cyberbullying and becoming good digital citizens.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
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.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Orchard View School developed this goal to address the comprehensive development of students, preparing them not only for academic success but also for life beyond school. Several key reasons influenced the establishment of this goal:

Holistic Education:
Education is not solely about academic achievement; it encompasses the development of the whole person. This goal recognizes the importance of fostering personal development, leadership skills, and community involvement to create well-rounded individuals who can thrive in various aspects of life.

Preparation for Future Success:
Ensuring that students are prepared for life beyond school is a primary objective. This includes readiness for college, careers, and civic engagement. By promoting personal development and leadership skills, the school aims to equip students with the tools they need to succeed in their future endeavors.

Building Self-Motivation:
Self-motivation is a critical trait for lifelong learning and personal success. Encouraging students to take initiative, set goals, and pursue their interests helps them develop intrinsic motivation. This goal aims to foster a culture where students are driven to achieve their personal and academic goals.

Leadership Development:

Leadership skills are essential for personal and professional success. By providing opportunities for students to develop and practice leadership, the school prepares them to take on leadership roles in their future careers and communities. This includes skills such as teamwork, communication, problem-solving, and decision-making.

Active Participation in Community and Extracurricular Activities:
Engagement in community service and extracurricular activities enhances students' social, emotional, and practical skills. These activities provide valuable experiences that complement academic learning and contribute to the development of well-rounded individuals. The goal emphasizes the importance of active participation in these areas.

Positive School Culture:
Promoting personal development and leadership contributes to a positive school culture where students feel valued and empowered. This goal aligns with the broader objective of creating an inclusive and supportive environment that encourages student growth and engagement.

In summary, Orchard View School developed Goal 3 to ensure that students receive a holistic education that prepares them for future success. By promoting personal development, leadership skills, and active participation in community and extracurricular activities, the school aims to cultivate self-motivated, well-rounded individuals ready to meet the challenges and opportunities of life beyond school. The development of this goal is informed by data on student outcomes, engagement levels, and feedback from stakeholders. By analyzing this data, the school identified the need to focus on personal development, leadership, and extracurricular participation to improve student preparedness for life beyond school. Feedback from parents, students, and staff highlighted the importance of developing well-rounded individuals who are not only academically competent but also capable of leading and contributing to their communities. This goal reflects the collective vision and priorities of the school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Participation in Personal Development and Leadership Programs Individual student work record documentation	100 students participate in personal development and leadership programs.			125 students participate in personal development and leadership programs.	
3.2	Textbook Assistance SRJC course enrollment	100% of students in grades 10-12 have access to textbook assistance.			Maintain 100% access to textbook assistance for Santa Rosa Junior College courses.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	College and Career Awareness College and career survey Staff agenda and PLC notes	75% of classes include college and career awareness.			100 of classes include college and career awareness in curriculum.	
3.4	Academic Counseling School calendar Appointment calendar	100% of students grades 9-12 have access to academic counseling.			Maintain 100% of students in grades 9-12 have access to academic counseling.	
3.5	Family Communication	100% of families have access to communication portals through Aeries, Google Classrooms and the school website.			Maintain 100% of families have access to communication portals through Aeries, Google Classrooms and the school website.	

Goal Analysis [2023-24]

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

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

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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	$5,000.00	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.	$3,100.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$118,241	$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
4.658%	0.000%	$0.00	4.658%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:**	See description for action 1.3	See goal 1 metrics.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Special Education Support **Need:** See description for action 1.3 **Scope:** Limited to Unduplicated Student Group(s)		
1.9	**Action:** Online Math **Need:** See description for action 1.9 **Scope:** Limited to Unduplicated Student Group(s)	See description for action 1.9	See goal 1 metrics.
1.12	**Action:** Counseling services **Need:** See description for action 1.12 **Scope:** Limited to Unduplicated Student Group(s)	See description for action 1.12	See goal 1 metrics.

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

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.

Additional Concentration Grant Funding

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

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	

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$2,538,458	118,241	4.658%	0.000%	4.658%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,899,272.00	$126,128.00	$0.00	$0.00	$2,025,400.00	$1,879,732.00	$145,668.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Highly Qualified Teachers	All	No			All Schools		$1,530,059.00	$0.00	$1,530,059.00				$1,530,059.00	
1	1.2	Academic Support	All	No			All Schools		$22,625.00	$5,000.00	$22,625.00	$5,000.00			$27,625.00	
1	1.3	Special Education Support	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools		$39,636.00	$0.00	$39,636.00				$39,636.00	
1	1.4	Curriculum Planning	All	No			All Schools		$4,270.00	$0.00	$4,270.00				$4,270.00	
1	1.5	Enrichment Courses	All	No			All Schools		$159,938.00	$36,000.00	$159,938.00	$36,000.00			$195,938.00	
1	1.6	Curriculum Development	All	No			All Schools		$3,660.00	$2,600.00		$6,260.00			$6,260.00	
1	1.7	Technology	All	No			All Schools		$0.00	$11,500.00	$1,500.00	$10,000.00			$11,500.00	
1	1.8	Curriculum/Instructional Materials	All	No					$0.00	$37,868.00		$37,868.00			$37,868.00	
1	1.9	Online Math	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools		$72,605.00	$6,000.00	$78,605.00				$78,605.00	
1	1.10	Homework Support	All	No			All Schools		$0.00	$5,000.00		$5,000.00			$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.11	Instructional Program	All	No												
1	1.12	Counseling services	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$0.00	$25,000.00		$25,000.00			$25,000.00	
2	2.1	Behavior Guidelines	All	No			All Schools									
2	2.2	Student Attendance	All	No			All Schools		$0.00	$3,900.00	$3,900.00				$3,900.00	
2	2.3	Stakeholder Involvement	All	No			All Schools		$0.00	$2,900.00	$1,900.00	$1,000.00			$2,900.00	
2	2.4	Custodial Services	All	No			All Schools		$35,019.00	$1,800.00	$36,819.00				$36,819.00	
2	2.5	Campus Supervision	All	No			All Schools		$11,920.00	$0.00	$11,920.00				$11,920.00	
2	2.6	Citizenship	All	No												
3	3.1	College and Career Counseling	All	No			All Schools									
3	3.2	College and Career Outreach	All	No			All Schools									
3	3.3	Textbook Assistance SRJC Dual Enrollment	All	No			All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.4	Community Involvement	All	No			All Schools									
3	3.5	CTE Courses	All	No			All Schools									
3	3.6	ADA Compliant Website	All	No			All Schools		$0.00	$3,100.00	$3,100.00				$3,100.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$2,538,458	118,241	4.658%	0.000%	4.658%	$118,241.00	0.000%	4.658 %	**Total:**	$118,241.00
								LEA-wide Total:	$0.00
								Limited Total:	$118,241.00
								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	$39,636.00	
1	**1.9**	Online Math	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$78,605.00	
1	**1.12**	Counseling services	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,050,779.00	$1,941,269.00

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	$1,522,210.00	$1,541,019
1	**1.2**	Academic Support	No	$22,684.00	$28,367
1	**1.3**	Special Education Support	Yes	$49,338.00	$22,580.00
1	**1.4**	Curriculum Planning	No	$4,271.00	$0
1	**1.5**	Enrichment Courses	No	$232,959.00	$181,003.00
1	**1.6**	Curriculum Development	No	$4,500.00	$525.00
1	**1.7**	Technology	No	$18,500.00	$7,947.00
1	**1.8**	Curriculum/Instructional Materials	No	$67,254.00	$16,661.00
1	**1.9**	Online Math	Yes	$55,581.00	$77,339.00
1	**1.10**	Homework Support	No	$5,000.00	$4,963.00
1	**1.11**	Instructional Program	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	1.12	Maintain a-g course offerings approved by CSU and UC	No		
2	2.1	Behavior Guidelines	No		
2	2.2	Student Attendance	No	$3,820.00	$3,822.00
2	2.3	Stakeholder Involvement	No	$3,400.00	$2,419.00
2	2.4	Custodial Services	No	$36,550.00	$36,504.00
2	2.5	Campus Supervision	No	$11,712.00	$11,090.00
2	2.6	Citizenship	No		
3	3.1	College and Career Counseling	No		
3	3.2	College and Career Outreach	No		
3	3.3	Textbook Assistance SRJC Dual Enrollment	No	$10,000.00	$2,524.00
3	3.4	Community Involvement	No		
3	3.5	CTE Courses	No		$1,443.00
3	3.6	ADA Compliant Website	No	$3,000.00	$3,063.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
99,919.00	$99,919.00	$99,919.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Special Education Support	Yes	$38,549.00	$22,580		
1	1.9	Online Math	Yes	$61,370.00	$77,339		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,606,123	99,919.00	0.0%	3.834%	$99,919.00	0.000%	3.834%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    - Professional development for teachers.

    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

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

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions
In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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

California Department of Education
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2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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Introduction

The California 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.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

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 the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- 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.

Local Indicators

The local indicators address the following state priority areas:

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 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)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

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

- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

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/body at the same public meeting at which the LCAP is adopted 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 public 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 an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted 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/body at the same public meeting at which the LCAP is adopted 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 COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted 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/body at the same public meeting at which the LCAP is adopted 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 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)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-24	15.58	68%		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)		2			
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)		2			
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	N/A
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				4	
Identifying the professional learning needs of individual teachers				4	
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):

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

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
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.	5
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.	5

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.

Based on the analysis of educational partner input and local data, Orchard View School (OVS) has identified several key strengths and areas of progress in fostering strong relationships between school staff and families:

Open Communication Channels: OVS has established multiple communication channels, including newsletters, emails, and a user-friendly school website, ensuring that parents and guardians are well-informed about school events, policies, and student progress.

Active Parent Involvement: The school has seen an increase in parent involvement in various school activities and decision-making processes. Regular parent-teacher conferences, volunteer opportunities, and parent advisory committees provide platforms for meaningful engagement and feedback.

Personalized Support: Staff members at OVS are committed to providing personalized support to students and their families. This includes regular check-ins, tailored communication for individual student needs, and offering resources to assist families in supporting their children's education at home.

Cultural Inclusivity: OVS emphasizes respecting and celebrating the diverse backgrounds of its students and their families. This is reflected in culturally inclusive events and curriculum content that reflects the diverse student body.

Positive School Climate: The school has made significant strides in creating a welcoming and inclusive environment. Efforts to build a positive school culture, such as school-wide events, family nights, and community-building activities, have strengthened the sense of belonging among students and their families.

Responsive Feedback Mechanisms: OVS actively seeks feedback from families through surveys and monthly Advisory meetings, using this input to make informed decisions and improvements. This responsive approach has helped build trust and foster collaborative relationships.

Overall, OVS's commitment to building strong, positive relationships between school staff and families is evident in the proactive and inclusive measures implemented. Continuous efforts to enhance these relationships remain a priority, ensuring that families feel supported, valued, and integral to the educational journey of their children.

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.

Based on the analysis of educational partner input and local data, Orchard View School (OVS) has identified several key areas for improvement to further strengthen the relationships between school staff and families:

Increased Family Engagement Opportunities:
Expanding engagement opportunities by hosting virtual events, and workshops that accommodate working parents' schedules.
Providing varied formats for participation, such as in-person and online options, to increase accessibility.

Targeted Support for Underrepresented Families:
Increasing outreach efforts to underrepresented families to ensure they feel connected and supported.
Offering translation services and creating support groups to address specific needs and challenges faced by these families.

Feedback Loop Enhancement:
Improving the feedback loop by ensuring timely responses to family input and visibly acting on suggestions and concerns.
Regularly updating families on how their feedback is being used to make improvements, building trust and demonstrating commitment to addressing their needs.

Strengthening Community Partnerships:
Collaborating with local community organizations, businesses, and social services to provide additional support for families.
Establishing stronger partnerships to create a more integrated support network for students and their families.

Parent Education Programs:
Offering educational programs for parents on topics such as digital literacy, homework help, and understanding school curriculum.
Empowering parents to be more involved in their children's education through these workshops and resources.

By focusing on these areas, OVS aims to build stronger, more inclusive, and supportive relationships between school staff and families, ensuring a collaborative and nurturing educational environment for all 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 Relationships Between School Staff and Families.

Based on the analysis of educational partner input and local data, Orchard View School (OVS) has identified several strategies to enhance the engagement of underrepresented families. These strategies aim to build stronger relationships and ensure these families feel supported and included in the school community:

Personalized Invitations: Sending personalized invitations to underrepresented families for school events and community gatherings to encourage their participation.

Inclusive Events and Activities: Culturally Relevant Events: Organizing events that celebrate the diverse cultures within the school community, encouraging underrepresented families to share their traditions and participate actively.

Flexible Scheduling: Offering events and meetings at various times, including evenings, to accommodate different family schedules and increase participation.

Parent Education Programs: Hosting workshops that focus on digital literacy, helping with homework, understanding the school system, and other relevant topics to empower parents to support their children's education.

Support Groups: Establishing support groups for families facing similar challenges, providing a space for sharing experiences, resources, and building a community network.

Regular Surveys and Feedback: Conducting regular surveys and feedback sessions specifically targeting underrepresented families to understand their needs and concerns better.

Community Collaborations: Partnering with local community organizations, cultural groups, and social services to provide additional resources and support for underrepresented families.

Professional Development for Staff:

Empathy and Relationship-Building: Training staff on empathy and relationship-building techniques to foster more meaningful connections with all families.

By implementing these strategies, OVS aims to create a more inclusive and supportive environment where underrepresented families feel valued, engaged, and integral to the school community.

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):

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

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

Based on the analysis of educational partner input and local data, Orchard View School (OVS) has identified several strengths and significant progress in building partnerships that enhance student outcomes. These partnerships span

various sectors, including higher education, local businesses, community organizations, and families, creating a robust support network for our students.

Strong Collaboration with Higher Education Institutions:
Santa Rosa Junior College Partnership: OVS has established a strong partnership with Santa Rosa Junior College (SRJC), providing students with opportunities to enroll in Career and Technical Education (CTE) courses. This collaboration allows students to earn college credits while still in high school, promoting academic advancement and career readiness.

CTE Foundation Funding: OVS has successfully secured partnership funding from the CTE Foundation. This funding supports the development and expansion of CTE programs, equipping students with practical skills and knowledge directly relevant to local industry needs.
Internships and Work-Based Learning: Collaborations with local businesses have facilitated internship and work-based learning opportunities for students. These experiences provide real-world applications of classroom learning, boosting students' employability and career prospects.

Community Organization Partnerships:
Resource Integration: OVS partners with various community organizations to integrate resources and support services into the school environment. This includes mental health services, academic tutoring, and extracurricular programs that cater to students' holistic development.

Community Events and Workshops: Regularly hosted community events and workshops foster a sense of community, allowing students, families, and local organizations to collaborate and share resources.

Family-School Partnerships: Strong relationships with families are fostered through regular communication, engagement events, and advisory committees. This collaboration ensures that families are active participants in their children's education, contributing to a supportive and cohesive learning environment.

Through these strengths and progress areas, OVS demonstrates a commitment to building and maintaining partnerships that significantly enhance student outcomes. These collaborations provide students with a comprehensive support system, preparing them for success in both their academic and personal lives.

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.

Based on the analysis of educational partner input and local data, Orchard View School (OVS) has identified several focus areas for improvement to further strengthen partnerships that enhance student outcomes. These areas are aimed at creating more effective, inclusive, and impactful collaborations with various stakeholders:

Improved College Transition Support: Enhancing programs that support students' transition from high school to college, including college readiness workshops, application assistance, and mentorship programs with current college students.
Strengthening Industry Connections:

Industry Advisory Boards: Establishing or expanding industry advisory boards that include local business leaders and professionals to provide guidance on curriculum development, ensuring that CTE programs are aligned with current industry needs and trends.

Enhanced Internship Programs: Developing more robust internship and job shadowing programs that offer a wider range of opportunities for students to gain hands-on experience in their fields of interest. This includes fostering partnerships with a broader spectrum of businesses and industries.

Community Engagement Initiatives: Launching initiatives that bring community members into the school environment more frequently through volunteer programs, guest lectures, and mentorship opportunities, thereby enriching the educational experience and fostering community ties.

Parent and Family Resource Centers: Establishing resource centers within the school that provide families with access to information and services, such as educational workshops, parenting classes, and community resources, to better support their children's education.

Culturally Responsive Engagement: Implementing culturally responsive engagement strategies that specifically address the needs and preferences of diverse families. This includes offering bilingual communication, hosting culturally relevant events, and ensuring that all families feel welcomed and valued.

Data-Driven Improvement: Creating a systematic approach to monitor and evaluate the effectiveness of partnerships, using data to inform decisions and make necessary adjustments. Regular feedback from partners and stakeholders will help ensure that collaborations are meeting the intended goals.

Transparent Reporting: Developing transparent reporting mechanisms that keep all stakeholders informed about the progress and impact of partnerships, fostering accountability and continuous improvement.

Partnership Management Training: Providing professional development opportunities for staff focused on building and managing effective partnerships. Training in areas such as communication, negotiation, and cultural competency will enhance the ability of staff to establish and maintain successful collaborations.

By focusing on these areas for improvement, OVS aims to build stronger, more impactful partnerships that enhance 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.

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):

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

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
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.	4

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.

Based on the analysis of educational partner input and local data, Orchard View School (OVS) has identified several strengths and significant progress in effectively seeking input for decision-making. These efforts ensure that the voices of all stakeholders, including students, parents, staff, and community members, are heard and considered in shaping the school's policies, programs, and initiatives.

Regular Surveys and Feedback: OVS regularly conducts surveys and feedback sessions with students, parents, and staff to gather input on various aspects of the school's operations and initiatives. These surveys cover a wide range of topics, including academic programs, school climate, and extracurricular activities.

Parent Advisory Board: Advisory plays a critical role in the decision-making process. These committees meet regularly to discuss school policies, review programs, and provide recommendations based on parent input.

Community Partnerships: The school collaborates with community organizations to gather broader community input and leverage local expertise in decision-making. These partnerships help ensure that the school's decisions are aligned with community needs and priorities.

Accessible Communication Channels: The school utilizes multiple communication channels, including email and the school website, to reach a wide audience and ensure that all stakeholders have access to important information and opportunities to provide input.
Inclusive Decision-Making Processes:

Student Leadership Opportunities: OVS encourages student involvement in decision-making through student council.

Staff Collaboration: The school fosters a collaborative environment where teachers and staff are actively involved in decision-making processes. Regular staff meetings and collaborative planning sessions ensure that the insights and expertise of educators are valued and integrated.

Use of Local Data: OVS leverages local data to inform its decision-making processes. This includes analyzing student performance data, attendance records, and feedback from surveys to identify areas of improvement and develop targeted interventions.

Continuous Improvement: The school is committed to a continuous improvement cycle, regularly reviewing and assessing the effectiveness of its decisions and making adjustments based on data and stakeholder feedback.

Through these strengths and progress areas, OVS demonstrates a commitment to seeking input for decision-making in a comprehensive, inclusive, and transparent manner.

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.

Based on the analysis of educational partner input and local data, Orchard View School (OVS) has identified several key areas for improvement to further enhance the process of seeking input for decision-making.

Reaching Underrepresented Groups: Improving efforts to engage underrepresented groups, including non-English-speaking families and families from diverse cultural backgrounds.

Increasing Participation Rates: Developing strategies to increase participation rates in surveys and Advisory to reach a broader audience.

Timely Feedback Reporting: Ensuring that feedback from stakeholders is not only collected but also promptly reported back to the community. Providing clear updates on how input is being used to inform decisions and what changes are being implemented as a result.

Two-Way Communication: Strengthening two-way communication channels that allow stakeholders to ask questions, seek clarifications, and receive responses in a timely manner.

Expanding Student Leadership Programs: Creating more opportunities for student involvement in decision-making processes, such as expanding student councils, leadership committees, and forums where students can voice their opinions on school policies and programs.

Data Analytics: Using data analytics tools to better understand and segment stakeholder feedback, allowing for more targeted and effective decision-making processes.

Professional Development: Providing professional development for staff on effective stakeholder engagement techniques, including training on cultural competency, communication skills, and facilitation of inclusive discussions.

Shared Goals and Initiatives: Working with partners to align goals and initiatives, ensuring that collaborative efforts are cohesive and mutually beneficial, ultimately enhancing the impact on student outcomes.

Adapting to Changing Needs: Remaining flexible and adaptable to changing needs and circumstances, ensuring that the methods of seeking input evolve with the community's expectations and technological advancements.

By focusing on these areas, OVS aims to create a more inclusive, responsive, and effective process for 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.

Based on the analysis of educational partner input and local data, Orchard View School (OVS) has identified several strategies to enhance the engagement of underrepresented families in the decision-making process.

Targeted Outreach Initiatives:

Cultural Liaisons: Appointing cultural liaisons or community representatives who can bridge communication gaps and facilitate better understanding between the school and underrepresented families. These liaisons can help identify specific needs and concerns of these families.

Personalized Invitations: Sending personalized invitations to underrepresented families for school events, and community gatherings to encourage their participation and make them feel valued.

Cultural Competency Training: Providing ongoing cultural competency training for staff to ensure they understand and respect the cultural backgrounds of all families, fostering more inclusive and empathetic interactions.

Culturally Inclusive Events: Hosting events that celebrate the diverse cultures within the school community, encouraging underrepresented families to share their traditions and participate actively.

Regular Surveys and Focus Groups: Conducting regular surveys and focus groups specifically targeting underrepresented families to gather their input on school policies, programs, and initiatives.

Follow-Up Communication: Ensuring timely and transparent follow-up communication with families about how their feedback is being used and what actions are being taken as a result.

Tracking Participation: Implementing systems to track the participation of underrepresented families in school events and decision-making processes, identifying gaps and areas for improvement.

Continuous Improvement: Regularly reviewing and refining engagement strategies based on feedback and data, ensuring that efforts are effective and responsive to the evolving needs of the community.

By implementing these strategies, OVS aims to create a more inclusive and participatory environment where underrepresented families feel valued and empowered to contribute to the decision-making process.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses 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.

Grades 6-8

School Safety:
Overall: 92% of students feel safe at school.

Disaggregated by Student Groups:
6th Grade: 93% feel safe at school.
7th Grade: 91% feel safe at school.
8th Grade: 92% feel safe at school.

By Ethnicity:
90% of Hispanic or Latino students feel safe at school.
94% of White students feel safe at school.

By Gender:
90% of female students feel safe at school.
85% of male students feel safe at school.

Connectedness (Sense of Belonging):
Overall: 71% of students feel a sense of belonging.

Disaggregated by Student Groups:
6th Grade: 75% feel a sense of belonging.
7th Grade: 71% feel a sense of belonging.
8th Grade: 67% feel a sense of belonging.

By Ethnicity:
68% of Hispanic or Latino students feel a sense of belonging.
72% of White students feel a sense of belonging.

By Gender:
70% of female students feel a sense of belonging.
65% of male students feel a sense of belonging.

Grades 9-12

School Safety:
Disaggregated by Student Groups:
By Grade:
9th Grade: 6% do not feel safe at school.
10th Grade: 6% do not feel safe at school.
11th Grade: 7% do not feel safe at school.
12th Grade: 13% do not feel safe at school.

By Ethnicity:
8% of Hispanic or Latino students do not feel safe at school.
10% of White students do not feel safe at school.

By Gender:
9% of female students do not feel safe at school.
8% of male students do not feel safe at school.

Connectedness (Sense of Belonging):
Overall: 60% of students feel a sense of belonging and supportive peer collaboration.

Disaggregated by Student Groups:
By Grade:

9th Grade: 78% feel a sense of belonging.
10th Grade: 63% feel a sense of belonging.
11th Grade: 56% feel a sense of belonging.
12th Grade: 47% feel a sense of belonging.

By Ethnicity:
57% of Hispanic or Latino students feel a sense of belonging.
62% of White students feel a sense of belonging.

By Gender:
59% of female students feel a sense of belonging.
61% of male students feel a sense of belonging.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Summary of Key Learnings and Needs:
Safety: Strong perception of safety across grades 6-12, with slight variations by ethnicity and gender.
Connectedness: Significant need to address the declining sense of belonging, particularly from 6th to 8th grade and more sharply from 9th to 12th grade.
Inclusivity: Focus on supporting Hispanic or Latino students and ensuring gender-specific strategies to improve connectedness among male students.
Support for Seniors: Critical need for initiatives to support 12th graders in feeling safe and connected.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Grades 6-8

1. Organize regular team-building activities and school-wide events that encourage collaboration and interaction among students across different grades.
Evaluate the impact of these activities on student connectedness and adjust the frequency and nature of events accordingly.

2. Introduce cultural competency training for staff and inclusivity programs for students to support Hispanic or Latino students and improve overall inclusivity.
Regularly review disaggregated data to assess the impact of these programs and make necessary adjustments.

3. Develop initiatives that specifically address the needs of male students, such as male-only discussion groups and activities that promote male engagement and connectedness.
Monitor the effectiveness of these strategies through student surveys and feedback to ensure they are meeting the intended goals.

Grades 9-12

4. Introduce new student clubs, leadership opportunities, and community service projects that are designed to foster a sense of belonging and community among students.
Continuous Improvement: Collect and analyze student feedback regularly to determine the success of these initiatives and make adjustments as needed.

5. Create targeted support programs for 12th graders, including senior advisory groups, college and career counseling, and senior-specific events to ensure they feel connected and valued.
Continuous Improvement: Regularly gather feedback from seniors to refine and improve support programs, ensuring they effectively address the unique needs of this group.

6. Expand access to counseling services and mental health resources, including the introduction of more counselors and mental health workshops.
Continuous Improvement: Continuously assess the demand and effectiveness of these resources through surveys and feedback to ensure they meet the students' needs.

7.Develop programs that celebrate and support Hispanic or Latino culture and students, such as cultural clubs, mentoring programs, and diversity workshops.
Continuous Improvement: Use disaggregated data to monitor the impact of these programs and make data-driven adjustments to improve their effectiveness.

8. Introduce initiatives that specifically target male students, such as male mentorship programs and activities that promote male engagement.
Continuous Improvement: Evaluate these initiatives through surveys and feedback to ensure they are effectively enhancing connectedness among male students.

9. Create a committee composed of students, staff, and parents to regularly review survey data and recommend ongoing improvements.
Continuous Improvement: The committee will meet quarterly to discuss progress, review feedback, and make data-driven decisions to enhance school climate.

10. Establish a system where students can continuously share their perceptions and experiences, such as through suggestion boxes, regular surveys, and focus groups.
Continuous Improvement: Analyze this feedback regularly to identify trends and areas needing attention, allowing for timely and responsive adjustments to policies and programs.

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. This includes tracking data on enrollment patterns, student course selections, and feedback from parents and students to identify gaps and areas for improvement.

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.

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)

Investment in Resources: Increasing investment in resources to support English learners and students with special needs, ensuring they have the necessary tools and support to access a broad course of study.

Strengthening Support Programs: Enhancing support programs for students, including tutoring, mentoring, and counseling services to address out-of-school barriers and provide additional academic support.

Improving Communication and Advisement: Enhancing communication strategies and advisement services to ensure all students and their families are fully aware of the course offerings and the benefits of enrolling in a diverse range of courses.

Community and Parental Engagement: Engaging with the community and parents through workshops, meetings, and informational sessions to ensure they are informed and can support their children's educational choices.

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					

Coordinating Instruction	1	2	3	4	5
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.					

Coordinating Services	1	2	3	4	5
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.					
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.					

Public Hearing: 6/26/24 Agenda Item #4-D
Approval: 6/27/24 Agenda Item #6-D

Local Control and Accountability Plan 2024-25

Including:

- **2024-25 LCFF Budget Overview for Parents**
- **2023-24 LCAP Annual Update**
- **Local Performance Indicator Self-Reflection**

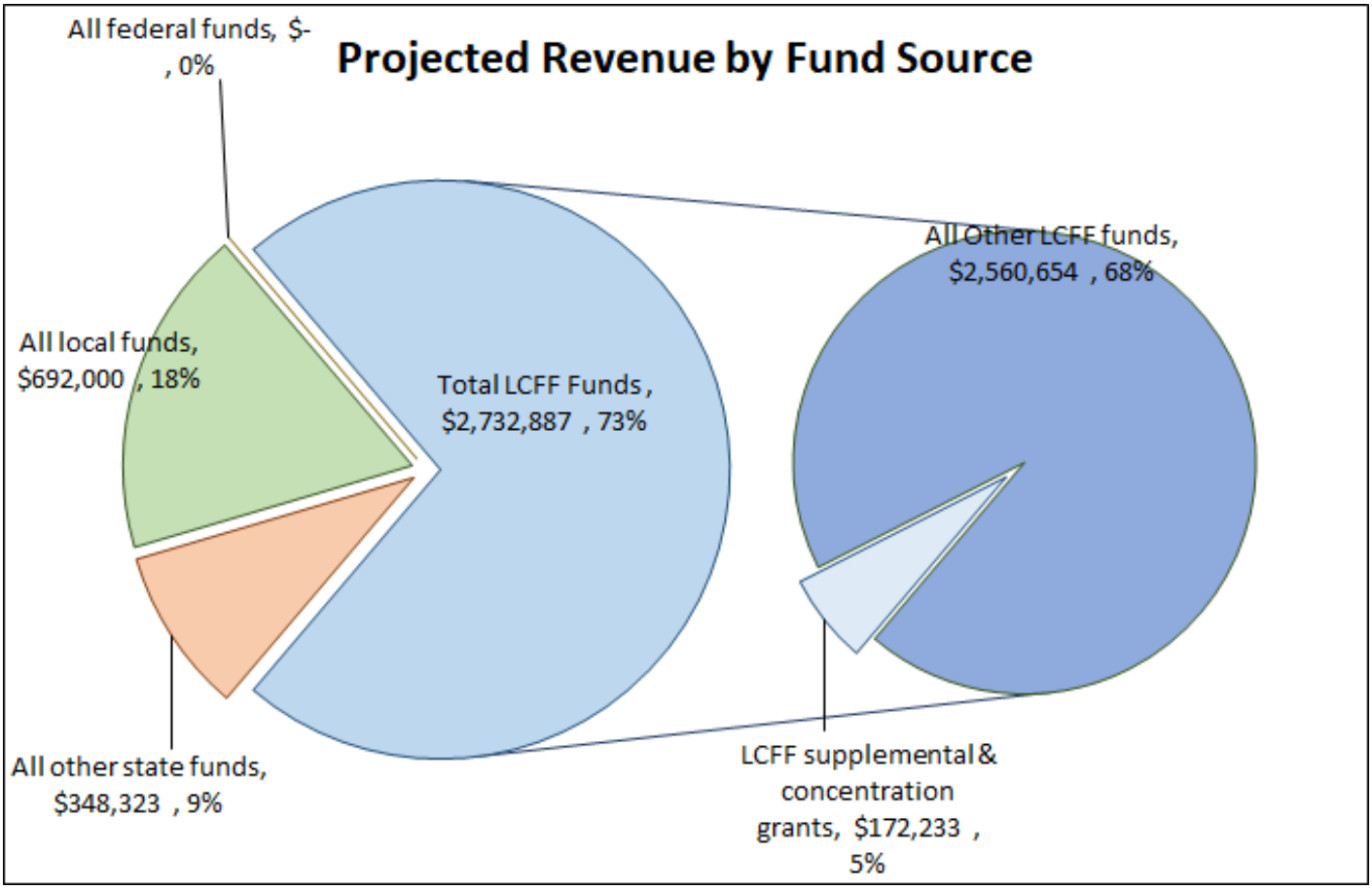
SunRidge School
(District 21- Fund 09)

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: SunRidge Charter School
CDS Code: 4970961-4930350
School Year: 2024-25
LEA contact information:
Karina Haedo
Principal
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 2024-25 School Year

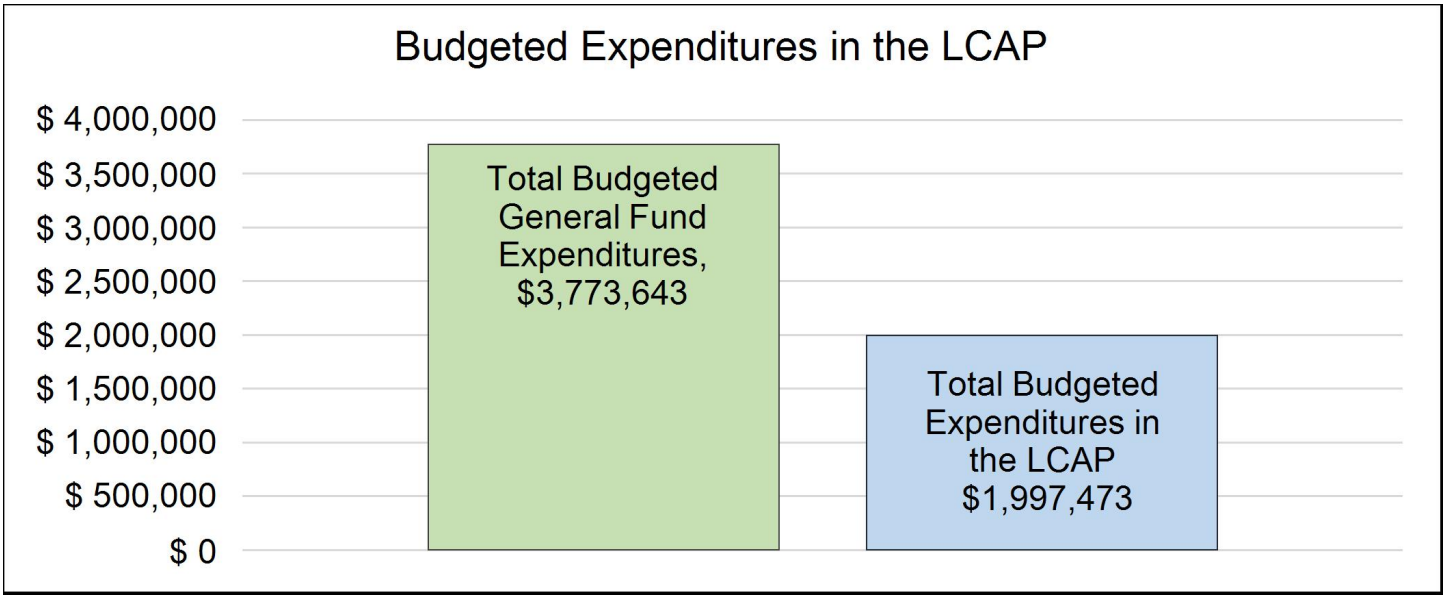


This chart shows the total general purpose revenue SunRidge Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for SunRidge Charter School is $3,773,210, of which $2,732,887 is Local Control Funding Formula (LCFF), $348,323 is other state funds, $692,000 is local funds, and $0 is federal funds. Of the $2,732,887 in LCFF Funds, $172,233 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 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: SunRidge Charter School plans to spend $3,773,643 for the 2024-25 school year. Of that amount, $1,997,473 is tied to actions/services in the LCAP and $1,776,170 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

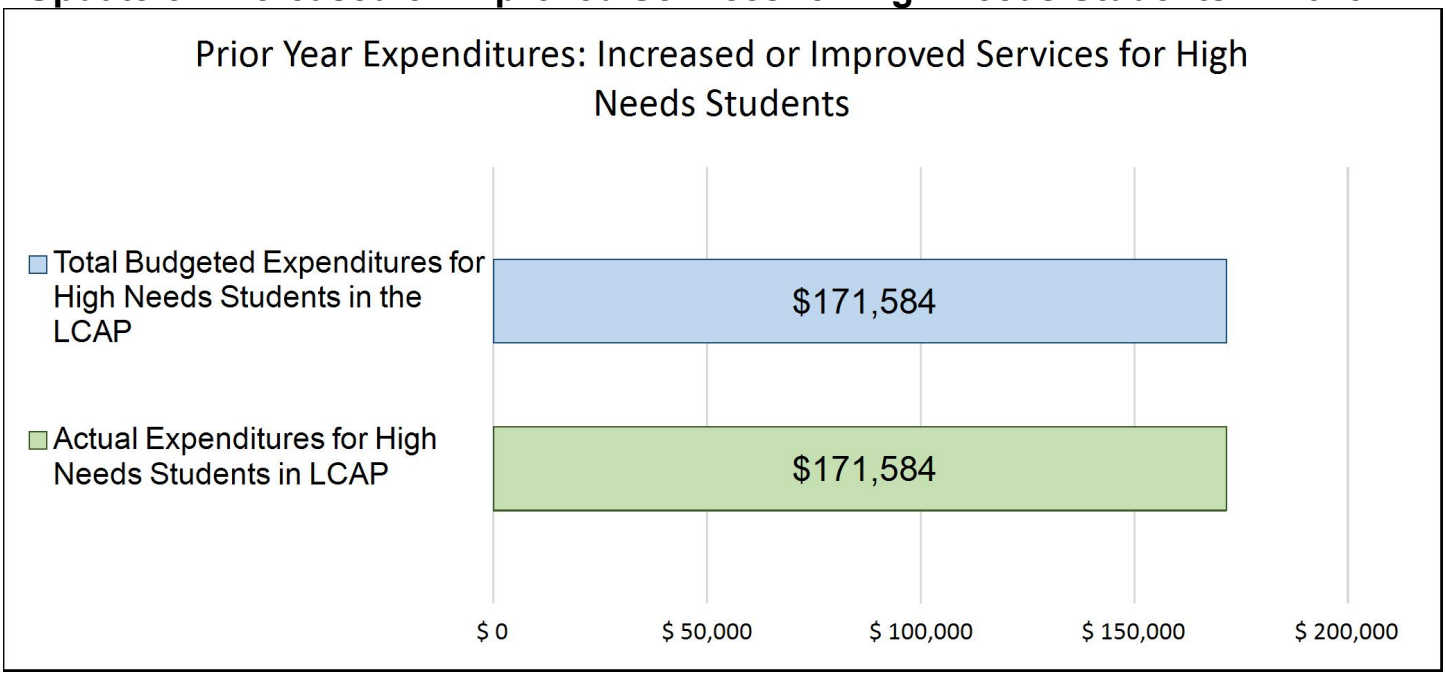
The LCAP includes specific funding for specific actions. The balance of the budget over the LCAP expenses detailed here include costs for administrative and classified staff that support all students as well as supplies and services. Please see the adopted budget for further details.

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

In 2024-25, SunRidge Charter School is projecting it will receive $172,233 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 $172,233 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what 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 2023-24, SunRidge Charter School's LCAP budgeted $171,584 for planned actions to increase or improve services for high needs students. SunRidge Charter School actually spent $171,584 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
SunRidge Charter School	Karina Haedo Principal	khaedo@twinhillsusd.org 707-824-2844

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.

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.	SunRidge students took the CAASPP assessment during the Spring of 2023. Students in grades 3-8, 72.83% met or exceeded the standards for ELA. Students in grades 3-8, 48.3% met or exceeded the math 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.	100% of our teachers are highly qualified.	Maintain 100% of teachers as highly qualified.
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	Public Waldorf Education utilizes a variety of instructional materials including standards aligned instructional materials including social	Public Waldorf Education utilizes a variety of instructional materials including standards aligned instructional materials including social	Public Waldorf Education utilizes a variety of instructional materials including standards aligned instructional materials including social	Maintain high quality standards- aligned curriculum.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	studies and math textbooks purchased in the 2020-21 school year.	studies and math textbooks purchased in the 2020-21 school year.	studies and math textbooks purchased in the 2020-21 school year.	studies and math textbooks purchased in the 2020-21 school year.	
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.	2024 Assessment: 93% of 5th graders and 82% of 7th graders scored 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.	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.	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 Implementation in Spring of 2022	Providing a baseline with the CAASPP 2022 scores not yet available. Professional development did not occur due to COVID.	Teachers are develop and implementing units and lesson development with Common Core State Standards using existing curriculum	Teachers are developing and implementing units and lesson development with Common Core State Standards using	Maintain and increase knowledge and practice of integrating CCSS/NGSS as documented by teacher input via survey or staff

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			and exploring new materials.	existing curriculum and exploring new materials.	meeting and professional development.

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of Goal Implementation in the Previous Year
CAASPP Assessment Implementation: SunRidge students in grades 3-8 took the CAASPP assessment in Spring 2023.
Results: 72.83% of students met or exceeded the standards for ELA, and 48.3% met or exceeded the math standards.
Analysis: These results indicate strong performance in ELA but highlight a need for improvement in math. The data suggests targeted interventions in math may be necessary.

Teacher Qualifications:
Implementation: All teachers at SunRidge are highly qualified.
Analysis: Maintaining a 100% highly qualified teacher rate supports effective instruction and positively impacts student achievement.

Standards-Aligned Instructional Materials:
Implementation: SunRidge utilizes a variety of instructional materials, including those aligned with state standards, such as social studies and math textbooks purchased in the 2020-21 school year.
Analysis: The continued use of these materials ensures alignment with educational standards and supports consistent instructional quality.

Surveys (Teacher, Parent, Student)
Implementation: Surveys were conducted to gather feedback on instructional materials and overall educational experience.
Analysis: Survey feedback provides valuable insights for continuous improvement and ensures that the school addresses the needs and concerns of all stakeholders.

Physical Fitness Test
Implementation: SunRidge successfully implemented the Physical Fitness Test in grades 5th and 7th.
Analysis: The implementation successfully demonstrated commitment to health and physical fitness.

Course Access

Implementation: All students have access to core academic subjects (English, Math, Science, and Social Sciences) as well as music, fine and practical arts, movement, Spanish, gardening, and library.
Analysis: Ensuring broad course access supports a well-rounded education and promotes student engagement across various disciplines.

Support for Unduplicated Students and Students with Special Needs
Implementation: Support programs were provided as identified in Actions and Services.
Analysis: Tailored support for unduplicated students and those with special needs helps bridge achievement gaps and ensures equitable access to educational opportunities.

Common Core Implementation
Implementation: Teachers are developing and implementing units and lesson plans aligned with Common Core State Standards using existing curriculum and exploring new materials.
Analysis: This ongoing development aligns instructional practices with current standards, promoting consistency and rigor in teaching and learning.

Substantive Differences in Planned Actions and Actual Implementation
Planned Actions: The goal was to provide all students with access to a broad course of study, ensure the use of standards-aligned materials, and offer targeted support for unduplicated students and those with special needs.
Actual Implementation: While most planned actions were carried out as intended, the implementation of certain support programs for math intervention was less effective than anticipated, as evidenced by the lower CAASPP math scores. Additionally, while the goal of exploring new materials for Common Core implementation was initiated, it remains an ongoing process.

Conclusion
Overall, SunRidge Charter School successfully carried out most of its planned actions for the previous year. The strong performance in ELA, high teacher qualifications, and broad course access were key achievements. However, the need for targeted math interventions and ongoing development of Common Core-aligned materials remain areas for focus. Continued efforts in these areas will help ensure that all students achieve their full potential.

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.

Math teacher, amounts in boxes 1.2 and 1.5, was on leave for a portion of the year resulting in a lower expense amounts. Special education amount, 1.3, included an instructional assistant but not were hired for the year. Technology purchases did not happen this year.. Other expense differences are immaterial.

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

Analysis of Effectiveness of Specific Actions During the Three-Year LCAP Cycle
CAASPP Assessment and Math Interventions

Effectiveness: The actions taken to support ELA instruction have been highly effective, as evidenced by 72.83% of students meeting or exceeding ELA standards. This indicates that the instructional strategies, materials, and teacher effectiveness in ELA have produced the desired results.
Ineffectiveness: In contrast, only 48.3% of students met or exceeded math standards, highlighting a significant area for improvement. This suggests that the current math interventions and instructional strategies were less effective and did not produce the desired outcomes. The loss of a math teacher affected this outcome.

Teacher Qualifications
Effectiveness: The strategy of maintaining a 100% highly qualified teacher rate has been highly effective. Qualified teachers are crucial for delivering high-quality instruction, which likely contributed to the strong performance in ELA and overall positive school climate.

Standards-Aligned Instructional Materials
Effectiveness: The use of standards-aligned instructional materials, particularly the social studies and math textbooks purchased in the 2020-21 school year, has been effective in ensuring that the curriculum meets state standards. This alignment supports consistent instructional quality and has likely contributed to student success in ELA.

Surveys (Teacher, Parent, Student)
Effectiveness: Conducting regular surveys has been effective in gathering feedback and informing decision-making. This continuous feedback loop ensures that the school's actions remain responsive to the needs and concerns of all stakeholders, contributing to overall educational effectiveness.

Physical Fitness Test
Effectiveness: The commitment to high standards of physical fitness has been successfully demonstrated in student scores.

Course Access
Effectiveness: Ensuring all students have access to a broad range of core academic subjects and enrichment activities has been effective in promoting a well-rounded education. This approach supports student engagement and holistic development, which are key components of the Waldorf educational philosophy.

Support for Unduplicated Students and Students with Special Needs
Effectiveness: The support programs for unduplicated students and those with special needs have been effective in providing tailored assistance. This targeted support helps bridge achievement gaps and ensures equitable access to educational opportunities.
Ineffectiveness: However, the effectiveness of these support programs in math needs further examination, as the overall math performance was lower than desired.

Common Core Implementation
Effectiveness: The ongoing development and implementation of Common Core-aligned units and lesson plans have been moderately effective. While the integration of these standards supports consistency and rigor, the process of exploring and adopting new materials remains incomplete, indicating room for further improvement.

Summary of Grouped Actions and Metrics
Effective Actions and Metrics

Teacher Qualifications and ELA Performance:
Highly qualified teachers contributed to strong ELA performance, with 72.83% of students meeting or exceeding standards.

Standards-Aligned Instructional Materials and Overall Academic Quality:
Use of aligned materials ensured curriculum quality, supporting positive student outcomes in ELA.

Physical Fitness Test
SunRidge successfully implemented the Physical Fitness Test in grades 5th and 7th.

Surveys and Stakeholder Satisfaction:
Regular feedback through surveys informed continuous improvement, contributing to overall school effectiveness.

Course Access and Holistic Education:
Broad course access promoted well-rounded education, aligning with Waldorf principles and enhancing student engagement.

Ineffective Actions and Metrics
Math Interventions and CAASPP Math Performance:
Current interventions did not adequately improve math performance, with only 48.3% meeting or exceeding standards.

Support Programs for Unduplicated Students and Math Performance:
Although support programs were in place, their impact on math achievement was limited, indicating a need for enhanced strategies.

Conclusion
Overall, the actions taken during the three-year LCAP cycle have been effective in several key areas, particularly in supporting ELA performance, maintaining teacher qualifications, and ensuring broad course access. However, the ineffectiveness in improving math performance and the need for further development of Common Core-aligned materials highlight areas for targeted improvement. By addressing these gaps, the LEA can enhance the overall effectiveness of its educational strategies and better meet the needs of all students.

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 to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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.

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.	January 2024 Youth Truth survey data indicates 83% 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.	2 students were suspended in the 2023-2024 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 8th grade students felt safe at school.	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.	January 2024 Youth Truth survey data indicates 63% of students feel the school is a safe place to learn.	Address and create a high rate of student confidence in site safety.
FIT Survey	All ratings are good.	N/A No testing due to COVID	All rating are "GOOD"	All rating are "GOOD"	Maintain positive FIT ratings.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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%	2022-2023 Attendance: 93.4% Chronic Absenteeism: 33.4%	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	January 2024 Youth Truth Staff Survey indicates: 100% of staff believe there are clear rules for students against hurting other people (e.g., bullying, hitting, or pushing). 95% of staff feel safe from harm while at school. 90% of staff feel adults at school try to stop bullying and harassment	Continue to provide SEL and other supports to maintain safe and positive learning environment.

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of Goal Implementation in the Previous Year

CAASPP Assessment
Implementation: SunRidge students in grades 3-8 took the CAASPP assessment in Spring 2023.
Results: 72.83% of students met or exceeded the standards for ELA, and 48.3% met or exceeded the math standards.
Effectiveness: The ELA results indicate that the actions taken to improve literacy, such as employing highly qualified teachers and utilizing standards-aligned materials, were effective. However, the math results suggest that the interventions and strategies for improving math proficiency were less effective and require further enhancement.

Teacher Qualifications
Implementation: All teachers at SunRidge are highly qualified.
Effectiveness: This high qualification rate is a strong indicator of instructional quality and has likely contributed to the positive ELA outcomes and overall educational environment.

Standards-Aligned Instructional Materials
Implementation: SunRidge utilizes a variety of instructional materials, including those aligned with state standards, such as social studies and math textbooks purchased in the 2020-21 school year.
Effectiveness: The use of these materials has ensured curriculum alignment with state standards, supporting consistent and high-quality instruction, particularly in ELA.

Surveys (Teacher, Parent, Student)
Implementation: Regular surveys were conducted to gather feedback from teachers, parents, and students.
Effectiveness: Feedback from the surveys has been instrumental in identifying areas of strength and areas needing improvement, thus guiding the school's decision-making processes.

Course Access
Implementation: All students have access to core academic subjects (English, Math, Science, and Social Sciences) and enrichment programs such as music, fine and practical arts, movement, Spanish, gardening, and library.
Effectiveness: Providing broad course access has supported a well-rounded education, enhancing student engagement and overall learning experiences.

Support for Unduplicated Students and Students with Special Needs
Implementation: Support programs were provided as identified in Actions and Services.
Effectiveness: Tailored support has helped address the specific needs of unduplicated students and those with special needs, promoting equity in educational opportunities. However, the lower math performance indicates a need for more effective support in this area.

Common Core Implementation
Implementation: Teachers have been developing and implementing units and lesson plans aligned with Common Core State Standards, using existing curriculum and exploring new materials.
Effectiveness: While progress has been made, the ongoing process of integrating new materials suggests that the full potential of Common Core implementation is yet to be realized.

Substantive Differences in Planned Actions and Actual Implementation
Math Interventions:

Planned Actions: Implement targeted math interventions and professional development for teachers to enhance math instruction.
Actual Implementation: The interventions and professional development provided were insufficient to achieve the desired improvement in math proficiency, as reflected in the CAASPP results.
Common Core Materials:

Planned Actions: Fully integrate new Common Core-aligned materials into the curriculum.
Actual Implementation: The exploration and integration of new materials are ongoing, indicating a delay in fully implementing this action.

Dashboard Data Analysis
Safety Perceptions:
Parent Survey (January 2023): 83% of parents feel the school is a safe place to learn.
Student Survey (January 2024): 63% of students feel the school is a safe place to learn.
Effectiveness: There is a disparity between parent and student perceptions of safety, indicating that while parents generally feel the school is safe, a significant portion of students do not share this sentiment. This highlights the need for improved safety measures and communication with students.

Attendance and Chronic Absenteeism:
Attendance (2022-2023): 93.4%
Chronic Absenteeism: 33.4%
Effectiveness: While overall attendance is relatively high, the high rate of chronic absenteeism indicates that the actions taken to address absenteeism were not sufficiently effective.

Suspension Rate:
Data: 2 students were suspended in the 2023-2024 school year, resulting in a 1.7% suspension rate.
Effectiveness: The low suspension rate suggests effective behavior management and a positive school climate.
Staff Perceptions:

Faculty Survey (January 2024):
100% of staff believe there are clear rules for students against hurting others.
95% of staff feel safe from harm while at school.

90% of staff feel adults at school try to stop bullying and harassment.
Effectiveness: These high percentages indicate that staff feel confident in the school's safety measures and disciplinary policies, reflecting effective actions in this area.

Conclusion
Overall, the actions taken during the three-year LCAP cycle have been effective in several key areas, including ELA performance, maintaining teacher qualifications, ensuring broad course access, and creating a safe and supportive environment for staff. However, the ineffectiveness in improving math performance, the high rate of chronic absenteeism, and the lower sense of safety among students indicate areas where the current strategies need enhancement. Addressing these gaps with targeted actions will help achieve the desired goals more effectively and ensure a better learning environment for all students.

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.

Expense differences are immaterial.

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

Analysis of Effectiveness of Specific Actions During the Three-Year LCAP Cycle
Parent and Student Safety Perceptions
Parent Survey (January 2023): 78% of parents feel the school is a safe place to learn.
Effectiveness: This indicates a relatively high level of parental satisfaction with school safety, suggesting that safety measures and communication with parents have been effective.

Student Survey (January 2024): 65% of students feel the school is a safe place to learn.
Ineffectiveness: A lower percentage of students feeling safe compared to parents indicates a potential gap in the perception of safety measures or their implementation, suggesting a need for enhanced strategies to improve students' sense of safety.

Suspension Rate
Data: In the 2023-2024 school year, 2 students were suspended for a total of 3 days, resulting in a 1.7% suspension rate.
Effectiveness: The low suspension rate indicates effective behavior management and a positive school climate. This suggests that disciplinary actions are effective and that proactive measures to address student behavior are working.

FIT Survey
Data: All ratings are "GOOD."

Effectiveness: The positive FIT survey results indicate that the physical fitness standards are high and students are achieving the desired outcome.

Attendance and Chronic Absenteeism
Data: 2022-2023 Attendance was 93.4%, with Chronic Absenteeism at 33.4%.
Ineffectiveness: While overall attendance is fairly high, the chronic absenteeism rate is a significant concern. This indicates that while many students attend regularly, a substantial number are frequently absent, necessitating targeted interventions to address the underlying causes of chronic absenteeism.

Faculty Survey (January 2024)
Data:
100% of staff believe there are clear rules for students against hurting other people.
95% of staff feel safe from harm while at school.
90% of staff feel adults at school try to stop bullying and harassment.
Effectiveness: These high percentages indicate that staff feel confident in the school's safety measures and disciplinary policies. This suggests that the actions taken to create a safe and supportive environment for staff have been highly effective.

Summary of Grouped Actions and Metrics
Effective Actions and Metrics
Parent and Faculty Perception of Safety:
High percentages of parents and staff feeling that the school is a safe place reflect effective safety policies and communication.

Behavior Management:
A low suspension rate indicates effective behavior management strategies and a positive school environment.

Ineffective Actions and Metrics
Student Perception of Safety:
A lower percentage of students feeling safe compared to parents and staff indicates a need for improved student-targeted safety measures and communication.

Chronic Absenteeism:
The high rate of chronic absenteeism suggests that current attendance interventions are not sufficiently effective and need to be revised or enhanced to better support students who are frequently absent.

Conclusion
Overall, the specific actions taken during the three-year LCAP cycle have been effective in several key areas, such as ensuring safety perceptions among parents and staff, maintaining low suspension rates, and managing school facilities. However, the lower sense of safety among students and the high chronic absenteeism rate indicate areas where the current strategies are less effective and need improvement.

Addressing these issues with targeted actions will help achieve the desired goals more effectively and ensure a better learning environment for all students.

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 significant changes were made to this planned goal, metrics, desired outcomes, or actions.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

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	Karina Haedo Principal	khaedo@twinhillsusd.org 707-824-2844

Plan Summary [2024-25]

General Information

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

SunRidge is a K-8 Public Waldorf Charter School serving 240 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. 80.2% of our students are Caucasian, 9.5% are Hispanic, 8.2% are of multi-ethnicity, 0.8% are Asian-American 0.8% are African-American and 0.4% 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, imovement, handwork, art, instrumental music, and gardening. Social-emotional learning is emphasized through the multi-year relationship with main lesson teachers, a school counselor 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: Annual Performance

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

In June of 2023, Star Renaissance assessment data indicates that 79.9% of students in grades 3-8 are proficient in Reading. More specifically

- 84.2% of 3-5th graders and 70.2% 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 54.6% of all students in grades 3-8 are proficient in Math. More specifically, 58.4% of 3-5th graders and 72% of 6-8 graders scored as proficient.According to the CA dashboard data from 2023, our scores in ELA were 41.4 points above the
standard. Math results were 5.8 points below the state standard. Both these scores were an increase from the previous year's results. This increase in student scores is attributed to
an increase in curricular and instructional predictability.
SunRidge students took the CAASPP assessment during the Spring of 2023. Students in grades 3-8, 72.83% met or exceeded the standards for ELA. Students in grades 3-8, 48.3% met or exceeded the math standards.
The 22-23 attendance rate is 92.39%. 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. This year the middle school piloted the Eureka Math Curriculum. We improved our rate of chronic absenteeism. Although the California Dashboard for 2023 designates our chronic absenteeism rate as "high." There is improvement from a 90.4% attendance rate in 2022. We work with a Multi-Tiered System of Support to support academic as well as social and emotional well-being, through monitoring systems, benchmarks, and assessments. We hired a counselor to provide additional social and emotional learning support to faculty, staff, and students. The counselor facilitated social and emotional learning sessions for grades Kindergarten through 8th and met with small groups of students and individual students with identified needs. The counselor also provided teachers with social and emotional learning activities and support. We have

initiated self-awareness skills and behavioral regulation for all students school-wide by implementing the Zones of Regulation program. We have trained our faculty and staff in recognizing signs of distress, and providing additional social and emotional support as indicated. All faculty participated in suicide prevention training to build skills in recognizing and addressing self -threat. We hired additional staff to support general education teachers to provide Response-to-Intervention support.

Reflections: Technical Assistance

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

Star Renaissance assessments were used in the fall, winter and spring to guide instruction and identify students who needed support. A continued need to provide intervention services in addition to special education services is evident.The Youth Truth surveys indicate students are seeking more engagement and academic rigor. During the 2023-24 school year, we experienced a teacher shortage. Our 4th-grade teacher left the school mid-year and we were unable to hire a qualified teacher to fill this position for the remainder of the school year. As a result, we were however, able to hire to long term subs.

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 in the development of the LCAP.

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

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

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

Educational Partner(s)	Process for Engagement
SunRidge Charter School administrators met with educational partners, such as Parent Council, Charter Council, and community members	Attended Parent Council, Charter Council meetings to discuss our three LCAP goals and how to best achieve the eight state priorities addressed by the LCAP. We discussed these issues in charter council meetings, during weekly faculty meetings, and in parent council meetings.
In January, we conducted three surveys, the Youth Truth Parent Survey, the Youth Truth Staff School Survey, and the Youth Truth Middle School Survey.	One-hundred-sixty-nine community members participated in the parent survey, representing all grades in our school from TK through eighth. Our sixth, seventh and eighth-grade classes took the middle school survey.
Full time faculty	Worked throughout the year to develop a better understanding of the Multi-Tiered System of Support. This work helped us to refine our plan for the coming year.
Parents, Staff, Community Members	182 community members responded to surveys to define the school's core values
Parents, Staff, Community Members and Full Time faculty	Underwent an in-depth review to rework core values and the SunRidge Mission Statement

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

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.

SunRidge administrators and faculty met with educational partners, including staff, teachers, parents, students, and community members during the 2023-2024 school year to discuss our three goals and how to best achieve the eight state priorities addressed by the LCAP. We discussed these issues in parent council meetings, Charter Council meetings and during weekly faculty meetings. In January, we conducted three surveys, the Youth Truth Parent Survey, the Youth Truth Middle School Survey, and the Youth Truth School Staff Survey. One Hundred and Sixty Nine respondents took the survey. We reviewed the results in the Charter Council meeting, in faculty meetings, and in 2024-25 Local Control and Accountability Plan for Twin Hills Union School District Page 5 of 49
Parent Council meetings. faculty worked throughout the year to develop a better understanding of the Multi-Tiered System of Support. This work helped us to refine our plan for the coming year.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	To create and sustain a safe, supportive, and fully equipped environment for all students, including unduplicated students and students with disabilities, teachers, staff, and parents.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We recognize that for optimal learning to take place, all educational partners including students, parents, faculty, and staff must feel safe and secure, both physically and emotionally, on campus. This includes maintaining facilities in good repair and well-stocked classrooms with appropriate educational resources and training.
This goal meets state priorities 1 (Basic), 2 (State Standards), 4 (Pupil Achievement), 5 (Pupil Engagement), and 6 (School Climate)
This is a schoolwide goal, which is applicable to the same extent to all subgroups at SunRidge, including our only two numerically significant subgroups (Socioeconomically Disadvantaged and White).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Youth Truth Survey Middle School	63% of Middle School Students said they felt safe at school			80% of Middle School Students said they felt safe at school	
1.2	Youth Truth SurveyParent	83% of Families feel their students are safe at school			90% of Families feel	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					their students are safe at school	
1.3	Community Building Events	100% of community events were held on campus			100% of community events were held on campus	
1.4	Middle school students and teachers, who received training in technology.	100% of 5-8 grade students and teachers received Digital literacy training			100% of 5-8 grade students and teachers received Digital literacy training	
1.5	Faculty Trained in PBIS and SEL practices.	100% of full time faculty and staff trained in PBIS and SEL practices.			100% of full time faculty and staff trained in PBIS and SEL practices.	
1.6	SEL activities with students.	100% of teachers and counselor (TK8) facilitated monthly SEL activities with students.			100% of teachers and counselor (TK8) facilitated monthly SEL activities with students.	
1.7	Staff Trained in Emergency Preparedness Drills	100% of full time staff were trained in Emergency Preparedness			100% of full time staff were trained in Emergency Preparedness	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	School Counselor	100% of counseling support provided in SEL services			100% of counseling support provided in SEL services	

Goal Analysis [2023-24]

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

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

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Community Building Events	Resume community building events including festivals, field trips, and inperson parent informational meetings.	$1,100.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Emergency and Safety Training	Emergency and safety training for all faculty and staff.		No
1.3	School counselor	Provides support services for students with disabilities and other students (Res7435)	$48,000.00	Yes
1.4	Facility Maintenance	Maintain all facilities in good repair.	$181,308.00	No
1.5	Anti-Bias Training	Anti-bias professional development for faculty and staff and Middle School Students		No
1.6	Training - General Ed	Total General Ed Training [Excl RTI and SpEd Training]	$5,660.00	No
1.7	Training - RTI	Additional RTI Training will be delivered to RTI Faculty and Staff		Yes
1.8	Special Education Teacher	Provides support services for students with disabilities and other students not meeting standards in conjunction with the intervention teacher and a special education assistant.	$110,314.00	Yes
1.9	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.	$70,230.00	Yes
1.10	Instructional Assistants	Provide instructional assistant support for underachieving students in Math and ELA.	$31,474.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase educational partner (student, parent, faculty) engagement and understanding of curricular expectations in order to support student success.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The aim of this goal is to increase understanding of our curriculum and state standards and to provide meaningful and accurate reports on student achievement and progress. This goal meets state priorities 1 (Basic), 3 (Parental Involvement), 4 (Pupil Achievement), 5 (Pupil Engagement), 6 (School Climate), and 8 (Other Pupil Outcomes).
This is a schoolwide goal, which is applicable to the same extent to all subgroups at SunRidge, including our only two numerically significant subgroups (Socioeconomically Disadvantaged and White).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Youth Truth Parent Survey	82% of parents feel that they receive information about what my child should learn and be able to do			90% of parents feel that they receive information about what my child should learn and be able to do	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Youth Truth SurveyParent	79% of parents feel engaged at school			85% of parents feel engaged at school	
2.3	Parent-Teacher Conferences	70% of parents met with their child's teacher at least one time to discuss student progress.			90% of parents met with their child's teacher at least one time to discuss student progress.	
2.4	Class Parent Evenings	50% of general education teachers presented and explained the curriculum through the grades in a parent meeting.			100% of general education teachers presented and explained the curriculum through the grades in a parent meeting.	
2.5	Revise Core Values	Core Values surveys were provided to 100% of faculty, parents, and staff. 33.8% responded.			80% response from faculty, staff, and parent community	

Goal Analysis [2023-24]

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

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

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Core Curriculum/Enhanced Academics Implementation	Curriculum/Enhanced Academics (Math & Foreign Language) staff salaries and benefits costs (costs for .20 FTE Math only, cost for Foreign Language included with Goal/Action 3.6).	$20,823.00	No
2.2	ELA and Mathematics Skills through the Grades Chart	Create a skill expectation continuum for ELA and mathematics through the grades.	$0.00	No
2.3	Homework Expectations	Create and communicate homework expectations.		No
2.4	Parent Education	Provide quality parent education events		No
2.5	Subject Through the Grades Chart	Distribute and explain “subject through the grades” guide.		No
2.6	Parent-Teacher Meetings	Parent-Teacher Meetings		No
2.7	New Report Card Template	Create a new report card template aligned with state standards.		No
2.8	Purchase ELA Curriculum	Create vertical midline expectations and support in ELA for grades 1-8 (See Goal/Action 3.7 for available funding)		No

Action #	Title	Description	Total Funds	Contributing
2.9	Purchase Math Curriculum	Create vertical midline expectations and support in Math for grades 1-8 (See Goal/Action 3.7 for available funding)		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide a high quality education aligned with the core principles of Public Waldorf Education.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

As a "school of choice," we offer an education aligned with the core principles of Public Waldorf Education. SunRidge School pedagogy aligns the view of human development according to Waldorf education with the best practices of public education. Reference: Alliance for Public Waldorf Education, https://www.publicwaldorf.org/
This goal meets state priorities 1 (Basic), 2 (State Standards), 4 (Pupil Achievement), 5 (Pupil Engagement), and 6 (School Climate) This is a schoolwide goal, which is applicable to the same extent to all subgroups at SR, including our only two numerically significant subgroups (Socioeconomically disadvantaged and White).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Highly Qualified Teachers	100% of teachers are highly qualified			100% of teachers are highly qualified	
3.2	Provide fine and practical art, music, movement, Spanish, gardening, and other enrichment classes	80% of enrichment program staffed			100% of enrichment program staffed	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Professional Development	50% of teachers participated in professional development regarding Public Waldorf education			100% of teachers participated in professional development regarding Public Waldorf education	

Goal Analysis [2023-24]

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

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

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Teacher Qualifications	3.1 Hire and maintain highly qualified, credentialed teachers with Waldorf teacher training.	$1,110,450.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Alliance for Public Waldorf Education and Charter School Development Center	3.2 Continue membership with the Alliance for Public Waldorf Education and the Charter School Development Center	$3,000.00	No
3.3	Professional Development	3.3 Continue professional development for faculty and staff in alignment with the core principles of Public Waldorf Education		No
3.4	Arts Curriculum	3.4 Maintain and strengthen arts curriculum.		No
3.5	State Standards Alignment	3.5 Confirm and analyze alignment of common core state standards as articulated by the Alliance for Public Waldorf Education		No
3.6	Enhanced/Expanded Curricular Programs - Music, Practical Arts, Physical Education	3.6 Faculty Salaries and Benefits for delivering Enhanced/Expanded Curricular Programs - Music, Practical Arts, Physical Education.	$381,214.00	No
3.7	-Waldorf Program Class Materials and Supplies	3.7 Cost of Waldorf Program Class Materials and Supplies. Includes Enrichment Programs and Class Fund Accounts	$33,900.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$172,233	$

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
6.726%	0.000%	$0.00	6.726%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** School counselor **Need:** actions will address all needs including the needs unduplicated students. **Scope:**	School counseling provides screening for mental wellness for all students	Increase in counseling provided to identified student

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.7	**Action:** Training - RTI **Need:** Identify student needs in regard to targeted instruction **Scope:** Schoolwide	General: Multi-Tiered System of Support The Student Study Team meets weekly to ensure the Multi-Tiered System of Support (MTSS) meets the needs of all learners and that Child Find is in place to identify students in need of additional support. In addition, an MTSS tracking system is used to monitor student interventions and referrals for Special Education and 504 assessments. The California Department of Education has identified the implementation of an effective Multi-Tiered System of Support as instrumental in the academic, behavioral, and social success of all students. Sebastopol School's MTSS program is principally directed towards and is effective in meeting the school's goals for its unduplicated pupils in the state and local priority areas addressed by the school. These services are the most effective use of the funds to meet the goals for all students and in particular our unduplicated pupils. "California's MTSS focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive framework for local educational agencies (LEA) that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students." Reference: The California Department of Education website, https://www.cde.ca.gov/ci/cr/ri/	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Multi-Tiered System of Support are provided to the entire school. Specific services for low-income students, foster youth, and English learners are action based. Low-Income student actions will include: Contact with parents/students to determine if they have special or unmet needs. Coordination with parents/students and schools as necessary for optional learning delivery of assignment materials and provision of necessary school supplies. Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, etc. and refer parents/students to appropriate community agencies and/or district departments/services when educational, health or welfare needs are identified. Coordination and communication with shelters to engage students. Coordination and communication with homeless agencies to make them aware of Twin Hills Union School District's homelessness services. Coordination with County LEA Homeless Liaisons to provide continuity of educational services as students transfer. Supports specific to Foster Youth will include: Case management to support all eligible foster youth. Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and e-mail. Monitoring of attendance/engagement and communication with teachers and administrators when needed. Referrals to both district and community agencies for additional support/resources as needed. Collaboration with Student Hearing and Placement and Special Education agencies so that any new youth entering the district are placed in the appropriate	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		school in a timely manner. Supports specific to English Learners will include: Students will receive both integrated and designateLow-Income student actions will include: Contact with parents/students to determine if they have special or unmet needs. Coordination with parents/students and schools as necessary for optional learning delivery of assignment materials and provision of necessary school supplies. Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and refer parents/students to appropriate community agencies and/or district departments/services when educational, health or welfare needs are identified. Coordination and communication with shelters to engage students. Coordination and communication with homeless agencies to make them aware of Twin Hills District Homeless Services.	
1.8	**Action:** Special Education Teacher **Need:** IEP Students **Scope:** Schoolwide	See description for Action 1.8	See Goal 1 Metrics

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** Anti-Bias Training **Need:** See description for Action 1.5 **Scope:**	See description for Action 1.5	youth truth survey
1.9	**Action:** School Learning Extension **Need:** See description for Action 1.9 **Scope:** Limited to Unduplicated Student Group(s)	See description for Action 1.9	See Goal 1 Metrics
1.10	**Action:** Instructional Assistants **Need:** Differentiated student support **Scope:** Limited to Unduplicated Student Group(s)	See description for Action 1.10	star renaissance assessments

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

These funds will be spent on the students attending SunRidge's K-8 program. A 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) Middle School students received support on anti bias training, specifically for the LGTQIA population. We found qualified applicants for the instructional aide positions last year These services are increasing for unduplicated students by providing additional instructional support for students not proficient in Math and ELA.

Additional Concentration Grant Funding

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

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	

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$2,560,654	172,233	6.726%	0.000%	6.726%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,661,321.00	$117,164.00	$218,988.00	$0.00	$1,997,473.00	$1,833,488.00	$163,985.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Community Building Events	All	No					$0.00	$1,100.00	$1,100.00				$1,100.00	
1	1.2	Emergency and Safety Training	All Students with Disabilities	No												
1	1.3	School counselor	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: SunRidge School tk-8		$0.00	$48,000.00		$48,000.00			$48,000.00	
1	1.4	Facility Maintenance	All Students with Disabilities	No					$148,108.00	$33,200.00	$181,308.00				$181,308.00	
1	1.5	Anti-Bias Training	All	No			All Schools									
1	1.6	Training - General Ed	All	No			All Schools		$3,660.00	$2,000.00		$5,660.00			$5,660.00	
1	1.7	Training - RTI	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income										
1	1.8	Special Education Teacher	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$70,529.00	$39,785.00	$70,529.00		$39,785.00		$110,314.00	
1	1.9	School Learning Extension	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student	English Learners Foster Youth Low Income			$67,230.00	$3,000.00	$70,230.00				$70,230.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)											
1	1.10	Instructional Assistants	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			$31,474.00	$0.00	$31,474.00				$31,474.00	
2	2.1	Core Curriculum/Enhanced Academics Implementation	All Students with Disabilities SWD	No			All Schools Specific Schools: SunRidge School tk-8		$20,823.00	$0.00	$20,823.00				$20,823.00	
2	2.2	ELA and Mathematics Skills through the Grades Chart	All Students with Disabilities SWD	No			All Schools Specific Schools: SunRidge School tk-8th grade		$0.00	$0.00	$0.00				$0.00	
2	2.3	Homework Expectations	All Students with Disabilities	No			Specific Schools: SunRidge School 3rd-8th grade									
2	2.4	Parent Education	All Students with Disabilities	No			Specific Schools: SunRidge School tk-8th									
2	2.5	Subject Through the Grades Chart	All Students with Disabilities SWD	No												
2	2.6	Parent-Teacher Meetings	All	No			Specific Schools: SunRidge School tk-8th									
2	2.7	New Report Card Template	All	No			All Schools Specific Schools:									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							SunRidge School tk-8									
2	2.8	Purchase ELA Curriculum	All Students with Disabilities	No			All Schools Specific Schools: SunRidge School 1-8									
2	2.9	Purchase Math Curriculum	All Students with Disabilities	No			All Schools Specific Schools: SunRidge School 1-8									
3	3.1	Teacher Qualifications	All	No					$1,110,450.00	$0.00	$1,110,450.00				$1,110,450.00	
3	3.2	Alliance for Public Waldorf Education and Charter School Development Center	All	No					$0.00	$3,000.00	$3,000.00				$3,000.00	
3	3.3	Professional Development	All	No			All Schools Specific Schools: SunRidge Schoolek-8									
3	3.4	Arts Curriculum	All	No			All Schools Specific Schools: SunRidge School k-8									
3	3.5	State Standards Alignment	All Students with Disabilities IEP Students	No			All Schools Specific Schools: SunRidge School tk-8									
3	3.6	Enhanced/Expanded Curricular Programs - Music, Practical Arts, Physical Education	All	No			All Schools Specific Schools:		$381,214.00	$0.00	$170,407.00	$32,357.00	$178,450.00		$381,214.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							SunRidge School tk-8									
3	**3.7**	-Waldorf Program Class Materials and Supplies	All	No			All Schools Specific Schools: SunRidge School tk-8		$0.00	$33,900.00	$2,000.00	$31,147.00	$753.00		$33,900.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$2,560,654	172,233	6.726%	0.000%	6.726%	$172,233.00	0.000%	6.726 %	**Total:**	$172,233.00
								LEA-wide Total:	$0.00
								Limited Total:	$101,704.00
								Schoolwide Total:	$70,529.00

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**	School counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: SunRidge School tk-8		
1	**1.7**	Training - RTI	Yes	Schoolwide	English Learners Foster Youth Low Income			
1	**1.8**	Special Education Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income		$70,529.00	
1	**1.9**	School Learning Extension	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$70,230.00	
1	**1.10**	Instructional Assistants	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$31,474.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,100,216.00	$1,967,249.00

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	$1,185,951.00	$1,166,187
1	**1.2**	1.0 FTE Intervention Teacher	No	$44,826.00	$34,438
1	**1.3**	Special Education Teacher	No Yes	$97,275.00	$69,755
1	**1.4**	Departmental team collaborative planning	No	$14,155.00	$12,500
1	**1.5**	School Learning Extension	No Yes	$118,152.00	$101,459
1	**1.6**	Enrichment Program	No	$261,168	$269,108
1	**1.7**	Professional Development	No	$6,961.00	$2,053
1	**1.8**	Technology Education and Chromebooks	No	$17,800.00	$65
1	**1.9**	Counselor	No	$62,512.00	$57,137

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	Instructional Assistants	No Yes	$58,791.00	$50,594
1	1.11	Technology Coordinator	No		
2	2.1	Social Emotional Learning	No	$4,850.00	$4,750
2	2.2	Attendance	No	$1,825.00	$1,825
2	2.3	Parent Outreach	No	$15,200.00	$15,736
2	2.4	Custodial Services	No	$210,750.00	$181,642

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
171,584	$171,584.00	$171,584.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.3**	Special Education Teacher	Yes	$0.00	$19,531.00		
1	**1.5**	School Learning Extension	Yes	$116,081.00	$101,459.00		
1	**1.10**	Instructional Assistants	Yes	$55,503.00	$50,594.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,486,001	171,584	0.0%	6.902%	$171,584.00	0.000%	6.902%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    - Professional development for teachers.

    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

    - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

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

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions
In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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

California Department of Education
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2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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Introduction

The California 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.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

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 the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.

- 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.

Local Indicators

The local indicators address the following state priority areas:

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 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)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

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

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

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/body at the same public meeting at which the LCAP is adopted 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 public 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 an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted 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/body at the same public meeting at which the LCAP is adopted 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 COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted 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/body at the same public meeting at which the LCAP is adopted 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 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)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023/2024	13.90	11.90	1.0	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.

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			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)		2			
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science				4	

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)		2			
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	N/A
Career Technical Education						N/A
Health Education Content Standards				4		
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			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):

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

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	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.	3
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	3

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.

SunRidge Charter School prides itself on the involvement of students' parents in all aspects of the school. Parent participation includes volunteers in the classroom, on field trips, and organizing festivals, fundraising, and special events. Each class teacher holds parent evenings four times a year to discuss curriculum, pedagogy, and current events in the classroom. The SunRidge Parent Council has been revitalized this year. There is a parent representative in most classes by which supports teacher appreciation events and other information is disseminated. A parent group is active and diligent in creating a stakeholder engagement document delineating the roles of parents, students, faculty, and staff during distance learning. Parent Council is able to meet monthly to discuss school issues, organize fundraising events, provide parent input to the school, and promote a healthy social and cultural life in the school. The Parent Council Chairperson updates a Facebook school community page. SunRidge is governed by a 7-9 member Charter Council comprised of 3-4 faculty members, 2-4 parents, and 1 non-parent community member that also meets monthly. The School Director attends all Charter Council meetings serving as a non-voting member of the Charter Council with whom s/he collaborates on all major school decisions. The SunRidge Charter stipulates that the school will operate in a collaborative manner, where stakeholder input is encouraged and valued. The school bulletin is issued twice a month and all school announcements provide information to the parent community. Input from educational partners on a full array of areas including the educational program, safety, operations, and social and emotional climate is gathered in annual surveys sponsored by Youth Truth. This year's surveys were given to students in grades 6-8th grades, and all parents and faculty/staff. Parents are welcome to contact the Charter Council Chairperson or the director with any questions. Contact information is located on the school website.

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.

Based on the analysis of educational partner input and local data, our LEA has identified three primary focus areas for improvement in building relationships between school staff and families: strengthening curricular expectations, improving pupil behavior, and promoting regular school attendance. The following strategies will guide our efforts:

Strengthening Curricular Expectations:
Enhanced Communication of Curriculum Goals: We will implement regular informational sessions and distribute detailed guides that clearly outline curricular goals, expectations, and academic standards. This ensures that families are well-informed and can support their children's learning at home.
Parent-Teacher Collaboration: Establishing quarterly curriculum nights and parent-teacher workshops where families can engage directly with educators to discuss curriculum content, assessment methods, and ways to support student learning.
Interactive Learning Platforms: Introducing digital platforms in the Middle School that provide families with real-time access to student progress.

Improving Pupil Behavior:
Behavioral Expectations Workshops: Conducting workshops for families to explain school behavioral policies, expectations, and positive reinforcement strategies. This helps create a consistent approach to behavior management between home and school.
Positive Behavior Support Programs: Implementing school-wide positive behavior interventions and supports (PBIS) that involve families in recognizing and rewarding positive student behavior, thereby fostering a collaborative effort in promoting good conduct.
Behavioral Feedback System: Developing a communication system that provides regular updates to families about their child's behavior, including both positive feedback and areas for improvement, encouraging continuous dialogue and joint problem-solving.

Promoting Regular School Attendance:
Attendance Awareness Campaigns: Launching campaigns that highlight the importance of regular school attendance and its impact on academic achievement. This includes distributing informational materials and hosting events that educate families on the benefits of consistent attendance.
Support Services for Attendance Barriers: Providing resources and support for families facing challenges that hinder regular attendance, such as transportation issues, health concerns, or socio-economic difficulties. This might involve collaboration with community organizations to offer comprehensive support.
Attendance Tracking and Incentives: Establishing a robust attendance tracking system that involves families by sending regular attendance reports and recognizing students and families for improved and perfect attendance records through awards and celebrations.

Through these targeted efforts, we aim to create a stronger partnership between school staff and families, thereby enhancing curricular understanding, promoting positive student behavior, and ensuring regular attendance. By fostering open communication, mutual support, and active engagement, we are committed to building a collaborative school community that supports every student's academic and personal growth.
This narrative highlights specific strategies and actions the school will take to address the identified areas for improvement, fostering a stronger partnership between school staff and families to support student success.

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.

Based on the analysis of educational partner input and local data, our LEA has identified several strategies to improve engagement with underrepresented families from our large white socio-economically disadvantaged population. Our initiatives include:

Enhanced Communication:

Simplified Messaging: Providing clear and concise communication through multiple channels, including texts, phone calls, and printed materials, to ensure all families receive important information in an accessible format.
Flexible Event Scheduling: Scheduling parent-teacher conferences, school meetings, and events at various times, including evenings, to accommodate working families.
Family Welcome Partners: Establishing a family welcome system at the school that provides resources, support services, and a space for parents to connect with staff and each other.

Empowering Family Involvement:
Parent Advisory Committees: Creating parent advisory committees with representation from socio-economically disadvantaged families to ensure their voices are included in school decision-making processes.
Regular Feedback Collection: Conducting surveys and focus groups to gather continuous input from families, allowing the school to address their concerns and needs promptly.

Supportive Programs and Partnerships:
Parent Education and Support: Offering workshops on topics such as supporting student learning, understanding school expectations, and accessing community resources.
By implementing these strategies, we aim to create a supportive and inclusive environment where socio-economically disadvantaged families feel valued and actively engaged in their children's education. Our goal is to build strong relationships that enhance the overall educational experience for all students.

These narratives highlight specific actions and strategies aimed at improving the engagement of underrepresented families in a school with a large socio-economically disadvantaged white population, focusing on communication, accessibility, trust-building, empowerment, and support.

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):

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

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	3
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.

Based on the analysis of educational partner input and local data, our Waldorf Inspired charter school has identified several key strengths and areas of progress in building partnerships for student outcomes. Our holistic and

community-focused approach has fostered strong relationships among students, families, staff, and the broader community, contributing significantly to our students' academic and personal development. The following highlights our current strengths and progress:

Holistic Education Model:
Integrated Curriculum: Our Waldorf education model, which integrates arts, academics, and practical skills, has been highly praised by educational partners for its ability to engage students deeply and holistically. This approach nurtures well-rounded individuals and fosters a love for learning.
Emphasis on Social-Emotional Development: By prioritizing social-emotional learning alongside academic achievement, we create a supportive and nurturing environment that enhances student well-being and resilience, leading to improved student outcomes.

Strong Family Engagement:
Parent Participation: Our school has a robust tradition of parent involvement, with many parents actively participating in classroom activities, festivals, and school governance. This high level of engagement fosters a strong sense of community and partnership in the educational process.
Regular Communication: We maintain open and consistent communication with families through weekly newsletters, parent-teacher meetings, and community forums. This transparency and collaboration ensure that families are well-informed and involved in their children's education.

Community Integration:
Local Partnerships: Our school has established strong partnerships with local businesses, artists, and community organizations. These partnerships enrich our educational offerings and provide students with real-world learning experiences.
Service Learning Projects: Engaging students in community service projects fosters a sense of responsibility and connection to the community, enhancing their civic awareness and leadership skills.

Professional Development:
Ongoing Teacher Training: We invest in continuous professional development for our teachers, focusing on Waldorf pedagogy, child development, and innovative teaching practices. This commitment to teacher growth ensures that our educators are well-equipped to meet the diverse needs of our students.
Collaborative Culture: Our school culture promotes collaboration among teachers, staff, and families, creating a cohesive and supportive educational environment. Regular faculty meetings and collaborative planning sessions enable us to share best practices and address challenges collectively.

Student-Centered Approach:
Individualized Learning Plans: We prioritize individualized learning plans tailored to each student's strengths, needs, and interests. This personalized approach supports academic achievement and personal growth, fostering a sense of ownership and motivation in students.
Focus on Arts and Creativity: Our strong emphasis on arts and creativity in the curriculum has been shown to enhance critical thinking, problem-solving, and emotional expression, contributing to overall student success.
Overall, our Waldorf charter school’s commitment to holistic education, strong family and community partnerships, and continuous professional development has created a vibrant and supportive learning environment. These strengths and our ongoing progress in building partnerships have significantly contributed to positive student outcomes, preparing our students for lifelong success.

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.

Based on the analysis of educational partner input and local data, our Waldorf-inspired charter school has identified several focus areas for improvement in building partnerships for student outcomes. Our goal is to deepen the engagement and collaboration between school staff, families, and the community to support our students' holistic development. The following areas have been identified as priorities for enhancement:

Enhanced Family Engagement:

Improving Communication Channels: While we have strong communication practices, we recognize the need to enhance the frequency and clarity of our communications. We will continue to implement more robust digital platforms, such as a dedicated school app and an updated website, to ensure families have real-time access to important information, updates, and resources.
Expanding Parent Education Programs: We will offer additional workshops and seminars focused on Waldorf education principles, child development, and effective ways parents can support their children's learning at home. This will help parents feel more connected to and involved in their children's educational journey.

Strengthening Community Partnerships:
Building Local Collaborations: Although we have some partnerships with local businesses and organizations, we aim to expand these relationships to provide more diverse learning experiences for our students.
Community Resource Integration: We will work to integrate more community resources into our school programs, such as guest speakers, local artists, and environmental experts, to enhance our curriculum and provide students with real-world learning experiences.

Professional Development for Staff:
Focused Training on Family Engagement: We will provide targeted professional development for our teachers and staff on effective family engagement strategies, including cultural competency training and techniques for fostering stronger home-school connections.

Increasing Student Voice and Agency:
Student-Led Conferences and Projects: We will introduce more opportunities for students to take the lead in their learning, such as student-led parent-teacher conferences and project-based learning presentations that involve family and community members.
Feedback Mechanisms: Implementing regular surveys and feedback sessions with students to understand their needs and interests better, ensuring that our partnership initiatives are aligned with their goals and aspirations.

Creating a Welcoming School Environment:
Inclusive School Culture: We aim to foster a more inclusive and welcoming school culture by celebrating diversity and promoting equity. This includes hosting multicultural events and creating spaces where all families feel valued and respected.
By focusing on these areas for improvement, our Waldorf-inspired charter school seeks to build stronger, more meaningful partnerships with families and the community. These efforts will enhance student outcomes by creating a supportive, collaborative, and enriching educational environment.

This response outlines specific areas where the school plans to enhance its partnerships to support student outcomes, emphasizing family engagement, community collaboration, professional development, student agency, and an inclusive school culture.

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.

Based on the analysis of educational partner input and local data, our Waldorf-inspired charter school is committed to enhancing the engagement of underrepresented families in building partnerships for student outcomes. While we currently hold regular parent evenings, parent-teacher conferences, and parent education events, we recognize the importance of reaching out to all families, including those who may be underrepresented or less engaged. The following strategies will guide our efforts:

Enhanced Communication and Outreach:
Personalized Invitations: Ensuring personalized invitations are sent to underrepresented families for all parent engagement events, emphasizing the value of their participation in their child's education.
Cultural Sensitivity: Incorporating cultural sensitivity into our communications to ensure all families feel respected and welcomed. This includes translating materials into languages spoken by underrepresented families and providing interpretation services as needed.

Tailored Parent Education Programs:
Relevant Topics: Offering parent education workshops that address the specific needs and interests of underrepresented families, such as navigating the education system, understanding Waldorf principles, and supporting children's learning at home.

Community Engagement Initiatives:
Local Partnerships: Strengthening partnerships with local community organizations and leaders to facilitate outreach efforts and build trust within underrepresented communities.
Community Events: Hosting community events that celebrate diversity and showcase student achievements, inviting underrepresented families to participate and engage with school staff and other families.

Feedback and Collaboration:
Listening Sessions: Holding listening sessions or focus groups with underrepresented families to gather feedback on their needs, concerns, and ideas for enhancing family engagement. This input will inform our ongoing efforts and ensure they are responsive to community voices.
Parent Advisory Group: Continuing a parent advisory group that includes representation from underrepresented families, providing a platform for ongoing dialogue and collaboration in decision-making processes.

Celebrating Cultural Diversity:
Cultural Awareness Events: Organizing cultural awareness events that highlight the rich diversity within our school community, encouraging mutual understanding and appreciation among all families.
Student Showcases: Showcasing student performances and projects that reflect the cultural backgrounds and traditions of underrepresented families, fostering a sense of pride and inclusion.
Through these initiatives, our Waldorf-inspired charter school aims to strengthen partnerships with underrepresented families, ensuring they feel valued, supported, and actively engaged in their children's education. By fostering a collaborative and inclusive school environment, we believe we can enhance student outcomes and promote lifelong learning for all students.

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):

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

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	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.	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.	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.

Based on the analysis of educational partner input and local data, our Waldorf-inspired charter school has demonstrated strong strengths and notable progress in seeking input for decision-making processes. We prioritize gathering diverse perspectives from stakeholders to inform our educational practices and enhance student outcomes. The following highlights our current strengths and progress:

Comprehensive Parent Surveys:
Regular Administration: We conduct annual parent surveys to gather feedback on various aspects of our school's operations, curriculum, and community engagement efforts. These surveys are designed to capture insights and suggestions from parents regarding their children's educational experiences and overall satisfaction with our programs.
Actionable Feedback: The data collected from these surveys are carefully analyzed to identify trends, strengths, and areas for improvement. We use this information to make informed decisions that positively impact student learning and support our commitment to continuous improvement.

Effective Data Utilization:
Data-Driven Decision Making: Our school utilizes local data sources, including student achievement data, attendance records, and demographic information, to inform instructional strategies and resource allocation. By analyzing these data points, we can tailor our educational interventions to meet the diverse needs of our students effectively.
Educational Partner Input: We actively seek input from educational partners, including teachers, staff, and community members, through collaborative meetings, forums, and advisory committees. This input is crucial in shaping school policies, programs, and initiatives that align with our educational mission and values.

Transparent and Inclusive Processes:
Open Communication Channels: We maintain open communication channels with stakeholders through regular updates, newsletters, and public meetings. This transparency ensures that our decision-making processes are accessible and inclusive, allowing stakeholders to stay informed and engaged.
Collaborative Decision Making: Our school fosters a collaborative decision-making culture where stakeholders are encouraged to participate in discussions, share perspectives, and contribute to the development of school-wide goals and priorities.

Community Engagement Initiatives:
Community Forums and Workshops: We organize community forums and festivals to gather input from a wide range of community members, including parents, alumni, and local residents. These forums provide valuable insights and perspectives that guide our strategic planning and initiatives.
In conclusion, our Waldorf-inspired charter school's commitment to seeking input for decision-making is reflected in our proactive approach to engaging stakeholders, utilizing data effectively, and fostering a collaborative culture. By leveraging these strengths and continuing to refine our processes, we aim to sustainably enhance student success and strengthen our school community.

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.

Based on the analysis of educational partner input and local data, our Waldorf-inspired charter school has identified several key focus areas for improvement in Seeking Input for Decision-Making. These focus areas are designed to ensure that our decision-making processes are inclusive, transparent, and reflective of the diverse perspectives within our school community.

Enhanced Communication Channels: We aim to improve our communication methods to ensure that all educational partners, including parents, teachers, students, and community members, are informed and engaged. This involves utilizing multiple platforms such as newsletters, and regular meetings to disseminate information and gather feedback effectively.

Continue to offer regular Stakeholder Meetings: We have established a routine schedule for stakeholder meetings. These meetings will continue to provide a structured forum for discussion, allowing educational partners to voice their opinions, share insights, and collaborate on school initiatives. We ensure these meetings are accessible to all, including offering virtual attendance options.

Surveys and Feedback Tools: Implementing regular surveys and feedback tools will help us gather comprehensive input from all educational partners. These tools will be designed to be user-friendly and inclusive, capturing diverse viewpoints on various school policies, programs, and decisions.

Professional Development on Collaboration: Providing professional development for our staff on effective collaboration and communication strategies will help enhance our ability to seek and integrate input from educational partners. Training will focus on active listening, conflict resolution, and fostering an inclusive environment for dialogue.

By focusing on these areas, our Waldorf-inspired charter school is committed to fostering a culture of collaboration and shared responsibility, ensuring that all educational partners are actively involved in shaping the future of our school. This approach aligns with our mission to create a supportive and participatory educational community.

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.

Based on the analysis of educational partner input and local data, our Waldorf-inspired charter school has identified several strategies to improve the engagement of underrepresented families in seeking input for decision-making. Recognizing the importance of including all voices in our community, we are committed to creating an inclusive and equitable environment that ensures every family has the opportunity to contribute meaningfully.

Targeted Outreach and Communication: We will enhance our communication strategies to reach underrepresented families more effectively. This includes personalized invitations to school events, meetings, and decision-making forums, as well as utilizing culturally relevant and multilingual communication channels to ensure accessibility and understanding.

Parent Liaisons and Community Ambassadors: We will establish a network of parent liaisons and community ambassadors who reflect the cultural and linguistic diversity of our school community. These individuals will serve as bridges between the school and underrepresented families, facilitating communication, encouraging participation, and ensuring their voices are heard.

Community Events and Informal Gatherings: Hosting regular community events and informal gatherings will provide opportunities for building relationships and trust with underrepresented families. These events will create a comfortable setting for families to share their insights and become more engaged with the school community.

By implementing these strategies, our Waldorf-inspired charter school aims to create a more inclusive and participatory environment for all families. This commitment aligns with our mission to foster a holistic, diverse, and supportive educational community where every family feels empowered to contribute to the decision-making process.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses 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.

Overall Scores from Youth Truth
Engagement: The score is 3.23
Academic Challenge: The score is 3.56.
Culture: The score is 3.21.
Belonging & Peer Collaboration: The score is 3.41.
Relationships: The score is 3.15.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Belonging & Peer Collaboration: Scoring 3.41, this is in the 62nd percentile, indicating a stronger sense of belonging and collaboration among students.

The Relationships score is notably low, with the lowest-rated question being about teachers connecting classroom learning with students' lives outside of school.

Actions and Revisions:
Professional Development: Implement regular professional development sessions for teachers focused on building strong, supportive relationships with students and connecting curriculum content to real-life situations.
Feedback Mechanisms: Create regular opportunities for students to provide feedback on their experiences and interactions with teachers, using this feedback to improve teaching practices.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

The relationships score is notably low, with the lowest-rated question being about teachers connecting classroom learning with students' lives outside of school. Identified Needs: The lower score in relationships suggests a need for improving the quality of relationships between students and teachers, as well as among students. Building stronger, more supportive relationships could be a focus area.

Actions and Revisions:
Professional Development: Implement regular professional development sessions for teachers focused on building strong, supportive relationships with students and connecting curriculum content to real-life situations.
Feedback Mechanisms: Create regular opportunities for students to provide feedback on their experiences and interactions with teachers, using this feedback to improve teaching practices.

Areas of Strength: The relatively high score in academic challenge suggests that the curriculum is rigorous for many students, which is positive. This strength can be leveraged to further push for academic excellence.The high score in peer relationships and belonging indicates that many students feel connected and work well with their peers. This positive peer collaboration can be built upon to further strengthen the sense of community.

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)

In our Waldorf-inspired charter school, we employ a variety of locally selected measures and tools to ensure that all students have access to, and are enrolled in, a broad course of study. These measures are tailored to different grade spans, unduplicated student groups, and individuals with exceptional needs.

Measures and Tools:
Curriculum Audits and Alignment Checks:
Regular audits ensure the curriculum aligns with both Waldorf principles and state standards. Ensures coverage of core subjects and enrichment activities like arts, music, and physical education.

Enrollment Data Analysis:
Disaggregated by grade level, unduplicated student groups (such as socioeconomically disadvantaged students, English learners, foster youth), and students with exceptional needs.Tracks participation in various programs and subjects.

Individualized Education Plans (IEPs) and 504 Plans:
For students with exceptional needs, we regularly review and update IEPs and 504 Plans.Ensures these students have access to a broad curriculum tailored to their needs.

Student Surveys and Feedback:
Collects feedback on course offerings and accessibility. Identifies gaps or areas for improvement in course availability and student satisfaction.

Teacher and Staff Assessments:
Regular assessments and professional development to ensure teachers are equipped to deliver a broad and inclusive curriculum. Focus on differentiated instruction to meet diverse student needs.

Parent and Community Involvement:
Engagement through meetings and surveys to gather input on curriculum and course accessibility.
Helps in making informed decisions that reflect community needs and values.

By using these measures, our LEA ensures that all students, including those from unduplicated student groups and those with exceptional needs, have equitable access to a comprehensive and enriching educational experience.

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 receive the same comprehensive Waldorf curriculum, covering core academic subjects, arts, music, physical education, and handwork.

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)

Socioeconomic Disparities:
Accessibility: Socioeconomically disadvantaged students face barriers such as transportation issues, making it difficult for them to participate in after-school programs and enrichment activities.

Training: Teachers require ongoing professional development to effectively differentiate instruction and integrate students with exceptional needs into the regular classroom environment.

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)

Based on the results from our locally selected measures, the LEA has implemented and will continue to implement several key revisions, decisions, and actions to ensure all students have access to a broad course of study.

Revisions and Decisions:
Enhanced Funding and Resource Redistribution:
Securing additional funding through grants and partnerships.

Professional Development:
Providing ongoing training focused on differentiated instruction and inclusive teaching practices.
Offering specialized training for integrating students with exceptional needs into the regular curriculum.

Personalized Learning Support:
Developing personalized learning plans for students needing additional support.
Establishing a system for regular monitoring and assessment of student progress.

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.					

6/26 #5

AGENDA ITEM # 6/27 #7

Board Meeting Dates:
Public Hearing: 06/26/24
Adoption: 06/27/24

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

2024-25

Twin Hills School District

APPLE BLOSSOM | K-5
ORCHARD VIEW | K-12
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2024-25 BUDGET RECAP & NARRATIVE

The revenue side of school budgeting relies heavily on the Governor's May Revision. The Governor continues to protect education from reductions even as the state revenue shortfall increased since January. The May Revision presented on May10, 2024, by the Governor proposed funding a COLA of 1.07% for 2024-25 as the economic outlook through 2027 shows slow but steady growth. This COLA will be applied to state funding for education, LCFF (Local Control Funding Formula), special education, child nutrition, and the Mandate Block Grant. The multi-year projections presented with this report are based on this May Revise proposal. The Legislature and Governor continue to negotiate the final budget over the next few weeks which leaves all the districts in this county relying on the Sonoma County Office of Education, School Services of California, FCMAT and the Department of Finance to prepare our budget and multi-year projections for the two subsequent years. Please see Exhibit A for guidance details. Below is a table showing the COLA revenue percentages, and CalSTRS/CalPERS employee benefit cost percentages for the years 20-21 through 26-27.

Report Pd	Revenue Item	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Adopt Budget	Planning COLA	0.00%	5.07%	6.56%	8.22%	1.07%	2.93%	3.08%
	Expense Item							
Adopt Budget	CalSTRS	16.15%	16.92%	19.10%	19.10%	19.10%	19.10%	19.10%
Adopt Budget	CalPERS	20.70%	22.91%	25.37%	26.68%	27.05%	27.60%	28.00%

Since 2020-21 there have been several state and federal one time COVID funding offerings. 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 almost 100% of these funds. For the 2022-23 fiscal year school districts also received Art, Music, Instructional Materials Discretionary Block Grant and Learning Recovery Emergency Block Grant funding. The Governor also added a program that year he champions called Universal Prekindergarten Planning and Implementation Grant. In 2023-24 schools began receiving Special Education Mental Health Services Funding and the district began receiving Home-to-School Transportation Reimbursement Funding. Voters approved a proposition, Proposition 28 Arts and Music in Schools, that gives schools funding for all types of art and music beginning in 2023-24. Please check the last pages 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).

In 2023-24 we began a Board of Trustees Ad Hoc Committee to work on ways to reduce overspending. I would like to thank Trustee Moise, Trustee Harding, and Superintendent Guzman for all their ideas and hard work. All the principals provided information to help in the

decision making process by allowing us to understand how expense reductions effect their programs, staff and students. We are grateful for their insight and input, making the hard choices and having the hard conversations.

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 Revise 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 FCMAT (Fiscal Crisis and Management Assistance Team) / 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 279.4. 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 283.90. For Fund 03, the Twin Hills Charter Middle School, the estimated ADA is 195. Please note that these are estimates only and the ADA percentage used remains slightly lower due to the continuing COVID19 absences.

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 = 279.4 / Funded ADA = 283.90	**Adopted Budget**
Object Code	**Revenue**	
8011	LCFF State Aid	$1,751,589
8011	Basic Aid Supplement	900,000
8012	EPA (Education Protection Account)	533,794
8041	Secured Property Taxes	4,600,000
8096	In Lieu Property Tax Transfer	(3,204,619)
8091	Revenue Transfer to F14	(50,000)
8097	Special Education Property Tax	77,000
	Total Revenue	**$4,607,764**

Fund 03: Twin Hills Charter Middle School

	ADA = 195	**Adopted Budget**
Object Code	**Revenue**	
8011	LCFF State Aid	$744,350
8012	EPA (Education Protection Account)	435,753
8096	In Lieu Property Tax Transfer	958,437
	Total Revenue	**$2,138,540**

Total Form 01, Line A.1) $6,746,304

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 COVID19 CARES Act and ESSER funding, please see details on the last pages 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 if the funds are spent 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	$ 110,000
8290	Title I	42,183
8290	Title IIA – Principal/Teacher Staff Develop.	7,273
8290	COVID19 ESSER Funding (Res 3214)	73,088
Total Form 01, Line A.2)		**$232,464**

Other State Revenue Sources

Before LCFF, schools received special program funding, called categorical funding, along with revenue limit state funding. The categorical funding at the time LCFF was created was rolled into the LCFF base year funding calculation. There are currently several special categorical programs again and we receive those one-time funds with very specific rules on recording the revenue and spending the funds. The state revenues expected on a regular basis are the Mandate Block Grant, Lottery, and Mental Health funds. The assumptions give details on per ADA funding. Please see the last pages of this narrative for details. 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.

Object Code		**Projected Income**
8550	Mandate Block Grant	$ 13,991
8560	State Lottery	123,006
8590	Home-To-School Transportation 60% Allow.	58,340
8590	STRS on Behalf of State	310,597
8590	ELO Program	169,000
8590	Universal PreK	66,950
8590	Prop 28 Arts & Music in Schools	64,800
8590	ERMHS State Mental Health Funds	37,000
Total Form 01, Line A.3)		**$843,684**

Local Revenue Sources

Local revenue consists of interest earned, donations, Foundation funding, Special Education AB602 funding, rent, SunRidge MOU, SunRidge special ed costs, and miscellaneous. This budget reflects historical levels and/or available funds. Donations and Foundation funding will not be budgeted until cash is received.

Object Code		**Projected Income**
8650	Lease/Rentals	$ 21,600
8660	Interest	106,000
8677	Interagency – Special Ed	50,000
8689	Indirect Cost Support	400
8689	SunRidge MOU / District costs	250,000
8699	SunRidge Special Ed costs	80,000
8792	Special Ed AB602	100,000
Total Form 01, Line A.4)		**$ 608,000**
Total Form 01, Line A.5) Total Revenues		**$8,430,452**

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
14.00 FTE	AB classroom teachers
7.10 FTE	TH classroom teachers
0.70 FTE	AB enrichment teachers
1.90 FTE	TH elective teachers
1.00 FTE	AB Academic Intervention/Title I/EIA
0.50 FTE	TH Academic Intervention
1.00 FTE	Pupil Personnel Counselor
3.20 FTE	Education Specialists
32.40 FTE	Total

Prof Dev & Stipends: $60,000+

Salary calculations are commensurate with approved salary schedules and contractual agreements. This budget includes step movement from prior year and a decrease in steps from 24 to 20 per prior year negotiated agreement. 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 $ 3,290,094

Classified staffing levels are on the next page.

Classified staffing levels are on the next page as follows:

7.03 FTE	Custodial/Maintenance (includes Maint. Director)
1.58 FTE	AB Yard/Parking Lot Duty
1.23 FTE	TH Campus Supervisors
3.90 FTE	School Offices Clerical
1.00 FTE	ELL program assistant
0.35 FTE	Library assistants
0.73 FTE	Health Tech
3.59 FTE	Special Education assistants
3.18 FTE	AB Instructional assistants
0.80 FTE	TH Instructional assistants
0.29 FTE	AB PIP assistants
4.00 FTE	District Office Payroll/Clerical/Technical
1.00 FTE	Business Manager
28.68 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. 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 $ 1,547,773

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	1.37 %
Total	**21.97%**

Statutory Benefits for **Classified** employees include:

Benefit	**Percent * Salary**
Public Employees Retirement	27.05%
Social Security	6.20%
Medicare	1.45%
Unemployment Insurance	0.05%
Workers' Compensation Insurance	1.37%
Total	**36.12%**

STRS on Behalf of State, book entry only $310,597

Total Estimated Cost of All Statutory Benefits $1,594,189

Health and Welfare

This district increased their maximum medical insurance contribution to $1,200 per month on October 1, 2023, from $1,100. The cost for medical insurance through RESIG will increase approximately 8% for the 2024-25 school year

increasing the contribution by the district for those employees below the $1,200 maximum. Vision insurance rates are lower than prior year at $96 per year. It is anticipated that dental insurance will decrease slightly on October 1, 2024, to an annual cost of $1,332. Health insurance maximum annual benefit beginning October 1, 2024 is $15,828 per year for a full FTE.

Total Annual Cost of Health & Welfare Benefits $671,380

Total Form 01, Line B.3) Total Employee Benefits $ 2,265,569

Salaries and benefits account for 77% 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 2024-25 budget. Multi-year projections include separate lines to show where one time federal and state categorical funding was spent. The higher budgeted amounts in 2023-24 (52% higher) includes one time expenditures due to receipt of special block grants and COVID19 funding, carryover and donations. 23-24 also included over $75,000 budgeted for kitchen equipment that is not included in 24-25.

Total Form 01, Line B.4) Total Books and Supplies $192,288

Services and Operating Expenses

Service and Operating expenses are budgeted based on prior year and expected needs in fiscal year 2024-25. Please note that carryover and donations are not shown in the 2024-25 budget. The previous year, 2023-24, 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 $1,908,483

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 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 $50,000

Total Form 01, Line B.9) Total Expenditures $9,254,207

Transfers In (GF = General Fund, Sp Ed EC = Special Ed Excess Costs)

Transfer In F01 GF from F09 Orchard View Sp Ed EC	$200,000
Transfer In F01 GF from F09 Orchard View Direct Costs	280,000
Transfer In F01 GF from F03 Twin Hills CMS Sp Ed EC	200,000

Transfer In F01 GF from F03 Twin Hills CMS Direct Costs	250,000
Transfer In F03 THCMS from F01 General Fund BAS	425,000
Transfer In F01 GF from F12 Apple Blossom Aft Sch Pgm	25,000
Transfer In F01 GF +F03 THCMS from F20 OPEB/CRSP	22,810
Total Form 01, Line D.1a) Total Transfers In	**$1,402,810**

Transfers Out (GF = General Fund, BAS = Basic Aid Supplement Funds)

Transfer Out F01 GF to F13 Cafeteria	$ 90,000
Transfer Out F03 THCMS to GF F01 Direct Costs	450,000
Transfer Out F01 GF to F03 THCMS BAS	425,000
Transfer Out F01 GF to F09 OV BAS	50,000
Transfer Out F01 GF to D21 SR BAS – see Other Outgo	
Total Form 01, Line D.1b) Total Transfers Out	**$1,015,000**

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 educations 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 2024-25, the total anticipated contribution to Special Education due to encroachment is $976,316.

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 2024-25 the estimated transfer from Fund 01 for Apple Blossom staff is $100,000 and from Fund 03 the amount is $100,000.

For 2024-25, 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 2024-25, the total anticipated contribution to PIP is $20,000.

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 meet the 3% requirement based on the state's calculation. 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, this calculation would be a better representation by using only ongoing expenses. 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 2024-25 is $300,000.

Total Form 01, Line D.3) Total Contributions $1,496,316

RESERVES & ASSIGNMENTS

This district has a board policy (BP3100) stating our reserve level will be 17%. The District meets this requirement by reserving $1,693,830 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. In the Ending Balance section 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 $4,181,975 and an estimated ending balance of $3,746,030, this is the total of unrestricted plus restricted. The amount of overspending of $435,945 is 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 but may happen in June of 2025 for one month as an accounting move to push state expenses to the next year, this is not unusual when the state has revenue issues.

MULTI YEAR PROJECTION

The multiyear projection shows the District will continue to remain vigilant and cautious and indicates the necessity to continue to plan for reductions in 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 stable 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 $425,000 this year and $400,000 for the next two years. These BAS transfers are to assist with the higher cost to run a middle school with departmentalized classes and offer enrichment to attract students. Please keep in mind, if enrollment increases and/or state revenue improves and/or if we receive one-time funds, expense reductions may not be necessary. We work diligently to maintain and increase enrollment.

Due to COVID, this district did not receive 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 and staffing our students appreciate 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 K-12)
This charter's ADA of 222 is based on enrollment of 230. This charter's budget indicates a decrease to the fund balance of over $58k this year. In previous years we included a reduction in expenses as part of the plan for this charter but due to how we now plan for reductions, this will be done as the year progresses after actual enrollment is known. The MOU with 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. Due to increased costs for special education the excess costs have increased. To assist this charter in maintaining a fund balance there is a transfer of BAS funds in the amount of $50,000. The estimated decrease to the fund balance of $58,879 is deducted from the estimated beginning fund balance of $297,588, leaving an estimated ending balance of $238,709. From this we deduct restricted resources of $174,780: California Clean Energy $45,523; Educator Effectiveness $13,528; Art Music IMDBG $16,464; Learning Recovery ERBG $33,347; Prop 28 Art and Music in Schools $54,640; A-G and Other State BGs $11,278. The final assigned balance is a positive $63,929 equaling a 2% reserve. The board required reserve of 17% is $491,075 and to meet this, Fund 01 shows an assignment of $427,146. 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 = 222 / FTE: Cert=14.80 Clasfd=3.1	**Adopted Budget**
Revenue	
LCFF State Aid, EPA, In Lieu Property Tax	$2,656,699
Other State (Mandate, Lottery, STRS on BH)	247,445
Local Revenue (Interest)	13,000
Total Revenue	**$2,917,144**
Expenditures	
Salaries & Benefits	$2,359,355
Books & Supplies	65,468
Services	121,200
Total Expense	**$2,546,023**
Transfer In BAS	+50,000
Transfer Out	-480,000
Net Increase (Decrease) to Fund Balance	**($ 58,879)**

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 2024-25 is based on enrollment of 258 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 employee benefit costs. Basic Aid Supplement funds are transferred to this charter for all four years shown on the multi-year projection in the amount of $50,000 per year. This charter is budgeted to decrease its fund balance by $433 and this is due to spending some of the state restricted dollars this year when the revenue was received last year.

ADA = 235 / FTE: Cert=13.3 Clasfd=13.9	**Adopted Budget**
Revenue	
LCFF State Aid, EPA, In Lieu Property Tax	$2,732,887
Other State (Mandate, Lottery, STRS on Behalf)	348,323
Local Revenue (includes $50k BAS from D53/F01)	562,000
Federal and State Meal Program Reimbursement	130,000
Total Revenue	**$3,773,210**
Expenditures	
Salaries & Benefits	$2,722,394
Books & Supplies	211,723
Services	839,526
Total Expense	**$3,773,643**
Transfers In (MYP: BAS included in Local Rev)	
Net Increase (Decrease) to Fund Balance	**($ 433)**

After deducting the excess expenditures over revenue of $433 from the prior year estimated ending fund balance, the ending balance before assignments and reserves will be $871,675. After deducting the nonspendable revolving cash amount of $4,000, the restricted resources of $622,042 consisting of ELO-P, CA Clean Energy, Educator Effectiveness, Arts Music IMDBG, Prop 28 Art and Music in Schools, Learning Recovery ERBG and After Care Programs, plus the assigned RESIG deductible of $18,000, the final assigned balance is a positive $227,633 equaling a 6% reserve. The board required reserve of 17% is $621,665 and to meet this, Fund 01 shows an assignment of $394,032. 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.

CalSTRS and CalPERS

The employer cost for retirement will be an issue in future years as the cost climbs to 19.1% for CalSTRS and to 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, 23-24, and now for 24-25 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 28.0%.

Retirement Plan Year:	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**
STRS ER Rates	10.73%	12.58%	14.43%	16.28%	17.10%	16.15%
PERS ER Rates	11.847%	13.888%	15.531%	18.062%	19.721%	20.70%
Retirement Plan Year:	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**
STRS ER Rates	16.92%	19.10%	19.10%	19.10%	19.10%	19.10%
PERS ER Rates	22.91%	25.37%	26.68%	27.05%	27.60%	28.00%

Necessary Expense Reductions/Additional Adjustments

We used to include lines with the description "Necessary Expense Reductions" on the MYPs for schools that need to reduce expenses in subsequent years. The strategy for this year has changed and we have actually reduced expenses based on work done with the Board Budget Ad Hoc Committee and Site Administrators. This involved painful conversations and reductions in expenses including personnel. There are lines for each school on the MYP titled "Additional Adjustments" to help set goals for subsequent years once planning for those years takes place. Expense reduction planning needs to continue if enrollment does not increase or the state continues to fund education at an untenable amount.

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 and redoing the kitchen in their main room. This program has an ending fund balance of $151,891 after revolving cash of $4,000 is deducted.

Cafeteria (Fund 13)

Universal Meals began in August 2022. This program 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 24-25 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. 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 $90,000 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 $12,882.

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 five year period after 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. During the summer of 2023 we replaced flooring in some rooms at Apple Blossom and installed new charging stations at Apple Blossom, Twin Hills CMS, and Orchard View. This summer we are replacing flooring in two of the TK/K rooms at Apple Blossom and the TK/K restroom. Currently I show a revenue transfer from Fund 01 in the amount of $50,000. The ending balance of $169,121 is committed.

Special Reserve Fund for Other Than Capital Outlay (Fund 17)

This fund is expected to have an assigned ending balance of $325,275 at the end of 2024-25. 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 2022-23 actuarial valuation states the liability is now $64k. 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 22-23 audit. This new actuarial valuation indicates our liability is currently $1,020,700. 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 2023-24 there were 7 retired teachers receiving CRSP at a cost of over $79,212. For 24-25 the estimated amount transferred to other funds to cover CRSP is $22,810 for 2 teachers. The ending Assigned fund balance is currently estimated to be $464,118.

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 $166,766 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 currently have suspended collection of these developer fees and 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 $19,341.

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 $99,891 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.

	Categorical funding by Resource: Apple Blossom Elementary/District									As of 06/12/2024
	Res #	FB/ UR	Revenue	Final year to spend	Spent 21-22	Spent 22-23	23-24 Budget Exp	24-25 Budget Exp	Fund Balance	Program Title
21-22	2600	FB	$65,951	23-24					$65,951	Expanded Learning Opportunities Program ELO-P 2021-22, May Revise extends 1 more year
22-23	2600	FB	$144,774	23-24					$144,774	Expanded Learning Opportunities Program ELO-P 2022-23
23-24	2600	FB	$119,854	N/A					$119,854	Expanded Learning Opportunities Program ELO-P 2023-24
24-25	2600	FB	$119,000	N/A					$119,000	Expanded Learning Opportunities Program ELO-P 2023-24
	3213	UR	$292,030	23-24	$55,000	$164,000	$73,030		$0	Elementary and Secondary School Emergency Relief III (ESSER III) Fund
	3214	UR	$73,008	23-24				$73,008	$0	Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Learning Loss (Extended day/year only)
	3218	UR	$24,261	23-24	$13,080		$11,181		$0	Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve Emergency Needs
	3219	UR	$41,822	23-24			$41,822		$0	Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve Learning Loss
	6053	UR	$59,621	25-26		$739	$35,500	$23,382	$0	Universal Prekindergarten Planning and Implementation Grant 21-22
	6053	UR	$43,568	25-26				$43,568	$0	Universal Prekindergarten Planning and Implementation Grant 22-23
	6266	FB	$108,349	25-26		$9,399	$24,274	$18,270	$56,406	Educator Effectiveness Funds (EEF)
23-24	6546	FB	$21,394	23-24			$21,394		$0	Special Education Mental Health Funds
24-25	6546	FB	$21,400	24-25				$21,400	$0	Special Education Mental Health Funds
	6762	FB	$184,588	25-26		$581	$83,500	$63,000	$37,507	Arts, Music, and Instructional Materials Discretionary Block Grant (AMIMD) Adopted Budget reduced by 6%
23-24	6770	FB	$37,886	25-26					$37,886	Prop 28 Art & Music In Schools
24-25	6770	FB	$37,900	26-27					$37,900	Prop 28 Art & Music In Schools
	7425	FB	$115,647	23-24	$71,647	$29,000	$15,000		$0	Expanded Learning Opportunities (ELO) Grant
	7435	FB	$145,238	27-28			$145,238		$0	Learning Recovery Emergency Block Grant (LRE) Adopted Budget reduced by 15%
	Totals		$1,656,291		$139,727	$203,719	$450,939	$242,628	$619,278	

	Categorical funding by Resource: Twin Hills Charter Middle School									As of 6/12/2024
	Res #	FB/ UR	Revenue	Final year to spend	Spent 21-22	Spent 22-23	23-24 Budget Exp	24-25 Budget Exp	Fund Balance	Program Title
21-22	2600	FB	$50,000	23-24					$50,000	Expanded Learning Opportunities Program ELO-P 2021-22, May Revise extends 1 more year
22-23	2600	FB	$50,000	23-24					$50,000	Expanded Learning Opportunities Program ELO-P 2022-23
23-24	2600	FB	$50,000	N/A					$50,000	Expanded Learning Opportunities Program ELO-P 2022-23
24-25	2600	FB	$50,000	N/A					$50,000	Expanded Learning Opportunities Program ELO-P 2023-24
	6266	FB	$56,675	25-26	$9,138	$923	$19,461	$6,660	$20,493	Educator Effectiveness Funds (EEF)
23-24	6546	FB	$15,538	23-24			$15,538		$0	Special Education Mental Health Funds
24-25	6546	FB	$15,600	24-25				$15,600	$0	Special Education Mental Health Funds
	6762	FB	$125,652	25-26			$41,000	$41,000	$43,652	Arts, Music, and Instructional Materials Discretionary Block Grant (AMIMD) Adopted Budget reduced by 6%
23-24	6770	FB	$26,856	25-26					$26,856	Prop 28 Art & Music In Schools
24-25	6770	FB	$26,900	26-27					$26,900	Prop 28 Art & Music In Schools
	7435	FB	$92,000	27-28			$92,000		$0	Learning Recovery Emergency Block Grant (LRE) Adopted Budget reduced by 15%
	Totals		$559,221		$9,138	$923	$167,999	$63,260	$317,901	

	Categorical funding by Resource: Orchard View School									As of 6/12/2024
	Res #	FB/ UR	Revenue	Final year to spend	Spent 21-22	Spent 22-23	23-24 Budget Exp	24-25 Budget Exp	Fund Balance	Program Title
	2600	FB		23-24					$0	Non Classroom based, not eligible
	6053	UR	$26,005	25-26			$7,000		$19,005	Universal Prekindergarten Planning and Implementation Grant 21-22
	6053	UR	$29,174	25-26					$29,174	Universal Prekindergarten Planning and Implementation Grant 22-23
	6266	FB	$44,837	25-26	$4,625	$7,661	$11,662	$7,360	$13,529	Educator Effectiveness Funds (EEF)
23-24	6546	FB	$17,495	23-24			$17,495		$0	Special Education Mental Health Funds
24-25	6546	FB	$17,500	24-25				$17,500	$0	Special Education Mental Health Funds
	6762	FB	$136,740	25-26		$29,276	$46,000	$45,000	$16,464	Arts, Music, and Instructional Materials Discretionary Block Grant (AMIMD) Adopted Budget reduced by 6%
23-24	6770	FB	$27,320	25-26					$27,320	Prop 28 Art & Music In Schools
24-25	6770	FB	$27,320	26-27					$27,320	Prop 28 Art & Music In Schools
	7412+13	FB	$8,951	25-26					$8,951	A-G Completion Improvement Grant Program
	7435	FB	$78,347	27-28			$20,000	$25,000	$33,347	Learning Recovery Emergency Block Grant (LRE) Adopted Budget reduced by 15%
	7810	FB	$2,327	27-28					$2,327	Other State: Ethnic Studies
	Totals		$416,016		$4,625	$36,937	$102,157	$94,860	$177,437	

	Categorical funding by Resource: SunRidge School									As of 6/12/2024
	Res #	FB/ UR	Revenue	Final year to spend	Spent 21-22	Spent 22-23	23-24 Budget Exp	24-25 Budget Exp	Fund Balance	Program Title
21-22	2600	FB	$50,000	23-24					$50,000	Expanded Learning Opportunities Program ELO-P 2021-22 May Revise extends 1 more year
22-23	2600	FB	$105,691	23-24					$105,691	Expanded Learning Opportunities Program ELO-P 2022-23
23-24	2600	FB	$113,585	N/A					$113,585	Expanded Learning Opportunities Program ELO-P 2022-23
24-25	2600	FB	$113,600	N/A					$113,600	Expanded Learning Opportunities Program ELO-P 2023-24
	3219	UR	$26,485	23-24		$2,773	$23,712		$0	Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve Learning Loss
	6053	UR	$55,852	25-26					$55,852	Universal Prekindergarten Planning and Implementation Grant 21-22
	6053	UR	$48,748	25-26					$48,748	Universal Prekindergarten Planning and Implementation Grant 22-23
	6266	FB	$56,771	25-26		$9,491	$19,211	$13,660	$14,409	Educator Effectiveness Funds (EEF)
23-24	6546	FB	$17,574	23-24			$17,574		$0	Special Education Mental Health Funds
24-25	6546	FB	$17,500	24-25				$17,500	$0	Special Education Mental Health Funds
	6762	FB	$126,448	25-26		$3,300	$77,741	$29,500	$15,907	Arts, Music, and Instructional Materials Discretionary Block Grant (AMIMD) Adopted Budget reduced by 6%
23-24	6770	FB	$33,362	25-26			$6,330	$2,857	$24,175	Prop 28 Art & Music In Schools
24-25	6770	FB	$33,360	26-27					$33,360	Prop 28 Art & Music In Schools
	7435	FB	$135,423	27-28			$61,213	$48,000	$26,210	Learning Recovery Emergency Block Grant (LRE) Adopted Budget reduced by 15%
	Totals		$934,399		$0	$15,564	$205,781	$111,517	$601,537	

Twin Hills USD

Enrollment and ADA

2024-25 Adopted Budget - Current

	2023-24 PRIOR FISCAL YEAR			2023-24 Note:	2024-25 CURRENT FISCAL YEAR			2025-26 1ST SUBSEQUENT YEAR			2026-27 2ND SUBSEQUENT YEAR		
	Enrollment @ CBEDS (Oct 4, 2023)	P-2 ADA (actual)	LCFF UNDUPLICATED COUNT	Enroll- ment @ Mar 31, 2024	Enrollment @ CBEDS (est.)	P-2 ADA (estimate)	LCFF UNDUPLICATED COUNT	Enrollment @ CBEDS (est.)	P-2 ADA (estimate)	LCFF UNDUPLICATED COUNT	Enrollment @ CBEDS (est.)	P-2 ADA (estimate)	LCFF UNDUPLICATED COUNT
DISTRICT Apple Blossom													
K-3	179	164.46	47	180	184	175	47	184	175	47	184	175	47
4-6	110	103.26	38	113	108	103	38	108	103	38	108	103	38
4-6: NPS													
7-8: NPS													
SCOE Class TK-3 or 6-22	1.5	1.37	1	1.5	1.5	1.4	1	1.5	1.4	1	1.5	1.4	1
Totals	290.5	269.09	86	294.5	293.5	279.4	86	293.5	279.4	86	293.5	279.4	86
Ratio of ADA to Enrollment / Percentage Unduplicated	LCFF=289-6=283	94.58%	30.18%		LCFF=292	95.20%	29.25%	LCFF=292	95.20%	29.25%	LCFF=292	95.20%	29.25%
	AB will be funded on 3 year rolling average, this year = 320.15				*AB will be funded on 3 year rolling average, this year = 283.90*			*AB will be funded on current year*			*AB will be funded on current year*		
CHARTER SCHOOL Twin Hills CMS													
K-3													
4-6	69	65.94	14	70	60	57	12	60	57	12	60	57	12
7-8	138	128.99	43	138	145	138	45	145	138	45	145	138	45
9-12													
Ungraded													
Totals	207	194.93	57	208	205	195	57	205	195	57	205	195	57
Ratio of ADA to Enrollment / Percentage Unduplicated		94.17%	27.54%			95.12%	27.80%		95.12%	27.80%		95.12%	27.80%
CHARTER SCHOOL Orchard View													
K-3	42	42.04	11	42	35	34	9	35	34	9	35	34	9
4-6	47	46.58	17	47	47	46	17	47	46	15	47	46	15
7-8	43	41.58	10	44	40	38	10	40	38	12	40	38	12
9-12	96	89.26	18	93	108	104	21	108	104	21	108	104	21
Ungraded													
Totals	228	219.46	56	226	230	222	57	230	222	57	230	222	57
Ratio of ADA to Enrollment / Percentage Unduplicated		96.25%	24.56%			96.52%	24.78%		96.52%	24.78%		96.52%	24.78%
Sub-Totals District 53	726	683	199	729	729	696	200	729	696	200	729	696	200
CHARTER SCHOOL SunRidge													
K-3	125	116.43	46	128	134	123	48	134	123	48	134	123	48
4-6	77	73.11	26	79	86	78	28	86	78	28	86	78	28
7-8	32	28.45	10	32	38	34	11	38	34	11	38	34	11
9-12													
Ungraded													
Totals District 21	234	217.99	82	239	258	235	87	258	235	87	258	235	87
Ratio of ADA to Enrollment / Percentage Unduplicated		93.16%	35.04%			91.09%	33.72%		91.09%	33.72%		91.09%	33.72%
TOTALS ALL SITES	960	901	281	967.5	987	931	287	987	931	287	987	931	287

Public Health COVID19 State of Emergency for California ended 2/28/2023 and Federal ended 5/18/23.
SunRidge 24-25 ADA to enrollment is 91% instead of 93% to allow for possible lower enrollment. Enrollment based on information provided by site and class size based on lottery.

Twin Hills USD

Enrollment and ADA

2024-25 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 Prior to COVID19 Pandemic			2020-21 During COVID19 Pandemic			2021-22 PRIOR FISCAL YEAR			2022-23 CURRENT FISCAL YEAR		
	Enrollment @ CBEDS (Oct)	P-2 ADA (actual)	LCFF UNDUPLICATED COUNT	Enrollment @ CBEDS (Oct)	P-2 ADA - based on prior year	LCFF UNDUPLICATED COUNT	Enrollment @ CBEDS (Oct 6)	P-2 ADA (actual)	LCFF UNDUPLICATED COUNT	Enrollment @ CBEDS (Oct 5)	P-2 ADA (actual)	LCFF UNDUPLICATED 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	
SCOE Class TK-3 or 6-22										1	0.95	1
Totals	401	377.65	99	360	377.65	88	320	287.33	73	294	273.16	73
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	92.91%	24.91%
				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 = 353.40***		
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	714	668	174
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	957	882	257

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	2023-24 Estimated Actuals			2024-25 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)	267.72	267.72	318.78	278.00	278.00	282.50
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)	267.72	267.72	318.78	278.00	278.00	282.50
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class	1.37	1.37	1.37	1.40	1.40	1.40
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)	1.37	1.37	1.37	1.40	1.40	1.40
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	269.09	269.09	320.15	279.40	279.40	283.90
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Apple Blossom Elementary

P-3

Description	2023-24 Estimated Actuals			2024-25 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	194.93	194.93	194.93	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)	194.93	194.93	194.93	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	219.46	219.46	219.46	222.00	222.00	222.00
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)	219.46	219.46	219.46	222.00	222.00	222.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	414.39	414.39	414.39	417.00	417.00	417.00

Twin Hills CMS
Orchard View School

Description	2023-24 Estimated Actuals			2024-25 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	217.99	217.99	217.99	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)	217.99	217.99	217.99	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)	217.99	217.99	217.99	235.00	235.00	235.00

District/Apple Blossom Elem/Twin Hills Charter Middle School

Twin Hills Union Elementary
Sonoma County

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

49 70961 0000000
Form 01
F8BZPUH864(2024-25)

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals Unrestricted (A)	2023-24 Estimated Actuals Restricted (B)	2023-24 Estimated Actuals Total Fund col. A + B (C)	2024-25 Budget Unrestricted (D)	2024-25 Budget Restricted (E)	2024-25 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	7,250,255.00	84,000.00	7,334,255.00	6,669,304.00	77,000.00	6,746,304.00	-8.0%
2) Federal Revenue		8100-8299	0.00	317,489.00	317,489.00	0.00	232,464.00	232,464.00	-26.8%
3) Other State Revenue		8300-8599	152,674.00	686,175.00	838,849.00	159,769.00	683,915.00	843,684.00	0.6%
4) Other Local Revenue		8600-8799	414,605.00	465,038.00	879,643.00	378,000.00	230,000.00	608,000.00	-30.9%
5) TOTAL, REVENUES			7,817,534.00	1,552,702.00	9,370,236.00	7,207,073.00	1,223,379.00	8,430,452.00	-10.0%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	3,113,347.00	610,120.00	3,723,467.00	2,956,692.00	333,402.00	3,290,094.00	-11.6%
2) Classified Salaries		2000-2999	1,256,614.00	404,003.00	1,660,617.00	1,184,194.00	363,579.00	1,547,773.00	-6.8%
3) Employee Benefits		3000-3999	1,668,750.00	678,940.00	2,347,690.00	1,667,693.00	597,876.00	2,265,569.00	-3.5%
4) Books and Supplies		4000-4999	98,113.08	309,487.50	407,600.58	60,363.00	131,925.00	192,288.00	-52.8%
5) Services and Other Operating Expenditures		5000-5999	862,708.00	1,413,891.47	2,276,599.47	720,440.00	1,188,043.00	1,908,483.00	-16.2%
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	60,027.00	0.00	60,027.00	50,000.00	0.00	50,000.00	-16.7%
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			7,059,559.08	3,416,441.97	10,476,001.05	6,639,382.00	2,614,825.00	9,254,207.00	-11.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			757,974.92	(1,863,739.97)	(1,105,765.05)	567,691.00	(1,391,446.00)	(823,755.00)	-25.5%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	1,434,212.00	0.00	1,434,212.00	1,402,810.00	0.00	1,402,810.00	-2.2%
b) Transfers Out		7600-7629	1,043,354.00	0.00	1,043,354.00	1,015,000.00	0.00	1,015,000.00	-2.7%
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	(1,507,117.00)	1,507,117.00	0.00	(1,496,316.00)	1,496,316.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,116,259.00)	1,507,117.00	390,858.00	(1,108,506.00)	1,496,316.00	387,810.00	-0.8%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(358,284.08)	(356,622.97)	(714,907.05)	(540,815.00)	104,870.00	(435,945.00)	-39.0%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	3,635,848.97	1,261,032.69	4,896,881.66	3,277,564.89	904,409.72	4,181,974.61	-14.6%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals Unrestricted (A)	2023-24 Estimated Actuals Restricted (B)	2023-24 Estimated Actuals Total Fund col. A + B (C)	2024-25 Budget Unrestricted (D)	2024-25 Budget Restricted (E)	2024-25 Budget Total Fund col. D + E (F)	% Diff Column C & F
c) As of July 1 - Audited (F1a + F1b)			3,635,848.97	1,261,032.69	4,896,881.66	3,277,564.89	904,409.72	4,181,974.61	-14.6%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,635,848.97	1,261,032.69	4,896,881.66	3,277,564.89	904,409.72	4,181,974.61	-14.6%
2) Ending Balance, June 30 (E + F1e)			3,277,564.89	904,409.72	4,181,974.61	2,736,749.89	1,009,279.72	3,746,029.61	-10.4%
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	904,409.72	904,409.72	0.00	1,009,279.72	1,009,279.72	11.6%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	1,375,639.89	0.00	1,375,639.89	1,037,919.89	0.00	1,037,919.89	-24.6%
West County JPAs: Special Ed & Transportation	0000	9780	*70,000.00*		*70,000.00*			*0.00*	
Fund Balance Support: Charters	0000	9780	*771,793.00*		*771,793.00*			*0.00*	
Technology, Facilities, Pension & Salary	0000	9780	*1,400,000.00*		*1,400,000.00*			*0.00*	
Assignment Reduction due to Supports	0000	9780	*(966,153.11)*		*(966,153.11)*			*0.00*	
COVID19 Legal: Distance Learning	0000	9780	*100,000.00*		*100,000.00*			*0.00*	
West County JPAs: Special Ed & Transportation	0000	9780			*0.00*	*70,000.00*		*70,000.00*	
Fund Balance Support: Charters	0000	9780			*0.00*	*821,178.00*		*821,178.00*	
Technology, Facilities, Pension & Salary	0000	9780			*0.00*	*1,400,000.00*		*1,400,000.00*	
Assignment Reduction due to Supports	0000	9780			*0.00*	*(1,353,258.11)*		*(1,353,258.11)*	
COVID19 Legal: Distance Learning	0000	9780			*0.00*	*100,000.00*		*100,000.00*	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,896,925.00	0.00	1,896,925.00	1,693,830.00	0.00	1,693,830.00	-10.7%
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	4,570,699.04	(505,252.55)	4,065,446.49				
1) Fair Value Adjustment to Cash in County Treasury		9111	(161,125.00)	0.00	(161,125.00)				

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
2600	Expanded Learning Opportunities Program	480,579.00	649,579.00
6230	California Clean Energy Jobs Act	70,694.47	70,694.47
6266	Educator Effectiveness, FY 2021-22	101,829.28	76,899.28
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	185,158.97	81,158.97
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	64,742.00	129,542.00
7029	Child Nutrition: Food Service Staff Training Funds	1,406.00	1,406.00
Total, Restricted Balance		904,409.72	1,009,279.72

TWIN HILLS UNION SCHOOL DISTRICT

DISTRICT, APPLE BLOSSOM, TWIN HILLS CMS -- FUNDS 01 AND 03 COMBINED: 2024-25 Multi-Year Projection @ Adopted Budget

	Object Codes	Prior Fiscal Year Budget: 2023-24			Current Fiscal Year Budget: 2024-25			First Subsequent Fiscal Year: 2025-26			Second Subsequent Fiscal Year: 2026-27		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
COLA (percentage)				8.22%			1.07%			2.93%			3.08%
Funded COLA				8.22%			1.07%			2.93%			3.08%
ADA for LCFF Funding purposes				515.15			478.90			474.40			474.40
Enrollment				492			499			499			499
Revenue													
LCFF Sources: LCFF, EPA, Property Tax	8010-8099	5,997,446	84,000	6,081,446	5,715,395	77,000	5,792,395	5,827,444	77,000	5,904,444	5,997,739	77,000	6,074,739
Transportation Funding: NEW 15-16		102,809	-	102,809	103,909	-	103,909	106,954	-	106,954	110,248	-	110,248
Revenue Transfer (Def Maint F14)		(50,000)	-	(50,000)	(50,000)	-	(50,000)	(50,000)	-	(50,000)	(50,000)	-	(50,000)
Basic Aid Supplement	*8011-BAS*	*800,000*	-	*800,000*	*900,000*	-	*900,000*	*900,000*	-	*900,000*	*900,000*	-	*900,000*
Basic Aid Supplement: Prior year adjustment at P-1		*400,000*		*400,000*									
Federal Revenues	8100-8299	-	191,456	191,456	-	159,456	159,456	-	159,456	159,456	-	159,456	159,456
Federal Funding: COVID19 (Unearned - record as expensed)			126,033	126,033		73,008	73,008		-	-		-	-
Other State Revenues	8300-8599	152,674	34,920	187,594	159,769	35,568	195,337	161,512	35,568	197,080	163,089	35,568	198,657
State Funding: IPI, Universal PreK (Unearned-see Fed)		-	35,500	35,500	-	66,950	66,950	-	-	-	-	-	-
State Funding: ELO-P, Educator Effectiveness, Mental Health, Art Music IM BG, Learning Recoverty ER BG, Kitchen Infrastructure, Prop 28 AMIS		-	296,856	296,856	-	270,800	270,800	-	270,800	270,800	-	270,800	270,800
STRS on Behalf of State		-	318,899	318,899	-	310,597	310,597	-	326,127	326,127	-	342,433	342,433
THCMS Declining Enrollment Protection 22-23 only		-	-	-	-	-	-	-	-	-	-	-	-
Local Revenues	8600-8799	414,605	465,038	879,643	378,000	230,000	608,000	379,160	230,000	609,160	380,440	230,000	610,440
Total Revenue		7,817,534	1,552,702	9,370,236	7,207,073	1,223,379	8,430,452	7,325,070	1,098,951	8,424,021	7,501,516	1,115,257	8,616,773
Expenditures													
Certificated Salaries	1000-1999	3,113,347	439,609	3,552,956	2,956,692	313,702	3,270,394	2,949,099	319,976	3,269,075	2,996,477	326,376	3,322,853
Certificated Salaries One Time Grant Funds		-	170,511	170,511	-	19,700	19,700	-	14,700	14,700	-	14,700	14,700
Additional Adjustments		-	-	-	-	-	-	-	-	-	-	-	-
Classified Salaries	2000-2999	1,256,614	386,583	1,643,197	1,184,194	316,590	1,500,784	1,207,878	322,922	1,530,800	1,232,036	329,380	1,561,416
Classified Salaries One Time Grant Funds		-	17,420	17,420	-	46,989	46,989	-	-	-	-	-	-
Additional Adjustments		-	-	-	-	-	-	-	-	-	-	-	-
Employee Benefits -- Statutory	3301-3399;	206,962	59,536	266,498	198,063	22,018	220,081	200,114	22,458	222,572	204,117	22,908	227,025
Employee Benefits One Time Grant Funds		-	43,586	43,586	-	21,303	21,303	-	3,230	3,230	-	3,230	3,230
Additional Adjustments		-	-	-	-	-	-	-	-	-	-	-	-
Employee Benefits STRS on Behalf of State	3101-3199	-	318,899	318,899	-	310,597	310,597	-	326,127	326,127	-	342,433	342,433
Employee Benefits STRS	3101-3199	562,177	78,367	640,544	555,190	67,266	622,456	538,869	61,115	599,984	549,646	62,338	611,984
Employee Benefits PERS	3201-3300	335,233	91,278	426,511	317,390	96,862	414,252	335,353	89,126	424,479	347,016	92,226	439,242
Employee & Retiree Benefits -- Health & Welfare	3400-3499;3700-3799;3900-3998	564,378	74,059	638,437	597,050	79,830	676,880	594,511	81,427	675,938	606,401	83,055	689,456
EE Benefits-H&W One Time Grant Funds		-	13,215	13,215	-	-	-	-	-	-	-	-	-
Additional Adjustments		-	-	-	-	-	-	-	-	-	-	-	-
Books and Supplies	4000-4999	98,113	148,470	246,583	60,363	66,579	126,942	61,570	67,617	129,187	62,801	68,675	131,476
Books and Supplies One Time Grant Funds		-	161,017	161,017	-	65,346	65,346	-	3,500	3,500	-	3,500	3,500
Services, Other Operating Expenses	5000-5999	862,708	1,200,581	2,063,289	720,440	1,035,493	1,755,933	734,851	1,056,203	1,791,054	749,549	1,077,327	1,826,876
Services One Time Grant Funds		0	213,311	213,311	0	152,550	152,550	0	73,000	73,000	0	73,000	73,000
Restricted Expense Adjustment		-	-	-	-	-	-	580	(580)	-	19,658	(19,658)	-
Necessary Expense Reductions - see narrative		-	-	-	-	-	-	-	-	-	-	-	-
Capital Outlay	6000-6999	-	-	-	-	-	-	-	-	-	-	-	-
Other Outgo	7100-7299 7300-7499	-	-	-	-	-	-	-	-	-	-	-	-
Other Outgo: BAS to D21 charter	7299	60,027	-	60,027	50,000	-	50,000	50,000	-	50,000	50,000	-	50,000
Total Expenditures		7,059,559	3,416,442	10,476,001	6,639,382	2,614,825	9,254,207	6,672,825	2,440,821	9,113,646	6,817,701	2,479,490	9,297,191
Excess (Deficiency)		757,975	(1,863,740)	(1,105,765)	567,691	(1,391,446)	(823,755)	652,245	(1,341,870)	(689,625)	683,815	(1,364,233)	(680,418)
Transfers In	8910-8929	1,434,212	-	1,434,212	1,402,810	-	1,402,810	1,366,703	-	1,366,703	1,355,000	-	1,355,000
Transfers Out (enter as negative)	7610-7629	(1,043,354)	-	(1,043,354)	(1,015,000)	-	(1,015,000)	(940,000)	-	(940,000)	(940,000)	-	(940,000)
Other Sources	8930-8979	-	-	-	-	-	-	-	-	-	-	-	-
Other Uses (enter as negative)	7630-7699	-	-	-	-	-	-	-	-	-	-	-	-
Contribution to Restricted Program	8980-8999	(1,507,117)	1,507,117	-	(1,496,316)	1,496,316	-	(1,518,240)	1,518,240	-	(1,540,603)	1,540,603	-
Total Transfers/Other Uses		(1,116,259)	1,507,117	390,858	(1,108,506)	1,496,316	387,810	(1,091,537)	1,518,240	426,703	(1,125,603)	1,540,603	415,000
Net Increase (Decrease)		(358,284)	(356,623)	(714,907)	(540,815)	104,870	(435,945)	(439,292)	176,370	(262,922)	(441,788)	176,370	(265,418)
Fund Balance													
Beginning Balance		3,635,848	1,261,033	4,896,881	3,277,564	904,410	4,181,974	2,736,749	1,009,280	3,746,029	2,297,457	1,185,650	3,483,106
Audit Adjustment(s)		-	-	-	-	-	-	-	-	-	-	-	-
Net Ending Balance		3,277,564	904,410	4,181,974	2,736,749	1,009,280	3,746,029	2,297,457	1,185,650	3,483,107	1,855,669	1,362,020	3,217,689
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	-	904,410	904,410	-	1,009,280	1,009,280	-	1,185,650	1,185,650	-	1,362,020	1,362,020
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		771,793	-	771,793	821,178	-	821,178	907,330	-	907,330	942,067	-	942,067
Assigned - Fund Bal Site Support/Pensions/Tech/Facilities-Net		433,846	-	433,846	46,741	-	46,741	(438,623)	-	(438,623)	(943,583)	-	(943,583)
Assigned - Lottery Unrestricted		-	-	-	-	-	-	-	-	-	-	-	-
Assigned - COVID19 Legal / No Expense Reductions		100,000		100,000	100,000		100,000	100,000		100,000	100,000		100,000
Reserve for Economic Uncertainties	9789	1,896,925	-	1,896,925	1,693,830	-	1,693,830	1,653,750	-	1,653,750	1,682,185	-	1,682,185
Unassigned/Unappropriated Ending Bal	9790	0	-	0	0	-	0	0	-	0	0	-	0
Net Ending Balance		3,277,564	904,410	4,181,974	2,736,749	1,009,280	3,746,029	2,297,457	1,185,650	3,483,107	1,855,669	1,362,020	3,217,689
		Reserve Requirement			Reserve Requirement			Reserve Requirement			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		$ 306,974	$ 9,300	$ 316,274	$ 316,274	$ 9,000	$ 325,274	$ 325,274	$ 9,000	$ 334,274	$ 334,274	$ 9,000	$ 343,274

District/Apple Blossom Elem

TWIN HILLS UNION SCHOOL DISTRICT
APPLE BLOSSOM SCHOOL AND DISTRICT
2024-25 CASH FLOW ESTIMATES @ Adopted Budget

APPLE B ELEM/DISTRICT		2024-25 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 25	
A: BEGIN CASH	9110	3,400,000.00	3,174,828.00	2,526,313.00	2,306,841.00	1,899,013.00	1,375,466.00	3,216,358.00	2,427,978.00	2,173,399.00	1,629,889.00	2,805,480.00	2,314,528.00			
B: RECEIPTS																
Rev Limit Prop Taxes	8020-8079						2,300,000.00				1,725,000.00	0.00	575,000.00	4,600,000.00		4,600,000.00
LCFF State Aid	8010-8019	87,580.00	87,580.00	157,643.00	157,643.00	157,643.00	157,643.00	157,643.00	157,643.00	157,643.00	157,643.00	157,643.00	157,642.00	1,751,589.00		1,751,589.00
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			133,449.00			133,449.00			133,448.00			133,448.00	533,794.00		533,794.00
Deferred Maintenance TF	8091						-50,000.00							-50,000.00		-50,000.00
In Lieu Property Tax	8080-8099		-192,274.00	-384,554.00	-256,369.00	-256,369.00	-256,369.00	-256,369.00	-217,869.00	-448,650.00	-224,324.00	-224,324.00	-185,824.00	-2,903,295.00	-224,324.00	-3,127,619.00
Federal	8100-8299				6,378.00	79,728.00	3,189.00	6,378.00			7,973.00			103,646.00	55,810.00	159,456.00
Federal COVID							36,504.00						36,504.00	73,008.00	0.00	73,008.00
Other State - see below	8300-8599															
Mandated Block Grant							10,122.00							10,122.00		10,122.00
State COVID							33,475.00						33,475.00	66,950.00		66,950.00
Block Grants, ERMHS, Transportation		11,830.00	11,830.00	21,298.00	21,298.00	21,298.00	21,298.00	21,298.00	21,298.00	21,298.00	21,298.00	21,298.00	21,298.00	236,640.00	0.00	236,640.00
Lottery, Unrest+Rest								18,053.00			18,053.00			36,106.00	36,104.00	72,210.00
STRS on Behalf of / State Liability														0.00	206,612.00	206,612.00
Other Local	8600-8799															0.00
Interest					22,500.00			22,500.00			22,500.00			67,500.00	22,500.00	90,000.00
Rent, Util, SR MOU, Misc		967.00	967.00	967.00	967.00	967.00	967.00	1,165.00	967.00	967.00	967.00	967.00	91,165.00	102,000.00	300,000.00	402,000.00
Special Ed		5,000.00	5,000.00	9,000.00	9,000.00	9,000.00	9,000.00	9,000.00	9,000.00	9,000.00	9,000.00	9,000.00	9,000.00	100,000.00		100,000.00
Interfund TF in (MOUs TH+OV+ASP)	8910-8929					230,000.00		11,703.00	230,000.00				230,000.00	701,703.00	265,000.00	966,703.00
Contributions from Unrest.	8930-8979												100,000.00	100,000.00		100,000.00
Other Non-Revenue														0.00		0.00
TOTAL RECEIPTS		150,377.00	-41,897.00	18,803.00	42,417.00	323,267.00	2,480,278.00	72,371.00	282,039.00	-45,294.00	1,819,110.00	45,584.00	1,282,708.00	6,429,763.00	661,702.00	7,091,465.00
C: DISBURSEMENTS																
Certificated Salaries	1000-1999	42,000.00	186,014.00	186,014.00	186,014.00	186,014.00	186,014.00	186,014.00	186,014.00	186,014.00	186,014.00	186,014.00	206,013.00	2,108,153.00		2,108,153.00
Classified Salaries	2000-2999	65,000.00	95,000.00	112,875.00	112,875.00	112,875.00	112,875.00	112,875.00	112,875.00	112,875.00	112,875.00	112,875.00	112,873.00	1,288,748.00		1,288,748.00
Employee Benefits	3000-3999	42,000.00	123,908.00	123,908.00	123,908.00	123,908.00	123,908.00	123,908.00	123,908.00	123,908.00	123,908.00	123,908.00	128,905.00	1,409,985.00	206,612.00	1,616,597.00
Books & Supplies	4000-4999	3,460.00	23,528.00	20,760.00	24,912.00	27,680.00	9,688.00	4,152.00	6,920.00	4,152.00	6,920.00	2,768.00	3,458.00	138,398.00	0.00	138,398.00
Services & Other Operational	5000-5999	35,634.00	178,168.00	124,718.00	249,436.00	356,337.00	106,901.00	213,802.00	106,901.00	71,267.00	213,802.00	90,971.00	33,746.00	1,781,683.00	0.00	1,781,683.00
Capital Outlay	6000-6599													0.00		0.00
Other Outgo	7000-7499						50,000.00						0.00	50,000.00		50,000.00
Interfund TF out (Cafet)	7600-7629					40,000.00		20,000.00				20,000.00	10,000.00	90,000.00		90,000.00
Interfund TF out (BAS/OPEB)	7600-7629						50,000.00	200,000.00					225,000.00	475,000.00		475,000.00
Other Non-Expenditures														0.00		0.00
TOTAL DISBURSEMENTS		188,094.00	606,618.00	568,275.00	697,145.00	846,814.00	639,386.00	860,751.00	536,618.00	498,216.00	643,519.00	536,536.00	719,995.00	7,341,967.00	206,612.00	7,548,579.00
D: PRIOR YR TRANSACTIONS																
Accounts Receivable	92x															
Prior year LCFF, In Lieu Property Tax																
Lottery, Other State, Interest		-49,655.00			26,900.00									-22,755.00		
Prior year Clear Due To/From				330,000.00	220,000.00									550,000.00		
Accounts Payable	95x															
Prior year: Clear Due To/From, MOU, Books																
Sup, Unearned Rev. CY Use Tax		-137,800.00												-137,800.00		
TOTAL PRIOR YR		-187,455.00	0.00	330,000.00	246,900.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	389,445.00		
E: NET INC/DEC	(B-C+D)	-225,172.00	-648,515.00	-219,472.00	-407,828.00	-523,547.00	1,840,892.00	-788,380.00	-254,579.00	-543,510.00	1,175,591.00	-490,952.00	562,713.00	-522,759.00		
F: ENDING CASH BALANCE	(A+E)	3,174,828.00	2,526,313.00	2,306,841.00	1,899,013.00	1,375,466.00	3,216,358.00	2,427,978.00	2,173,399.00	1,629,889.00	2,805,480.00	2,314,528.00	2,877,241.00		455,090.00	

Notes: Amount expected in or after July of 2025 for all types of revenue is extimated at over $600,000. 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 ($206,612).
Expenses to be made after June 30, 2025 shows the book entry amount for STRS on Behalf of State (will not be paid).

Twin Hills Union School District - District & Apple Blossom Elementary School

2024-25 Multi-Year Projection Assumptions @ Adopted Budget June 2024

General Note: Please refer to the attached spreadsheet presentation showing Multi-year Projections for the District and Apple Blossom Elementary, Fund #01

	2023-24	2024-25	2025-26	2026-27
Revenue	Prior Fiscal Year Budget	Current Budget Year	1st Subsequent Year	2nd Subsequent Year
LCFF Revenue Sources				
Funded/Planning COLA	8.22%	1.07%	2.93%	3.08%
Unduplicated Count # /LCFF Rolling % for Sup Grant	86 / 26.06%	86 / 28.06%	86 / 29.55%	86 / 29.25%
Funded ADA / Actual ADA	3 year average ADA 320.15 / CY ADA 269.09	3 year average ADA 283.90/ CY ADA 279.40	3 year average ADA 279.40 / CY ADA 279.40	3 year average ADA 279.40 / CY ADA 279.40
Enrollment (w/LCFF - TK below age 5)	291	294	294	294
Enrollment notes:	1.5 SCOE 6/22 pgm	2 (1.5) SCOE student (included above)	2 (1.5) SCOE student (included above)	2 (1.5) SCOE student (included above)
Property Taxes % inc/dec	$4.55 Million	$4.6 Million	$4.65 Million	$4.7 Million
In Lieu Property Tax per ADA	$4,777	$4,915	$4,992	$5,046
Transportation Funding	$102,809	$103,909	$106,954	$110,248
Revenue Transfer to Deferred Maintenance	$50,000	$50,000 Same as prior year	$50,000	Same as prior year
Basic Aid Supplemental Funding	$1,200,000	$900,000 estimate based prior year without local district that may be basic aid	Same as prior year	Same as prior year
Federal	Rest: Spec Ed, Title 1 & Title 2	Rest: Special Ed plus Title 1 & Title 2	Same as prior year	Same as prior year
COVID19 Federal Funding (Unearned, recorded as spent)	$126,033	$73,008 ESSER Res 3214 Summer July 2024 Excel program	Prior years only	Prior years only
Other State				
Lottery Unrestricted/Restricted	Unr $177: Rest $72	Unr $177 / Rest $72 / ADA*1.04446	Unr $177 / Rest $72 / ADA*1.04446	Unr $177 / Rest $72 / ADA*1.04446
Mandated Block Grant	Unr $34.81	Unr $38.21 *prior year ADA	Unr $39.33 *prior year ADA	Unr $40.54 *prior year ADA
Transportation 60% Allowance new 2023-24	$52,886	$58,340.00	$59,500.00	$60,690.00
COVID19 IPI and UPK (Unearned, see Fed)	$35,500	UPK R6053 $66,950	See 20-21 through 24-25	See 20-21 through 24-25
ELO-P, Educator Effectiveness, ERMHS Mental Health, Art Music IMBG, Learning Recovery ERBG, Kitchen Infrastructure, Prop 28 Art & Music In Schools	$201,699	ELOP R2600 $119,000 + Mental Health $21,400 + Prop 28 Art & Music in Schools $37,900	ELOP R2600 $119,000 + Mental Health $21,400 + Prop 28 Art & Music in Schools $37,900	ELOP R2600 $119,000 + Mental Health $21,400 + Prop 28 Art & Music in Schools $37,900
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	$80,000	Unr Interest $90,000	Same as PY	Same as PY
Other Local, see Narrative	SR MOU, rents, other	Unr SunRidge MOU $250k, rents, util	PY + rent inc THH	PY + rent inc THH
Donations, Grants, Safety, see Narrative	$35,397	Rest: RESIG Safety and donations budgeted when actually received	Zero, only budgeted when received	Zero
Special Ed Transfers	$417,516	Unr Consortium Rent. Rest funding from SELPA, SR share of WC Consortium costs	Same as prior year	Same as PY
Expenditures				
Certificated Salaries				
Staffing (FTEs)	21.5 FTE Teachers & Student Support (Counselor, Intervention) plus 1.0 FTE Site Admin +1.0 FTE Superintendent	19.4 FTE Teachers & Student Support: Teachers 14.0 FTE; AB, TH, OV, Dist Special Ed 3.2 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	Unrest: Prior year minus retirement of .50 FTE teacher.	Unrest: Prior year minus changes to CRSP benefits paid.
Step & Column Costs		Based on actual current known payroll	PY + estimated 2%	Prior year plus 2%
One Time Grant Funds	Counselor 0.5 FTE; Spec Ed Stu Svcs 0.50 FTE, Summer Sch Adm 0.05	Summer School Admin 0.05 FTE R3214, Professional Development and training stipends R6266.	None of the prior year personnel included. Amount for prof development using R6266	Same as prior year
Additional Adjustments			To be determined	To be determined
Classified Salaries				
Staffing (FTEs)	18.7 FTE (with AB+TH site maint and AB + TH special ed) 5.0 FTE District	17.9 FTE (includes AB+TH Special Ed Instr Assist 3.60 FTE & AB+TH Maint 2.0 FTE, Health Tech 0.73 FTE). 5.0 FTE District personnel	No changes included.	Same as prior year.
Step & Column Costs		Based on actual current known payroll	PY + estimated 2%	PY + estimated 2%
One Time Grant Funds	0.50 FTE R7435 Learning Recovery IA	1.3 FTE TK IAs R6053	None	None
Additional Adjustments			To be determined	To be determined
Employee Benefits				
Statutory Benefits (Fixed)		Statutory benefits include Social Security and Medicare taxes, unemployment and workers compensation. Based on actual current payroll	Prior year - retired teacher + 2%	Prior year - CRSP + 2%
One Time Grant Funds	ER costs for 1X pgms	Employer costs for 1X grant funded programs	R6266 Prof development	Same as prior year
Additional Adjustments			To be determined	To be determined
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=26.68%	STRS = 19.1%: PERS = 27.05%	STRS = 19.1%: PERS = 27.6%	STRS = 19.1%: PERS = 28.0%

Assumptions Continued	**2023-24**	**2024-25**	**2025-26**	**2026-27**
District/AB 24-25 Adopted Budget	Prior Fiscal Year Budgeet	Current Budget Year	1st Subsequent Year	2nd Subsequent Year
Expenditures - continued				
Health & Welfare Benefits	$15,600 full FTE	District annual maximum for a full FTE is apx. $15,828. Actual cost known to date.	Prior year - retired teacher + 2%	Prior year + 2%
One Time Grant Funds	Costs for 1X pgms	None this year	Prior years only	Prior years only
Additional Adjustments			To be determined	To be determined
Books and Supplies		Expenses based on prior year and estimated for current year. One time purchases, carryover, and donations received are not budgeted	Prior year + 2%	Prior year + 2%
One Time Grant Funds	$125,067	$39,346 includes Excel summer program, air filters, computer equipment, gardening materials	$3,500 air filters and garden supplies	Same as prior year.
Services, Other Operating Expenses		Expenses based on prior year and estimated for current year including: Unrestricted; JPA Transportation, utilities, legal fees; Restricted special education, federal programs, RRM.	Prior year + 2%	Prior year + 2%
One Time Grant Funds	$165,670	Estimated expenses $118,950 for Summer School R3214, prof. dev. R6266, garden instructor R6762, mental health R6546	Estimated expenses $4k Prof Dev R6266; $21,400 Mental Health R6546; $25k Garden instructor	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
Necessary Expense Reductions		See subsequent years	Plan to be developed	Same as prior year.
Capital Outlay	$0	None anticipated to date	None	None
Other Outgo: BAS to D21 SunRidge	$50,000 Exp support + $10,027 CRSP	$50,000 Expense support	$50,000 Expense support	$50,000 Expense support
Transfers In				
MOU amounts from Charters+ABASP	$755,000	$930K Charters+$25k ABASP	$930k Charters+ $25k ABASP	Same as prior year
CRSP from Fund 20	$57,340	$11,703	$11,703	$0
Transfers Out				
Contribution to Cafeteria Fund	$83,000	$90,000 is current estimate	$90,000 is current estimate	Same as prior year
Basic Aid Supplement Funds to THCMS	$600,000	$425,000 is current estimate	$400,000 is current estimate	$400,000 is current estimate
Basic Aid Supplement/CRSP Funds to OV	CRSP $10,354. BAS TBD at close	$50,000 is current estimate	None	None
Contributions: Restricted				
Special Ed Encroachment & ADA transfers	$974,517	$976,316	Prior year + 2%	Prior year +2%
Routine Restricted Maintenance	$300,000	$300,000	No change	No change
PIP Program	$32,600	$20,000	Same as prior year	Same as prior year
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
Restricted	CA Clean Energy $15,104; ELO Res2600 $330,579; Ed Effect Res6266 $74,676; Art Music IMD BG Res6762 $100,507; Prop 28 AMIS Res6770 $37,886; Kitchen Res7029 $1,406	CA Clean Energy $15,104; ELO Res2600 $449,579; Ed Effect Res6266 $56,406; Art Music IMD BG Res6762 $37,507; Prop 28 Art & Music In Schools Res6770 $75,786; Kitchen Res7029 $1,406	CA Clean Energy $15,104; ELO Res2600 $568,579; Ed Effect Res6266 $38,136; Art Music IMD BG Res6762 $9,007; Prop 28 Art & Music In Schools Res6770 $113,686; Kitchen Res7029 $1,406	CA Clean Energy $15,104; ELO Res2600 $687,579; Ed Effect Res6266 $20,856; Prop 28 Art & Music In Schools Res6770 $131,103; Kitchen Res7029 $1,406
Assigned- See MYP+SACS+Exhibit B		MYP & SACS show each Assignment w/amount, Narrative & Exhibit B have details	MYP & SACS show each Assignment w/amount, Narrative & Exhibit B have details	MYP & SACS show each Assignment w/amount, Narrative & Exhibit B have details
Reserve for Economic Uncertainties (REU)	17%	BP 3100 = 17% rounded up	BP 3100 = 17% rounded up	BP 3100 = 17% rounded up
Unassigned/Unappropriated		Balance after Assignments and REU	Balance after Assignments and REU	Balance after Assignments and REU

2023-24: 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/IPI/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
FMV Adjust = Fair Market Value Adjustment to Cash, new GASB 22-23

TWIN HILLS UNION SCHOOL DISTRICT
DISTRICT AND APPLE BLOSSOM - FUND 01: 2024-25 Multi-Year Projection @ Adopted Budget

	Object Codes	Prior Fiscal Year Budget: 2023-24			Current Fiscal Year Budget: 2024-25			First Subsequent Fiscal Year: 2025-26			Second Subsequent Fiscal Year: 2026-27		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
COLA (percentage)				8.22%			1.07%			2.93%			3.08%
Funded COLA			LCFF funding	8.22%		LCFF funding	1.07%		LCFF funding	2.93%		LCFF funding	3.08%
ADA for LCFF Funding purposes			rolling 3 yr avg	320.15		rolling 3 yr avg	283.90		rolling avg or CY	279.40		rolling avg or CY	279.40
ADA for budget year		Donation Rev &		269.09	Donation Rev &		279.40	Donation Rev &		279.40	Donation Rev &		279.40
Enrollment		Exp shown as rec'd		285.00	Exp NOT shown		294.00	Exp NOT shown		294.00	Exp NOT shown		294.00
Revenue													
LCFF Sources: LCFF, EPA, Property Tax	8010-8099	3,891,250	84,000	3,975,250	3,576,855	77,000	3,653,855	3,626,466	77,000	3,703,466	3,728,587	77,000	3,805,587
Transportation Funding		102,809	-	102,809	103,909	-	103,909	106,954	-	106,954	110,248	-	110,248
Revenue transfer (Def Maint, F14)	8091	(50,000)		(50,000)	(50,000)		(50,000)	(50,000)		(50,000)	(50,000)		(50,000)
Basic Aid Supplement: Cur & Subq years, estimates only		*800,000*		*800,000*	*900,000*		*900,000*	*900,000*		*900,000*	*900,000*		*900,000*
Basic Aid Supplement: Prior year adjustment at P-1 (February)		400,000		400,000	-		-	-		-	-		-
Federal Revenues	8100-8299	-	191,456	191,456	-	159,456	159,456	-	159,456	159,456	-	159,456	159,456
Federal Funding: COVID19 (Unearned - record as expensed)			126,033	126,033		73,008	73,008		-	-		-	-
Other State Revenues: Mandated, Lottery, Transportation	8300-8599	112,866	20,232	133,098	119,792	20,880	140,672	121,492	20,880	142,372	122,954	20,880	143,834
State Funding: IPI, Universal PreK (Unearned-see Fed)		-	35,500	35,500	-	66,950	66,950	-	-	-	-	-	-
State Funding: ELO-P, Educator Effectiveness, Mental Health, Art Music IM BG, Learning Recoverty ER BG, Kitchen Infrastructure, Prop 28 AMIS			201,699	201,699		178,300	178,300		178,300	178,300		178,300	178,300
Other State: STRS/PERS on Behalf of State		-	198,189	198,189	-	206,612	206,612	-	216,943	216,943	-	227,790	227,790
Local Revenues	8600-8799	374,735	452,913	827,648	362,000	230,000	592,000	363,160	230,000	593,160	364,440	230,000	594,440
Total Revenue		5,631,660	1,310,022	6,941,682	5,012,556	1,012,206	6,024,762	5,068,072	882,579	5,950,651	5,176,229	893,426	6,069,655
Expenditures													
Certificated Salaries	1000-1999	1,732,283	439,609	2,171,892	1,777,751	313,702	2,091,453	1,757,591	319,976	2,077,567	1,781,139	326,376	2,107,515
Certificated Salaries One Time Grant Funds			108,387	108,387		16,700	16,700		11,700	11,700		11,700	11,700
Additional Adjustments				-			-	-		-	-		-
Classified Salaries	2000-2999	979,688	386,583	1,366,271	925,169	316,590	1,241,759	943,672	322,922	1,266,594	962,546	329,380	1,291,926
Classified Salaries One Time Grant Funds		-	17,420	17,420	-	46,989	46,989	-		-	-		-
Additional Adjustments		-		-			-	-	-	-	-	-	-
Employee Benefits -- Statutory	3301-3399; 3501-3699	138,731	59,536	198,267	137,279	22,018	159,297	138,432	22,458	160,890	141,201	22,908	164,109
Employee Benefits One Time Grant Funds			29,929	29,929		20,643	20,643		2,570	2,570		2,570	2,570
Additional Adjustments				-			-	-	-	-	-	-	-
Employee Benefits STRS/PERS on Behalf of State			198,189	198,189		206,612	206,612		216,943	216,943		227,790	227,790
Employee Benefits STRS	3101-3199	317,277	78,367	395,644	347,178	67,266	414,444	326,641	61,115	387,756	333,174	62,338	395,512
Employee Benefits PERS	3201-3299	248,106	91,278	339,384	234,292	96,862	331,154	247,508	89,126	336,634	256,116	92,226	348,342
Employee & Retiree Benefits -- Health & Welfare	3400-3499; 3700-3799	364,472	74,059	438,531	404,617	79,830	484,447	398,229	81,427	479,656	406,194	83,055	489,249
EE Benefits-H&W One Time Grant Funds		-	4,588	4,588	-		-	-		-	-		-
Additional Adjustments		-		-	-		-	-		-	-		-
Books and Supplies	4000-4999	79,274	89,676	168,950	47,161	51,891	99,052	48,106	52,929	101,035	49,070	53,987	103,057
Books and Supplies One Time Grant Funds		-	125,067	125,067	-	39,346	39,346	-	3,500	3,500	-	3,500	3,500
Services, Other Operating Expenses	5000-5999	736,198	1,188,631	1,924,829	627,240	1,035,493	1,662,733	639,786	1,056,203	1,695,989	652,583	1,077,327	1,729,910
Services One Time Grant Funds		-	165,670	165,670	-	118,950	118,950	-	50,400	50,400	-	50,400	50,400
Restricted Expense Adjustment (clear through unrest)				-			-	580	(580)	-	19,658	(19,658)	-
Necessary Expense Reductions - see narrative				-	-		-	-		-	-		-
Capital Outlay	6000-6999	-		-	-		-	-		-	-		-
Other Outgo	7100-7199; 7300-7499	-		-	-		-	-		-	-		-
Other Outgo: BAS & CRSP to D21 Charter	7299	60,027		60,027	50,000		50,000	50,000		50,000	50,000		50,000
Total Expenditures		4,656,056	3,056,989	7,713,045	4,550,687	2,432,892	6,983,579	4,550,545	2,290,689	6,841,234	4,651,681	2,323,899	6,975,580
Excess (Deficiency)		975,604	(1,746,967)	(771,363)	461,869	(1,420,686)	(958,817)	517,527	(1,408,110)	(890,583)	524,548	(1,430,473)	(905,925)
Transfers In from OVS	8910-8929	380,000		380,000	480,000		480,000	480,000		480,000	480,000		480,000
Transfers In from THCMS	8910-8929	350,000		350,000	450,000		450,000	450,000		450,000	450,000		450,000
Transfers In from F20 OPEB for CRSP	8910-8929	57,340		57,340	11,703		11,703	11,703		11,703	-		-
Transfers In from ABASP	8910-8929	25,000		25,000	25,000		25,000	25,000		25,000	25,000		25,000
Transfers Out to Cafeteria (enter as negative)	7610-7629	(83,000)	-	(83,000)	(90,000)	-	(90,000)	(90,000)	-	(90,000)	(90,000)	-	(90,000)
Transfers Out: BAS to Fund 03	7200+7600	(600,000)		(600,000)	(475,000)		(475,000)	(400,000)		(400,000)	(400,000)		(400,000)
Transfers Out: BAS / CRSP to OV	7200+7600	(10,354)		(10,354)	-		-	-		-	-		-
Other Sources	8930-8979	-		-	-		-	-		-	-		-
Other Uses (enter as negative)	7630-7699			-			-			-			-
Contribution to Restricted Program	8980-8999	(1,407,117)	1,507,117	100,000	(1,396,316)	1,496,316	100,000	(1,418,240)	1,518,240	100,000	(1,440,603)	1,540,603	100,000
Total Transfers/Other Uses		(1,288,131)	1,507,117	218,986	(994,613)	1,496,316	501,703	(941,537)	1,518,240	576,703	(975,603)	1,540,603	565,000
Net Increase (Decrease)		(312,527)	(239,850)	(552,377)	(532,744)	75,630	(457,114)	(424,010)	110,130	(313,880)	(451,055)	110,130	(340,925)
Fund Balance													
Beginning Balance		3,442,140	800,008	4,242,148	3,129,613	560,158	3,689,771	2,596,869	635,788	3,232,657	2,172,859	745,918	2,918,777
Audit Adjustment(s)				-			-			-			-
Net Ending Balance		3,129,613	560,158	3,689,771	2,596,869	635,788	3,232,657	2,172,859	745,918	2,918,777	1,721,804	856,048	2,577,852
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		560,158	560,158		635,788	635,788		745,918	745,918		856,048	856,048
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		359,074		359,074	304,950		304,950	319,652		319,652	317,820		317,820
Assigned - Amount required for OV to meet BP3100		405,202		405,202	427,146		427,146	451,097		451,097	448,921		448,921
Assigned - Amount required for SR to meet BP3100		366,591		366,591	394,032		394,032	456,233		456,233	493,146		493,146
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		(966,154)		(966,154)	(1,353,259)		(1,353,259)	(1,838,623)		(1,838,623)	(2,343,583)		(2,343,583)
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				-	-		-	-		-	-		-
Reserve for Economic Uncertainties	9789	1,389,900		1,389,900	1,249,000		1,249,000	1,209,500		1,209,500	1,230,500		1,230,500
Unassigned/Unappropriated Ending Bal	9790	0		0	0		-	0		0	0		0
Net Ending Balance		3,129,613	560,158	3,689,771	2,596,869	635,788	3,232,657	2,172,859	745,918	2,918,777	1,721,804	856,048	2,577,852
Reserve percentage is based on Reserve of Economic Uncertainties+Unassigned/Unappropriated Ending Bal divided by Total Expenditures and Transfers Out.				17%			17%			17%			17%

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

Twin Hills Union Elementary (70961) - Apple Blossom/District Adopted Budget 24-25	5/29/2024			
	2023-24	**2024-25**	**2025-26**	**2026-27**
General Assumptions				
COLA & Augmentation	*8.22%*	*1.07%*	*2.93%*	*3.08%*
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%*
Student Assumptions:				
Enrollment Count	*285*	*294*	*294*	*294*
Unduplicated Pupil Count (UPC)	*86*	*86*	*86*	*86*
Unduplicated Pupil Percentage (UPP)	*26.06%*	*28.06%*	*29.55%*	*29.25%*
Current Year LCFF Average Daily Attendance (ADA)	*269.09*	*279.40*	*279.40*	*279.40*
Funded LCFF ADA	*320.15*	*283.90*	*279.40*	*279.40*
LCFF ADA Funding Method	*3-PY Average*	*3-PY Average*	*Current Yr*	*Current Yr*
LCFF Entitlement Summary				
Base Grant	$3,192,070	$2,861,574	$2,899,415	$2,989,089
Grade Span Adjustment	216,855	189,909	187,775	193,550
Adjusted Base Grant	$3,408,925	$3,051,483	$3,087,190	$3,182,639
Supplemental Grant	177,673	171,249	182,453	186,185
Concentration Grant	-	-	-	-
Total Base, Supplemental and Concentration Grant	$3,586,598	$3,222,732	$3,269,643	$3,368,824
Allowance: Necessary Small School	-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-
Add-on: Home-to-School Transportation	102,809	103,909	106,954	110,248
Add-on: Small School District Bus Replacement Program	-	-	-	-
Add-on: Economic Recovery Target	261,813	261,813	261,813	261,813
Add-on: Transitional Kindergarten	40,972	92,310	95,010	97,950
Total Allowance and Add-On Amounts	$405,594	$458,032	$463,777	$470,011
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	**$3,992,192**	**$3,680,764**	**$3,733,420**	**$3,838,835**
Miscellaneous Adjustments	-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)	**$ 3,992,192**	**$ 3,680,764**	**$ 3,733,420**	**$ 3,838,835**
LCFF Entitlement Per ADA (excludes Categorical MSA)	$ 12,470	$ 12,965	$ 13,362	$ 13,740
Additional State Aid	-	-	-	-
Total LCFF Entitlement with Additional State Aid	3,992,192	3,680,764	3,733,420	3,838,835
LCFF Sources Summary				
Funding Source Summary				
Local Revenue and In-Lieu of Property Taxes *(net for school districts)*	*$ 1,529,278*	*$ 1,395,381*	*$ 1,394,902*	*$ 1,409,897*
Education Protection Account Entitlement *(includes $200/minimum per ADA)*	$ 623,193	$ 533,794	$ 559,325	$ 604,521
Net State Aid *(excludes Additional State Aid)*	$ 1,839,721	$ 1,751,589	$ 1,779,193	$ 1,824,417
Additional State Aid	*$ -*	*$ -*	*$ -*	*$ -*
Total Funding Sources	**$ 3,992,192**	**$ 3,680,764**	**$ 3,733,420**	**$ 3,838,835**
Funding Source by Resource-Object				
State Aid (Resource Code 0000, Object Code 8011)	$ 1,839,721	$ 1,751,589	$ 1,779,193	$ 1,824,417
EPA, Current Year (Resource 1400, Object Code 8012) (P-2 plus Current Year Accrual)	$ 623,193	$ 533,794	$ 559,325	$ 604,521
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019) (P-A less Prior Year Accrual)	$ 2,203	$ -	$ -	$ -
Property Taxes (Object 8021 to 8089)	$ 4,550,000	$ 4,600,000	$ 4,650,000	$ 4,700,000
In-Lieu of Property Taxes (Object Code 8096)	(3,020,722)	(3,204,619)	(3,255,098)	(3,290,103)
Entitlement and Source Reconciliation				
Basic Aid/Excess Tax District Status	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid
Total LCFF Entitlement	$ 3,992,192	$ 3,680,764	$ 3,733,420	$ 3,838,835
Additional State Aid	$ -	$ -	$ -	$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	$ -	$ -	$ -	$ -
Excess Taxes before Minimum State Aid	$ -	$ -	$ -	$ -
Total Funding Sources	$ 3,992,192	$ 3,680,764	$ 3,733,420	$ 3,838,835
LCAP Percentage to Increase or Improve Services Calculation				
Base Grant (*Excludes add-ons for TIIG & Transportation)*	$ 3,711,710	$ 3,405,606	$ 3,444,013	$ 3,542,402
Supplemental and Concentration Grant funding in the LCAP year	$ 177,673	$ 171,249	$ 182,453	$ 186,185
Projected Additional 15% Concentration Grant funding in the LCAP year	$ -	$ -	$ -	$ -
Percentage to Increase or Improve Services	4.79%	5.03%	5.30%	5.26%

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FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

Twin Hills Union Elementary (70961) - Apple Blossom/District Adopted Budget 24-25	5/29/2024			
	2023-24	**2024-25**	**2025-26**	**2026-27**
PER-ADA FUNDING LEVELS				
Base, Supplemental and Concentration Rate per ADA				
Grades TK-3	$ 11,521.77	$ 11,689.14	$ 12,065.27	$ 12,429.97
Grades 4-6	$ 10,593.80	$ 10,748.13	$ 11,094.07	$ 11,429.68
Grades 7-8	$ 10,907.33	$ 11,066.03	$ 11,422.39	$ 11,767.34
Grades 9-12	$ 12,969.48	$ 13,159.26	$ 13,582.96	$ 13,993.37
Base Grants				
Grades TK-3	$ 9,919	$ 10,025	$ 10,319	$ 10,637
Grades 4-6	$ 10,069	$ 10,177	$ 10,475	$ 10,798
Grades 7-8	$ 10,367	$ 10,478	$ 10,785	$ 11,117
Grades 9-12	$ 12,015	$ 12,144	$ 12,500	$ 12,885
Grade Span Adjustment				
Grades TK-3	$ 1,032	$ 1,043	$ 1,073	$ 1,106
Grades 9-12	$ 312	$ 316	$ 325	$ 335
Supplemental Grant	20%	20%	20%	20%
Maximum - 1.00 ADA, 100% UPP				
Grades TK-3	$ 2,190	$ 2,214	$ 2,278	$ 2,349
Grades 4-6	$ 2,014	$ 2,035	$ 2,095	$ 2,160
Grades 7-8	$ 2,073	$ 2,096	$ 2,157	$ 2,223
Grades 9-12	$ 2,465	$ 2,492	$ 2,565	$ 2,644
Actual - 1.00 ADA, Local UPP as follows:	*26.06%*	*28.06%*	*29.55%*	*29.25%*
Grades TK-3	$ 571	$ 621	$ 673	$ 687
Grades 4-6	$ 525	$ 571	$ 619	$ 632
Grades 7-8	$ 540	$ 588	$ 637	$ 650
Grades 9-12	$ 642	$ 699	$ 758	$ 773
Concentration Grant (>55% population)	65%	65%	65%	65%
Maximum - 1.00 ADA, 100% UPP				
Grades TK-3	$ 7,118	$ 7,194	$ 7,405	$ 7,633
Grades 4-6	$ 6,545	$ 6,615	$ 6,809	$ 7,019
Grades 7-8	$ 6,739	$ 6,811	$ 7,010	$ 7,226
Grades 9-12	$ 8,013	$ 8,099	$ 8,336	$ 8,593
Actual - 1.00 ADA, Local UPP >55% as follows:	*0.0000%*	*0.0000%*	*0.0000%*	*0.0000%*
Grades TK-3	$ -	$ -	$ -	$ -
Grades 4-6	$ -	$ -	$ -	$ -
Grades 7-8	$ -	$ -	$ -	$ -
Grades 9-12	$ -	$ -	$ -	$ -

Twin Hills Union Elementary (70961) - Apple Blossom/District Adopted Budget 24-25 v.25.1a						PY1	v.25.1a					5/29/2024	CY
LOCAL CONTROL FUNDING FORMULA						**2023-24**							**2024-25**
LCFF ENTITLEMENT CALCULATION													
		COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage				COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage			
Calculation Factors		8.22%	0.00%	26.06%	26.06%			1.07%	0.00%	28.06%	28.06%		
	3-PY Average ADA	Base	Grade Span	Supplemental	Concentration	Total	3-PY Average ADA	Base	Grade Span	Supplemental	Concentration	Total	
Grades TK-3	210.13	$ 9,919	$ 1,032	$ 571	$ -	$ 2,421,069	182.08	$ 10,025	$ 1,043	$ 621	$ -	$ 2,128,357	
Grades 4-6	110.02	10,069		525	-	1,165,529	101.82	10,177		571	-	1,094,375	
Grades 7-8	-	10,367		540	-	-	-	10,478		588	-	-	
Grades 9-12	-	12,015	312	642	-	-	-	12,144	316	699	-	-	
Subtract Necessary Small School ADA and Funding	-	-	-			-	-	-	-			-	
Total Base, Supplemental, and Concentration Grant		$ 3,192,070	$ 216,855	$ 177,673	$ -	$ 3,586,598		$ 2,861,574	$ 189,909	$ 171,249	$ -	$ 3,222,732	
NSS Allowance		-				-		-				-	
TOTAL BASE	320.15	$ 3,192,070	$ 216,855	$ 177,673	$ -	$ 3,586,598	283.90	$ 2,861,574	$ 189,909	$ 171,249	$ -	$ 3,222,732	
ADD ONS:													
Targeted Instructional Improvement Block Grant						$ -						$ -	
Home-to-School Transportation (COLA added commencing 2023-24)						102,809						103,909	
Small School District Bus Replacement Program (COLA added commencing 2023-24)						-						-	
Transitional Kindergarten (Commencing 2022-23)	TK ADA	13.46	TK Add-on rate	$ 3,044.00		40,972	TK ADA	30.00	TK Add-on rate	$ 3,077.00		92,310	
ECONOMIC RECOVERY TARGET PAYMENT						**261,813**						**261,813**	
LCFF Entitlement Before Adjustments						$ 3,992,192						$ 3,680,764	
Miscellaneous Adjustments						-						-	
ADJUSTED LCFF ENTITLEMENT						**$ 3,992,192**						**$ 3,680,764**	
Local Revenue (including RDA)						(1,529,278)						(1,395,381)	
Gross State Aid						**$ 2,462,914**						**$ 2,285,383**	
Education Protection Account Entitlement						(623,193)						(533,794)	
Net State Aid						**$ 1,839,721**						**$ 1,751,589**	
MINIMUM STATE AID CALCULATION													
			12-13 Rate	2023-24 ADA		N/A			12-13 Rate	2024-25 ADA		N/A	
2012-13 RL/Charter Gen BG adjusted for ADA			$ 5,027.20	320.15		$ 1,609,458			$ 5,027.20	283.90		$ 1,427,222	
2012-13 NSS Allowance (deficited)			$ -			-			$ -			-	
Minimum State Aid Adjustments						-						-	
Less Current Year Property Taxes/In-Lieu						(1,529,278)						(1,395,381)	
Less Education Protection Account Entitlement						(623,193)						(533,794)	
Subtotal State Aid for Historical RL/Charter General BG						**$ -**						**$ -**	
Categorical Minimum State Aid						855,303						855,303	
Charter School Categorical Block Grant adjusted for ADA			-	-		-			-	-		-	
Minimum State Aid Guarantee Before Proration Factor						**$ 855,303**						**$ 855,303**	
Proration Factor						0.00%						0.00%	
Minimum State Aid Guarantee						**$ 855,303**						**$ 855,303**	
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						-						-	
State Aid Before Additional State Aid						**$ 1,839,721**						**$ 1,751,589**	
ADDITIONAL STATE AID						**$ -**						**$ -**	
LCFF State Aid, Adjusted for Minimum State Aid Guarantee						**$ 1,839,721**						**$ 1,751,589**	
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supple						**$ 3,992,192**						**$ 3,680,764**	
Change Over Prior Year			-1.04%	(42,010)					-7.80%	(311,428)			
LCFF Entitlement Per ADA (excluding Categorical MSA)						12,470						12,965	
Per-ADA Change Over Prior Year			9.24%	1,055					3.97%	495			
Basic Aid Status (school districts only)						*Non-Basic Aid*						*Non-Basic Aid*	
LCFF SOURCES INCLUDING EXCESS TAXES													
				Increase		2023-24				Increase		2024-25	
State Aid			-11.72%	(244,141)		$ 1,839,721			-4.79%	(88,132)		$ 1,751,589	
Education Protection Account						623,193						533,794	
Property Taxes Net of In-Lieu Transfers			-8.33%	(138,975)		1,529,278			-8.76%	(133,897)		1,395,381	
Charter In-Lieu Taxes			0.00%	-		-			0.00%	-		-	
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)			-9.50%	(383,116)		**$ 3,992,192**			-5.56%	(222,029)		**$ 3,680,764**	

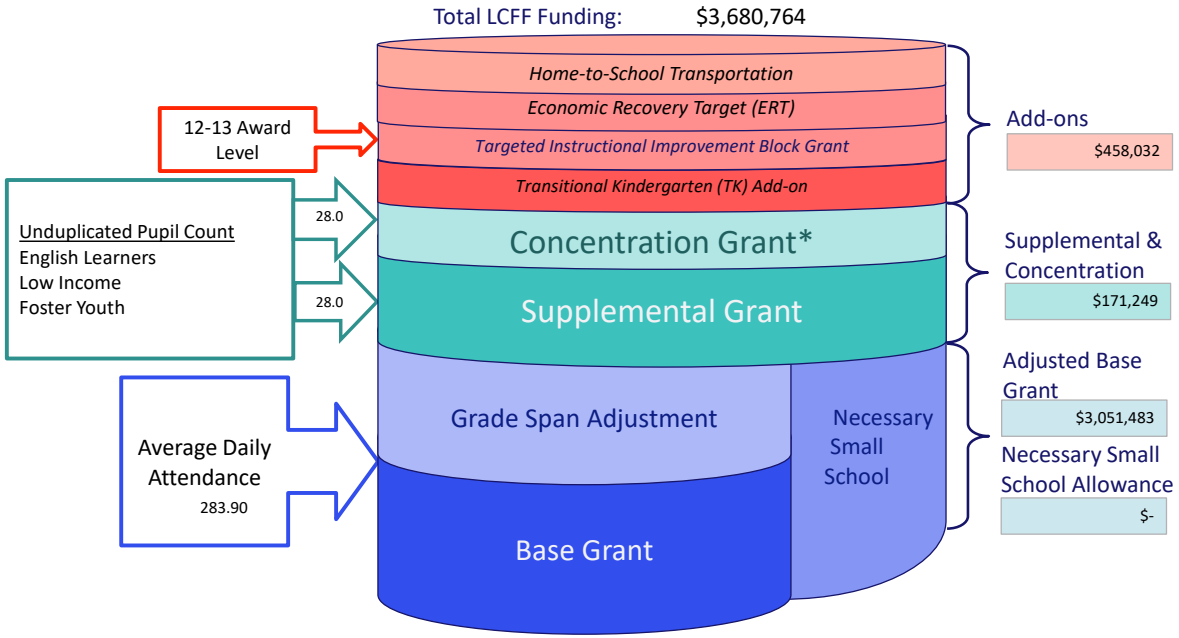
Twin Hills Union Elementary (70961) - Apple Blossom/District Adopted Budget 24-25 v.25.1a						CY1	v.25.1a						CY2
LOCAL CONTROL FUNDING FORMULA						**2025-26**							**2026-27**
LCFF ENTITLEMENT CALCULATION													
		COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage				COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage			
Calculation Factors		2.93%	0.00%	29.55%	29.55%			3.08%	0.00%	29.25%	29.25%		
	Current Yr ADA	Base	Grade Span	Supplemental	Concentration	Total	Current Yr ADA	Base	Grade Span	Supplemental	Concentration	Total	
Grades TK-3	175.00	$ 10,319	$ 1,073	$ 673	$ -	$ 2,111,422	175.00	$ 10,637	$ 1,106	$ 687	$ -	$ 2,175,244	
Grades 4-6	104.40	10,475		619	-	1,158,221	103.45	10,798		632	-	1,182,401	
Grades 7-8	-	10,785		637	-	-	0.95	11,117		650	-	11,179	
Grades 9-12	-	12,500	325	758	-	-	-	12,885	335	773	-	-	
Subtract Necessary Small School ADA and Funding	-	-	-			-	-	-	-			-	
Total Base, Supplemental, and Concentration Grant		$ 2,899,415	$ 187,775	$ 182,453	$ -	$ 3,269,643		$ 2,989,089	$ 193,550	$ 186,185	$ -	$ 3,368,824	
NSS Allowance		-				-		-				-	
TOTAL BASE	279.40	$ 2,899,415	$ 187,775	$ 182,453	$ -	$ 3,269,643	279.40	$ 2,989,089	$ 193,550	$ 186,185	$ -	$ 3,368,824	
ADD ONS:													
Targeted Instructional Improvement Block Grant						$ -						$ -	
Home-to-School Transportation (COLA added commencing 2023-24)						106,954						110,248	
Small School District Bus Replacement Program (COLA added commencing 2023-24)						-						-	
Transitional Kindergarten (Commencing 2022-23)	TK ADA	30.00	TK Add-on rate	$ 3,167.00		95,010	TK ADA	30.00	TK Add-on rate	$ 3,265.00		97,950	
ECONOMIC RECOVERY TARGET PAYMENT						**261,813**						**261,813**	
LCFF Entitlement Before Adjustments						$ 3,733,420						$ 3,838,835	
Miscellaneous Adjustments						-						-	
ADJUSTED LCFF ENTITLEMENT						**$ 3,733,420**						**$ 3,838,835**	
Local Revenue (including RDA)						(1,394,902)						(1,409,897)	
Gross State Aid						**$ 2,338,518**						**$ 2,428,938**	
Education Protection Account Entitlement						(559,325)						(604,521)	
Net State Aid						**$ 1,779,193**						**$ 1,824,417**	
MINIMUM STATE AID CALCULATION													
			12-13 Rate	2025-26 ADA		N/A			12-13 Rate	2026-27 ADA		N/A	
2012-13 RL/Charter Gen BG adjusted for ADA			$ 5,027.20	279.40		$ 1,404,600			$ 5,027.20	279.40		$ 1,404,600	
2012-13 NSS Allowance (deficited)			$ -			-			$ -			-	
Minimum State Aid Adjustments						-						-	
Less Current Year Property Taxes/In-Lieu						(1,394,902)						(1,409,897)	
Less Education Protection Account Entitlement						(559,325)						(604,521)	
Subtotal State Aid for Historical RL/Charter General BG						**$ -**						**$ -**	
Categorical Minimum State Aid						855,303						855,303	
Charter School Categorical Block Grant adjusted for ADA			-	-		-			-	-		-	
Minimum State Aid Guarantee Before Proration Factor						**$ 855,303**						**$ 855,303**	
Proration Factor						0.00%						0.00%	
Minimum State Aid Guarantee						**$ 855,303**						**$ 855,303**	
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						-						-	
State Aid Before Additional State Aid						**$ 1,779,193**						**$ 1,824,417**	
ADDITIONAL STATE AID						**$ -**						**$ -**	
LCFF State Aid, Adjusted for Minimum State Aid Guarantee						**$ 1,779,193**						**$ 1,824,417**	
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supple						**$ 3,733,420**						**$ 3,838,835**	
Change Over Prior Year			1.43%	52,656					2.82%	105,415			
LCFF Entitlement Per ADA (excluding Categorical MSA)						13,362						13,740	
Per-ADA Change Over Prior Year			3.06%	397					2.83%	378			
Basic Aid Status (school districts only)						*Non-Basic Aid*						*Non-Basic Aid*	
LCFF SOURCES INCLUDING EXCESS TAXES													
				Increase		2025-26				Increase		2026-27	
State Aid			1.58%	27,604		$ 1,779,193			2.54%	45,224		$ 1,824,417	
Education Protection Account						559,325						604,521	
Property Taxes Net of In-Lieu Transfers			-0.03%	(479)		1,394,902			1.07%	14,995		1,409,897	
Charter In-Lieu Taxes			0.00%	-		-			0.00%	-		-	
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)			0.74%	27,125		**$ 3,733,420**			1.61%	60,219		**$ 3,838,835**	

Twin Hills Union Elementary (70961) - Apple Blossom/District Adopted Budget 24-25

Charts and Graphs

Components of LCFF Entitlement

		2024-25				
Base Grant	$	2,861,574			283.90	ADA
Grade Span Adjustment	$	189,909		$	3,051,483	Adjusted Base Grant
Supplemental Grant	$	171,249	28.06%			
Concentration Grant	$	-	28.06%	$	171,249	Supplemental & Concentration
Allowance: Necessary Small School	$	-		$	-	Allowance
Add-on: Targeted Instructional Improvement Block Grant	$	-				
Add-on: Home-to-School Transportation	$	103,909				
Add-on: Small School District Bus Replacement Program	$	-		$	458,032	Add-ons
Add-on Economic Recovery Target	$	261,813				
Add-on: Transitional Kindergarten	$	92,310				
Total	$	3,680,764		$	3,680,764	



*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

LCFF Entitlement per ADA						
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Funded ADA (LCFF & NSS)	377.73	353.40	320.15	283.90	279.40	279.40
LCFF Sources per ADA, including NSS	$ 10,059.25	$ 11,415.40	$ 12,469.75	$ 12,965.00	$ 13,362.28	$ 13,739.57
Net Dollar Change per ADA		$ 1,356.15	$ 1,054.36	$ 495.25	$ 397.27	$ 377.29
Net Percent Change		13.48%	9.24%	3.97%	3.06%	2.82%
Estimated LCFF Entitlement per ADA (excludes minimum state aid	$ 10,059.25	$ 11,415.40	$ 12,469.75	$ 12,965.00	$ 13,362.28	$ 13,739.57
Net Change per ADA		$ 1,356.15	$ 1,054.36	$ 495.25	$ 397.27	$ 377.29
Net Percent Change		13.48%	9.24%	3.97%	3.06%	2.82%

Twin Hills Charter Middle School

TWIN HILLS UNION SCHOOL DISTRICT
TWIN HILLS CHARTER MIDDLE SCHOOL
2024-25 CASH FLOW ESTIMATES @ Adopted Budget

TWIN HILLS CMS		2024-25 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 25	
A: BEGIN CASH	9110	450,000.00	480,726.00	382,158.00	464,045.00	354,779.00	210,527.00	285,246.00	469,924.00	322,375.00	459,066.00	432,659.00	389,553.00			
B: RECEIPTS																
State Revenue	8010-8019															
LCFF State Aid+PY Recomp	8015	37,215.00	37,215.00	66,992.00	66,992.00	66,992.00	66,992.00	66,992.00	66,992.00	66,992.00	66,992.00	66,992.00	66,992.00	744,350.00		744,350.00
Education Protection Account	8012			108,938.00			108,938.00			108,938.00			108,939.00	435,753.00		435,753.00
In Lieu Property Tax+PY Rec	8096		57,503.00	115,012.00	76,675.00	76,675.00	76,675.00	76,675.00	76,675.00	134,179.00	67,092.00	67,092.00	67,092.00	891,345.00	67,092.00	958,437.00
Federal	8100-8299													0.00		0.00
Other State - see below	8300-8599															
Mandated Block Grant							3,869.00							3,869.00		3,869.00
New Block Grants		4,625.00	4,625.00	8,325.00	8,325.00	8,325.00	8,325.00	8,325.00	8,325.00	8,325.00	8,325.00	8,325.00	8,325.00	92,500.00		92,500.00
Lottery, Unrest+Rest								12,699.00			12,699.00			25,398.00	25,398.00	50,796.00
STRS on Behalf of / State Liability														0.00	103,985.00	103,985.00
Other Local - see below	8300-8599															
Interest					4,000.00			4,000.00			4,000.00			12,000.00	4,000.00	16,000.00
Donations & THABEF														0.00		0.00
Interfund TF in	8910-8929							211,107.00					225,000.00	436,107.00		436,107.00
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		41,840.00	99,343.00	299,267.00	155,992.00	151,992.00	264,799.00	379,798.00	151,992.00	318,434.00	159,108.00	142,409.00	376,348.00	2,541,322.00	200,475.00	2,741,797.00
C: DISBURSEMENTS																
Certificated Salaries	1000-1999	13,000.00	105,000.00	105,394.00	105,394.00	105,394.00	105,394.00	105,394.00	105,394.00	105,394.00	105,394.00	105,394.00	115,395.00	1,181,941.00		1,181,941.00
Classified Salaries	2000-2999	9,000.00	20,000.00	22,603.00	22,603.00	22,603.00	22,603.00	22,603.00	22,603.00	22,603.00	22,603.00	22,603.00	26,598.00	259,025.00		259,025.00
Employee Benefits	3000-3999	7,500.00	55,000.00	75,000.00	45,250.00	45,250.00	45,250.00	45,250.00	45,250.00	45,250.00	45,250.00	45,250.00	45,487.00	544,987.00	103,985.00	648,972.00
Books& Supplies	4000-4999	10,640.00	2,695.00	4,311.00	2,695.00	5,389.00	1,617.00	5,389.00	1,078.00	2,156.00	5,928.00	5,928.00	6,064.00	53,890.00	0.00	53,890.00
Services & Other Operational	5000-5999	8,876.00	15,216.00	10,072.00	15,216.00	7,608.00	15,216.00	16,484.00	15,216.00	6,340.00	6,340.00	6,340.00	3,876.00	126,800.00	0.00	126,800.00
Capital Outlay	6000-6599													0.00		0.00
Other Outgo	7000-7499													0.00		0.00
Interfund TF out	7600-7629					110,000.00			110,000.00				110,000.00	330,000.00	120,000.00	450,000.00
Other Finance sources	7630-7699													0.00		0.00
Other Non-Expenditures														0.00		0.00
TOTAL DISBURSM		49,016.00	197,911.00	217,380.00	191,158.00	296,244.00	190,080.00	195,120.00	299,541.00	181,743.00	185,515.00	185,515.00	307,420.00	2,496,643.00	223,985.00	2,720,628.00
D: PRIOR YR TRANSACTIONS																
Accounts Receivable	9200															
Prior year LCFF, In Lieu Property Tax																
Lottery, Other State, Interest		81,902.00			20,900.00									102,802.00		
Accounts Payable	9500															
Prior year: Clear Due To/From, MOU, Books																
Sup, Unearned Rev. CY Use Tax		-44,000.00			-95,000.00									-139,000.00		
TOTAL PRIOR YR		37,902.00	0.00	0.00	-74,100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-36,198.00		
E: NET INC/DEC	(B-C+D)	30,726.00	-98,568.00	81,887.00	-109,266.00	-144,252.00	74,719.00	184,678.00	-147,549.00	136,691.00	-26,407.00	-43,106.00	68,928.00	8,481.00		
F: ENDING CASH BAL	(A+E)	480,726.00	382,158.00	464,045.00	354,779.00	210,527.00	285,246.00	469,924.00	322,375.00	459,066.00	432,659.00	389,553.00	458,481.00		-23,510.00	

Notes: Amount expected in or after July of 2025 for all types of revenue is extimated at $90,000+. This includes In Lieu property tax, lottery and interest.
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 ($103,985).
Expense amounts shown to be made after June 30, 2025 are for the balance due for the special education excess costs and the MOU payable to the district of $120,000.

Twin Hills Union School District - Twin Hills Charter Middle School
2024-25 Multi-Year Projection Assumptions @ Adopted Budget June 2024

General Note: Please refer to the attached spreadsheet presentation showing Multi-year Projections for Twin Hills Charter Middle School, Fund #03

	2023-24	2024-25	2025-26	2026-27
Revenue	Prior Fiscal Year Budget	Current Budget Year	1st Subsequent Year	2nd Subsequent Year
LCFF Revenue Sources				
Funded/Planning COLA	8.22%	1.07%	2.93%	3.08%
Unduplicated Count # /LCFF Rolling % for Sup Grai	57 / 26.05%	57 / 27.76%	57 / 27.71%	57 / 27.80%
Funded ADA	194.93	195.00	195.00	195.00
Enrollment	207.00	205.00	205.00	205.00
In Lieu Property Tax per ADA	$4,777	$4,915	$4,992	$5,046
Federal: COVID19 (Unearned, recorded as spent)	$0	NONE	NONE	NONE
Other State				
Lottery Unrestricted/Restricted	Unr $177: Rest $72	Unr $177 Rest $72 ADA*1.04446	Unr $177 Rest $72 ADA*1.04446	Unr $177 Rest $72 ADA*1.04446
Mandated Block Grant	Unr $19.85	Unr $20.06 *prior year ADA	Unr $20.65 *prior year ADA	Unr $21.29 *prior year ADA
COVID19 IPI and UPK (Unearned, see Fed)	$0	Prior years only	20-21 & 22-23 only	20-21 & 22-23 only
ELO-P, Educator Effectiveness, ERMHS, Art Music IMBG,Learning Recovery ERBG Prop 28 Art & Music In Schools	$95,157	$92,500	ELOP, Mental Health, Prop 28 Art & Music In Schools	ELOP, Mental Health, Prop 28 Art & Music In Schools
One Time Declining Enrollment Protection	22-23 Only	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/FMV adjustment + Misc (Unrest)	$39,870	Unr Interest $16,000	Unr Interest $16,000	Same as PY
Donations (Rest)	$12,125	Budgeted as received.	Zero, only budgeted when received	Zero
Expenditures				
Certificated Salaries				
Staffing (FTEs)	11.7 FTE Teachers, .50 FTE counselor, 1.0 FTE Site Admin	9.5 FTE Teachers includes 1.9 FTE Electives and 0.5 FTE Academic Intervention. 0.50 FTE Counselor. 1.00 FTE Site Administrators	Same FTE as prior year	Same as prior year.
Step & Column Costs		Based on actual current known payroll	PY minus CRSP + estimated 2%	PY + estimated 2%
One Time Grant Funds	R7435 .20 ELD +.50 FTE Counselor	Professional Dev R6266	Professional Dev R6266	Professional Dev R6266
Additional Adjustments			To be determined	To be determined
Classified Salaries				
Staffing (FTEs)	5.90 FTE (maint 1.0 FTE pd F01)	5.8 FTE (includes 2.0 FTE Office)	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
Additional Adjustments			To be determined	To be determined
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	Cost of Counselor and ELD benefits	Cost for Prof. Dev. R6266	Cost for Prof. Dev. R6266	Same as prior year
Additional Adjustments			To be determined	To be determined
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=26-68	STRS = 19.1%: PERS = 27.05%	STRS = 19.1%: PERS = 27.6%	STRS = 19.1%: PERS = 28.0%
Health & Welfare Benefits	$15,600 for full FTE	District annual maximum is for a full FTE is apx. $15,828. Actual cost known to date.	Prior year + 2%	Prior year + 2%
One Time Grant Funds	Cost for Counselor+ELD benefits	None	Prior years only	Prior years only
Additional Adjustments			To be determined	To be determined

Twin Hills CMS - 2024-25 Adopted Budget/Page 2 of 2	2023-24	2024-25	2025-26	2026-27
Expenditures - continued				
Books and Supplies		Expenses based on prior year and estimated for current 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	$35,950	R6762 $26k ELA textbooks + HVAC filters	Prior years only	Prior years only
Services, Other Operating Expenses		Expenses based on prior year and estimated for current year. One time purchases, carryover, donations are not included.	Unrestricted prior year + 2%; Rest is zero.	Unrestricted prior year + 2%; Restricted same as PY.
One Time Grant Funds	$47,641	Estimated expenses $3,000 R6266 Prof Dev, $15,600 R6546 Mental Health, and $15,000 R6762 for software	Estimated expenses $7,000 R6266 Prof Dev and $15,600 R6546 Mental Health	Same as prior year.
Necessary Expense Reductions			Plan to be developed	Same as prior year.
Capital Outlay		None anticipated to date	None	None
Transfers In				
Basic Aid Supplement Funds from F01	$600,000 is current estimate	$425,000 is current estimate	$400,000	$400,000
CRSP from Fund 20	$21,872 = 2 Teachers	$11,107 = 1 Teacher	None	None
Transfers Out				
MOU amount for District Costs	$200,000	$250,000 current estimate	Same as prior year	No change
MOU amount for Special Ed Excess Costs	$150,000	$200,000 current estimate	Same as prior year	No change
Contribution	$100,000 is current estimate	$100,000 is current estimate	No change	No change
Net Increase (Decrease)	Negative amount decreases fund balance	Positive amount increases fund balance overall, note Unrestricted is negative	Positive amount increases fund balance overall, note Unrestricted is negative	Positive amount increases fund balance
Components of Ending Fund Balance				
Restricted	CA Clean Energy $55,591; ELO Res2600 $150,000; Ed Effect Res6266 $27,153; Art Music BG Res6762 $84,652; Prop 28 AMIS Res6770 $26,856	CA Clean Energy $55,591; ELO Res2600 $200,000; Ed Effect Res6266 $20,493; Art Music BG Res6762 $43,652; Prop 28 AMIS Res6770 $53,756	CA Clean Energy $55,591; ELO Res2600 $250,000; Ed Effect Res6266 $9,833; Art Music BG Res6762 $43,652; Prop 28 AMIS Res6770 $80,656	CA Clean Energy $55,591; ELO Res2600 $300,000; Ed Effect Res6266 $0; Art Music BG Res6762 $42,825; Prop 28 AMIS Res6770 $107,556
Assigned- Amount to meet 17%-See Fund 01		(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
Reserve for Economic Uncertainties (REU)		BP 3100 = 17% rounded up	BP 3100 = 17% rounded up	BP 3100 = 17% rounded up
Unassigned/Unappropriated		Balance after Assignments and REU	Balance after Assignments and REU	Balance after Assignments and REU

2023-24: 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: 2024-25 Multi-Year Projection @ Adopted Budget

	Object Codes	Prior Fiscal Year Budget: 2023-24			Current Fiscal Year Budget: 2024-25			First Subsequent Fiscal Year: 2025-26			Second Subsequent Fiscal Year: 2026-27		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
COLA (percentage)				8.22%			1.07%			2.93%			3.08%
Funded COLA				8.22%			1.07%			2.93%			3.08%
ADA for LCFF Funding purposes				195.00			195.00			195.00			195.00
Enrollment				207.00			205.00			205.00			205.00
Revenue													
LCFF Sources: LCFF, EPA, In Lieu Property Tax	8010-8099	2,106,196		2,106,196	2,138,540		2,138,540	2,200,978		2,200,978	2,269,152		2,269,152
Federal Revenues	8100-8299			-			-			-			-
Federal Funding: COVID19 (Unearned - record as expensed)			-	-		-	-		-	-		-	-
Other State Revenues	8300-8599	39,808	14,688	54,496	39,977	14,688	54,665	40,020	14,688	54,708	40,135	14,688	54,823
State Funding: IPI, Universal PreK (Unearned-see Fed)			-	-		-	-		-	-		-	-
State Funding: ELO-P, Educator Effectiveness, Mental Health, Art Music IM BG, Learning Recoverty ER BG, Prop 28 AMIS			95,157	95,157		92,500	92,500		92,500	92,500		92,500	92,500
One time Declining Enrollment Protection													
Other State: STRS/PERS on Behalf of State		-	120,710	120,710	-	103,985	103,985	-	109,184	109,184	-	114,643	114,643
Local Revenues	8600-8799	39,870	12,125	51,995	16,000	-	16,000	16,000	-	16,000	16,000	-	16,000
Total Revenue		2,185,874	242,680	2,428,554	2,194,517	211,173	2,405,690	2,256,998	216,372	2,473,370	2,325,287	221,831	2,547,118
Expenditures													
Certificated Salaries	1000-1999	1,381,064		1,381,064	1,178,941		1,178,941	1,191,508		1,191,508	1,215,338		1,215,338
Certificated Salaries One Time Grant Funds			62,124	62,124		3,000	3,000		3,000	3,000		3,000	3,000
Additional Adjustments				-			-	-		-	-		-
Classified Salaries	2000-2999	276,926	-	276,926	259,025	-	259,025	264,206	-	264,206	269,490	-	269,490
Classified Salaries One Time Grant Funds		-		-	-		-	-		-	-		-
Additional Adjustments		-		-			-	-		-	-		-
Employee Benefits -- Statutory	3301-3399; 3501-3699	68,231		68,231	60,784		60,784	61,682		61,682	62,916		62,916
Employee Benefits One Time Grant Funds			13,657	13,657		660	660		660	660		660	660
Additional Adjustments				-			-	-		-	-		-
Employee Benefits STRS/PERS on Behalf of State			120,710	120,710		103,985	103,985		109,184	109,184		114,643	114,643
Employee Benefits STRS	3101-3199	244,900		244,900	208,012		208,012	212,228		212,228	216,472		216,472
Employee Benefits PERS	3201-3299	87,127		87,127	83,098		83,098	87,845		87,845	90,900		90,900
Employee & Retiree Benefits -- Health & Welfare	3400-3499; 3700-3799	199,906		199,906	192,433		192,433	196,282		196,282	200,207		200,207
EE Benefits-H&W One Time Grant Funds		-	8,627	8,627	-		-	-		-	-		-
Additional Adjustments		-		-			-	-		-	-		-
Books and Supplies	4000-4999	18,839	58,794	77,633	13,202	14,688	27,890	13,464	14,688	28,152	13,731	14,688	28,419
Books and Supplies One Time Grant Funds			35,950	35,950		26,000	26,000		-	-		-	-
Services, Other Operating Expenses	5000-5999	126,510	11,950	138,460	93,200	-	93,200	95,065		95,065	96,966		96,966
Services One Time Grant Funds			47,641	47,641		33,600	33,600		22,600	22,600		22,600	22,600
Necessary Expense Reductions - see narrative				-	-		-	-		-	-		-
Capital Outlay	6000-6999	-	-	-	-	-	-	-	-	-	-	-	-
Other Outgo	7100-7199 7300-7399	-		-	-		-	-		-	-		-
Total Expenditures		2,403,503	359,453	2,762,956	2,088,695	181,933	2,270,628	2,122,280	150,132	2,272,412	2,166,020	155,591	2,321,611
Excess (Deficiency)		(217,629)	(116,773)	(334,402)	105,822	29,240	135,062	134,718	66,240	200,958	159,267	66,240	225,507
Transfers In from General Fund 01	8910-8929	600,000		600,000	425,000		425,000	400,000		400,000	400,000		400,000
Transfers In from Fund 20 CRSP		21,872		21,872	11,107		11,107	-		-	-		-
Transfers Out to General Fund 01	7610-7629	(350,000)		(350,000)	(450,000)		(450,000)	(450,000)		(450,000)	(450,000)		(450,000)
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		171,872	-	171,872	(113,893)	-	(113,893)	(150,000)	-	(150,000)	(150,000)	-	(150,000)
Net Increase (Decrease)		(45,757)	(116,773)	(162,530)	(8,071)	29,240	21,169	(15,282)	66,240	50,958	9,267	66,240	75,507
Fund Balance													
Beginning Balance		193,708	461,025	654,733	147,951	344,252	492,203	139,880	373,492	513,372	124,598	439,732	564,330
Audit Adjustment(s)				-			-			-			-
Net Ending Balance		147,951	344,252	492,203	139,880	373,492	513,372	124,598	439,732	564,330	133,865	505,972	639,837
Components of Ending Balance:													
Revolving Cash (nonspendable)	9711			-			-			-			-
Stores (nonspendable)	9712			-			-			-			-
Restricted (Res 2000-9999)	9740		344,252	344,252		373,492	373,492		439,732	439,732		505,972	505,972
Restricted COVID19 Rev 20-21, Exp 21-22	9740		-	-		-	-		-	-		-	-
Committed	9750			-			-			-			-
Assigned: See Fund 01 for Assignment to meet 17%		(359,074)		(359,074)	(304,950)		(304,950)	(319,652)		(319,652)	(317,820)		(317,820)
Assigned - Lottery Res 1100 Unrestricted		-		-	-		-	-		-	-		-
Reserve for Economic Uncertainties	9789	507,025		507,025	444,830		444,830	444,250		444,250	451,685		451,685
Unassigned/Unappropriated Ending Balance		0		0	0		0	0		0	0		0
Net Ending Balance		147,951	344,252	492,203	139,880	373,492	513,372	124,598	439,732	564,330	133,865	505,972	639,837
Reserve percentage is based on Reserve of Economic Uncertainties+Assigned Fund01 to meet 17% divided by Total Expenditures and Transfers Out.				5%			5%			5%			5%

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

Twin Hills Charter Middle (6052302) - Adopted Budget 24-25

	2023-24	2024-25	2025-26	2026-27
General Assumptions				
COLA & Augmentation	*8.22%*	*1.07%*	*2.93%*	*3.08%*
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%*
Student Assumptions:				
Enrollment Count	*207*	*205*	*205*	*205*
Unduplicated Pupil Count (UPC)	*57*	*57*	*57*	*57*
Unduplicated Pupil Percentage (UPP)	*26.05%*	*27.76%*	*27.71%*	*27.80%*
Current Year LCFF Average Daily Attendance (ADA)	*194.93*	*195.00*	*195.00*	*195.00*
Funded LCFF ADA	*194.93*	*195.00*	*195.00*	*195.00*
LCFF ADA Funding Method	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
LCFF Entitlement Summary				
Base Grant	$2,001,189	$2,026,053	$2,085,405	$2,149,632
Grade Span Adjustment	-	-	-	-
Adjusted Base Grant	$2,001,189	$2,026,053	$2,085,405	$2,149,632
Supplemental Grant	104,262	112,487	115,573	119,520
Concentration Grant	-	-	-	-
Total Base, Supplemental and Concentration Grant	$2,105,451	$2,138,540	$2,200,978	$2,269,152
Allowance: Necessary Small School	-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-
Add-on: Home-to-School Transportation	-	-	-	-
Add-on: Small School District Bus Replacement Program	-	-	-	-
Add-on: Economic Recovery Target	-	-	-	-
Add-on: Transitional Kindergarten	-	-	-	-
Total Allowance and Add-On Amounts	$-	$-	$-	$-
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	**$2,105,451**	**$2,138,540**	**$2,200,978**	**$2,269,152**
Miscellaneous Adjustments	-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)	**$ 2,105,451**	**$ 2,138,540**	**$ 2,200,978**	**$ 2,269,152**
LCFF Entitlement Per ADA (excludes Categorical MSA)	$ 10,801	$ 10,967	$ 11,287	$ 11,637
Additional State Aid	-	-	-	-
Total LCFF Entitlement with Additional State Aid	2,105,451	2,138,540	2,200,978	2,269,152
LCFF Sources Summary				
Funding Source Summary				
Local Revenue and In-Lieu of Property Taxes *(net for school districts)*	$ *931,132*	$ *958,437*	$ *973,534*	$ *984,003*
Education Protection Account Entitlement *(includes $200/minimum per ADA)*	$ 447,803	$ 435,753	$ 461,506	$ 495,236
Net State Aid *(excludes Additional State Aid)*	$ 726,516	$ 744,350	$ 765,938	$ 789,913
Additional State Aid	$ -	$ -	$ -	$ -
Total Funding Sources	**$ 2,105,451**	**$ 2,138,540**	**$ 2,200,978**	**$ 2,269,152**
Funding Source by Resource-Object				
State Aid (Resource Code 0000, Object Code 8011)	$ 726,516	$ 744,350	$ 765,938	$ 789,913
EPA, Current Year (Resource 1400, Object Code 8012) (P-2 plus Current Year Accrual)	$ 447,803	$ 435,753	$ 461,506	$ 495,236
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019) (P-A less Prior Year Accrual)	$ 1,229	$ -	$ -	$ -
Property Taxes (Object 8021 to 8089)	$ -	$ -	$ -	$ -
In-Lieu of Property Taxes (Object Code 8096)	931,132	958,437	973,534	984,003
Entitlement and Source Reconciliation				
Basic Aid/Excess Tax District Status	$ -	$ -	$ -	$ -
Total LCFF Entitlement	$ 2,105,451	$ 2,138,540	$ 2,200,978	$ 2,269,152
Additional State Aid	$ -	$ -	$ -	$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	$ -	$ -	$ -	$ -
Excess Taxes before Minimum State Aid	$ -	$ -	$ -	$ -
Total Funding Sources	$ 2,105,451	$ 2,138,540	$ 2,200,978	$ 2,269,152
LCAP Percentage to Increase or Improve Services Calculation				
Base Grant (*Excludes add-ons for TIIG & Transportation)*	$ 2,001,189	$ 2,026,053	$ 2,085,405	$ 2,149,632
Supplemental and Concentration Grant funding in the LCAP year	$ 104,262	$ 112,487	$ 115,573	$ 119,520
Projected Additional 15% Concentration Grant funding in the LCAP year	$ -	$ -	$ -	$ -
Percentage to Increase or Improve Services	5.21%	5.55%	5.54%	5.56%

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

Twin Hills Charter Middle (6052302) - Adopted Budget 24-25				
	2023-24	2024-25	2025-26	2026-27
PER-ADA FUNDING LEVELS				
Base, Supplemental and Concentration Rate per ADA				
Grades TK-3	$ 11,521.55	$ 11,682.50	$ 12,023.34	$ 12,395.91
Grades 4-6	$ 10,593.59	$ 10,742.03	$ 11,055.52	$ 11,398.37
Grades 7-8	$ 10,907.12	$ 11,059.74	$ 11,382.70	$ 11,735.11
Grades 9-12	$ 12,969.24	$ 13,151.78	$ 13,535.76	$ 13,955.03
Base Grants				
Grades TK-3	$ 9,919	$ 10,025	$ 10,319	$ 10,637
Grades 4-6	$ 10,069	$ 10,177	$ 10,475	$ 10,798
Grades 7-8	$ 10,367	$ 10,478	$ 10,785	$ 11,117
Grades 9-12	$ 12,015	$ 12,144	$ 12,500	$ 12,885
Grade Span Adjustment				
Grades TK-3	$ 1,032	$ 1,043	$ 1,073	$ 1,106
Grades 9-12	$ 312	$ 316	$ 325	$ 335
Supplemental Grant	20%	20%	20%	20%
Maximum - 1.00 ADA, 100% UPP				
Grades TK-3	$ 2,190	$ 2,214	$ 2,278	$ 2,349
Grades 4-6	$ 2,014	$ 2,035	$ 2,095	$ 2,160
Grades 7-8	$ 2,073	$ 2,096	$ 2,157	$ 2,223
Grades 9-12	$ 2,465	$ 2,492	$ 2,565	$ 2,644
Actual - 1.00 ADA, Local UPP as follows:	*26.05%*	*27.76%*	*27.71%*	*27.80%*
Grades TK-3	$ 571	$ 614	$ 631	$ 653
Grades 4-6	$ 525	$ 565	$ 581	$ 600
Grades 7-8	$ 540	$ 582	$ 598	$ 618
Grades 9-12	$ 642	$ 692	$ 711	$ 735
Concentration Grant (>55% population)	65%	65%	65%	65%
Maximum - 1.00 ADA, 100% UPP				
Grades TK-3	$ 7,118	$ 7,194	$ 7,405	$ 7,633
Grades 4-6	$ 6,545	$ 6,615	$ 6,809	$ 7,019
Grades 7-8	$ 6,739	$ 6,811	$ 7,010	$ 7,226
Grades 9-12	$ 8,013	$ 8,099	$ 8,336	$ 8,593
Actual - 1.00 ADA, Local UPP >55% as follows:	*0.0000%*	*0.0000%*	*0.0000%*	*0.0000%*
Grades TK-3	$ -	$ -	$ -	$ -
Grades 4-6	$ -	$ -	$ -	$ -
Grades 7-8	$ -	$ -	$ -	$ -
Grades 9-12	$ -	$ -	$ -	$ -

Twin Hills Charter Middle (6052302) - Adopted Budget 24-25	v.25.1a						PY1	v.25.1a						CY
LOCAL CONTROL FUNDING FORMULA							**2023-24**							**2024-25**
LCFF ENTITLEMENT CALCULATION														
		COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage					COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage			
Calculation Factors		8.22%	0.00%	26.05%	26.05%				1.07%	0.00%	27.76%	27.76%		
	Current Yr ADA	Base	Grade Span	Supplemental	Concentration		Total	Current Yr ADA	Base	Grade Span	Supplemental	Concentration		Total
Grades TK-3	-	$ 9,919	$ 1,032	$ 571	$ -		$ -	-	$ 10,025	$ 1,043	$ 614	$ -		$ -
Grades 4-6	65.94	10,069		525	-		698,542	57.00	10,177		565	-		612,296
Grades 7-8	128.99	10,367		540	-		1,406,909	138.00	10,478		582	-		1,526,244
Grades 9-12	-	12,015	312	642	-		-	-	12,144	316	692	-		-
Subtract Necessary Small School ADA and Funding	-	-	-				-	-	-	-				-
Total Base, Supplemental, and Concentration Grant		$ 2,001,189	$ -	$ 104,262	$ -		$ 2,105,451		$ 2,026,053	$ -	$ 112,487	$ -		$ 2,138,540
NSS Allowance		-					-		-					-
TOTAL BASE	194.93	$ 2,001,189	$ -	$ 104,262	$ -		$ 2,105,451	195.00	$ 2,026,053	$ -	$ 112,487	$ -		$ 2,138,540
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)	TK ADA	-	TK Add-on rate	$ 3,044.00			-	TK ADA	-	TK Add-on rate	$ 3,077.00			-
ECONOMIC RECOVERY TARGET PAYMENT							-							-
LCFF Entitlement Before Adjustments							$ 2,105,451							$ 2,138,540
Miscellaneous Adjustments							-							-
ADJUSTED LCFF ENTITLEMENT							**$ 2,105,451**							**$ 2,138,540**
Local Revenue (including RDA)							(931,132)							(958,437)
Gross State Aid							**$ 1,174,319**							**$ 1,180,103**
Education Protection Account Entitlement							(447,803)							(435,753)
Net State Aid							**$ 726,516**							**$ 744,350**
MINIMUM STATE AID CALCULATION														
			12-13 Rate	2023-24 ADA			N/A			12-13 Rate	2024-25 ADA			N/A
2012-13 RL/Charter Gen BG adjusted for ADA			$ 5,289.42	194.93			$ 1,031,067			$ 5,289.42	195.00			$ 1,031,437
2012-13 NSS Allowance (deficited)			$ -				-			$ -				-
Minimum State Aid Adjustments							-							-
Less Current Year Property Taxes/In-Lieu							(931,132)							(958,437)
Less Education Protection Account Entitlement							(447,803)							(435,753)
Subtotal State Aid for Historical RL/Charter General BG							**$ -**							**$ -**
Categorical Minimum State Aid							-							-
Charter School Categorical Block Grant adjusted for ADA			481.92	194.93			93,941			481.92	195.00			93,974
Minimum State Aid Guarantee Before Proration Factor							**$ 93,941**							**$ 93,974**
Proration Factor							0.00%							0.00%
Minimum State Aid Guarantee							**$ 93,941**							**$ 93,974**
CHARTER SCHOOL MINIMUM STATE AID OFFSET														
LCFF Entitlement							2,105,451							2,138,540
Minimum State Aid plus Property Taxes including RDA							1,025,073							1,052,411
Offset							-							-
Minimum State Aid Prior to Offset							93,941							93,974
Total Minimum State Aid with Offset							93,941							93,974
State Aid Before Additional State Aid							**$ 726,516**							**$ 744,350**
ADDITIONAL STATE AID							**$ -**							**$ -**
LCFF State Aid, Adjusted for Minimum State Aid Guarantee							**$ 726,516**							**$ 744,350**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supple							**$ 2,105,451**							**$ 2,138,540**
Change Over Prior Year			12.83%	239,488						1.57%	33,089			
LCFF Entitlement Per ADA (excluding Categorical MSA)							10,801							10,967
Per-ADA Change Over Prior Year			8.41%	838						1.54%	166			
Basic Aid Status (school districts only)							-							-
LCFF SOURCES INCLUDING EXCESS TAXES														
				Increase			2023-24				Increase			2024-25
State Aid			-11.90%	(98,093)			$ 726,516			2.45%	17,834			$ 744,350
Education Protection Account							447,803							435,753
Property Taxes Net of In-Lieu Transfers			0.00%	-			-			0.00%	-			-
Charter In-Lieu Taxes			5.32%	47,064			931,132			2.93%	27,305			958,437
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)			-2.73%	(51,029)			**$ 2,105,451**			2.14%	45,139			**$ 2,138,540**

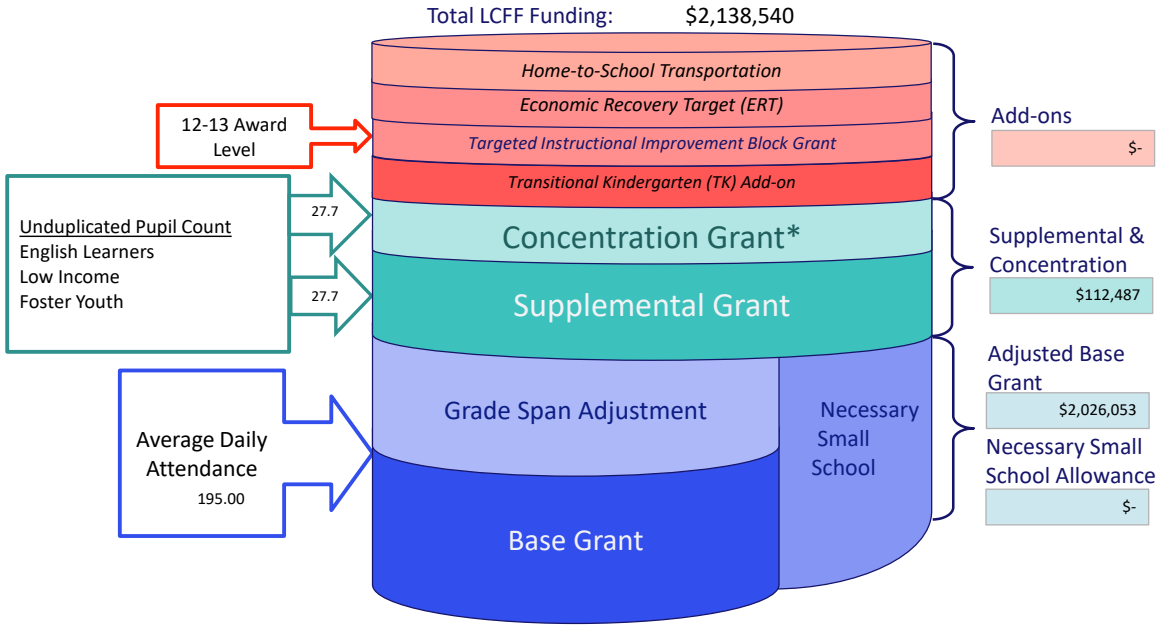
Twin Hills Charter Middle (6052302) - Adopted Budget 24-25	v.25.1a					CY1	v.25.1a					CY2
LOCAL CONTROL FUNDING FORMULA						**2025-26**						**2026-27**
LCFF ENTITLEMENT CALCULATION												
		COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage				COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage		
Calculation Factors		2.93%	0.00%	27.71%	27.71%			3.08%	0.00%	27.80%	27.80%	
	Current Yr ADA	Base	Grade Span	Supplemental	Concentration	Total	Current Yr ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	-	$ 10,319	$ 1,073	$ 631	$ -	$ -	-	$ 10,637	$ 1,106	$ 653	$ -	$ -
Grades 4-6	57.00	10,475		581	-	630,165	57.00	10,798		600	-	649,707
Grades 7-8	138.00	10,785		598	-	1,570,813	138.00	11,117		618	-	1,619,445
Grades 9-12	-	12,500	325	711	-	-	-	12,885	335	735	-	-
Subtract Necessary Small School ADA and Funding	-	-	-			-	-	-	-			-
Total Base, Supplemental, and Concentration Grant		$ 2,085,405	$ -	$ 115,573	$ -	$ 2,200,978		$ 2,149,632	$ -	$ 119,520	$ -	$ 2,269,152
NSS Allowance		-				-		-				-
TOTAL BASE	195.00	$ 2,085,405	$ -	$ 115,573	$ -	$ 2,200,978	195.00	$ 2,149,632	$ -	$ 119,520	$ -	$ 2,269,152
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)	TK ADA	-	TK Add-on rate	$ 3,167.00		-	TK ADA	-	TK Add-on rate	$ 3,265.00		-
ECONOMIC RECOVERY TARGET PAYMENT						-						-
LCFF Entitlement Before Adjustments						$ 2,200,978						$ 2,269,152
Miscellaneous Adjustments						-						-
ADJUSTED LCFF ENTITLEMENT						**$ 2,200,978**						**$ 2,269,152**
Local Revenue (including RDA)						(973,534)						(984,003)
Gross State Aid						**$ 1,227,444**						**$ 1,285,149**
Education Protection Account Entitlement						(461,506)						(495,236)
Net State Aid						**$ 765,938**						**$ 789,913**
MINIMUM STATE AID CALCULATION												
			12-13 Rate	2025-26 ADA		N/A			12-13 Rate	2026-27 ADA		N/A
2012-13 RL/Charter Gen BG adjusted for ADA			$ 5,289.42	195.00		$ 1,031,437			$ 5,289.42	195.00		$ 1,031,437
2012-13 NSS Allowance (deficited)			$ -			-			$ -			-
Minimum State Aid Adjustments						-						-
Less Current Year Property Taxes/In-Lieu						(973,534)						(984,003)
Less Education Protection Account Entitlement						(461,506)						(495,236)
Subtotal State Aid for Historical RL/Charter General BG						**$ -**						**$ -**
Categorical Minimum State Aid						-						-
Charter School Categorical Block Grant adjusted for ADA			481.92	195.00		93,974			481.92	195.00		93,974
Minimum State Aid Guarantee Before Proration Factor						**$ 93,974**						**$ 93,974**
Proration Factor						0.00%						0.00%
Minimum State Aid Guarantee						**$ 93,974**						**$ 93,974**
CHARTER SCHOOL MINIMUM STATE AID OFFSET												
LCFF Entitlement						2,200,978						2,269,152
Minimum State Aid plus Property Taxes including RDA						1,067,508						1,077,977
Offset						-						-
Minimum State Aid Prior to Offset						93,974						93,974
Total Minimum State Aid with Offset						93,974						93,974
State Aid Before Additional State Aid						**$ 765,938**						**$ 789,913**
ADDITIONAL STATE AID						**$ -**						**$ -**
LCFF State Aid, Adjusted for Minimum State Aid Guarantee						**$ 765,938**						**$ 789,913**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supple						**$ 2,200,978**						**$ 2,269,152**
Change Over Prior Year			2.92%	62,438					3.10%	68,174		
LCFF Entitlement Per ADA (excluding Categorical MSA)						11,287						11,637
Per-ADA Change Over Prior Year			2.92%	320					3.10%	350		
Basic Aid Status (school districts only)						-						-
LCFF SOURCES INCLUDING EXCESS TAXES												
				Increase		2025-26				Increase		2026-27
State Aid			2.90%	21,588		$ 765,938			3.13%	23,975		$ 789,913
Education Protection Account						461,506						495,236
Property Taxes Net of In-Lieu Transfers			0.00%	-		-			0.00%	-		-
Charter In-Lieu Taxes			1.58%	15,097		973,534			1.08%	10,469		984,003
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)			1.72%	36,685		**$ 2,200,978**			1.56%	34,444		**$ 2,269,152**

Twin Hills Charter Middle (6052302) - Adopted Budget 24-25

Charts and Graphs

Components of LCFF Entitlement

		2024-25				
Base Grant	$	2,026,053			195.00	ADA
Grade Span Adjustment	$	-		$	2,026,053	Adjusted Base Grant
Supplemental Grant	$	112,487	27.76%			
Concentration Grant	$	-	27.76%	$	112,487	Supplemental & Concentration
Allowance: Necessary Small School	$	-		$	-	Allowance
Add-on: Targeted Instructional Improvement Block Grant	$	-				
Add-on: Home-to-School Transportation	$	-				
Add-on: Small School District Bus Replacement Program	$	-		$	-	Add-ons
Add-on Economic Recovery Target	$	-				
Add-on: Transitional Kindergarten	$	-				
Total	$	2,138,540		$	2,138,540	



*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

LCFF Entitlement per ADA

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Funded ADA (LCFF & NSS)	195.59	187.28	194.93	195.00	195.00	195.00
LCFF Sources per ADA, including NSS	$ 8,767.63	$ 9,963.49	$ 10,801.06	$ 10,966.87	$ 11,287.07	$ 11,636.68
Net Dollar Change per ADA		$ 1,195.87	$ 837.57	$ 165.81	$ 320.19	$ 349.61
Net Percent Change		13.64%	8.41%	1.54%	2.92%	3.10%
Estimated LCFF Entitlement per ADA (excludes minimum state aid	$ 8,767.63	$ 9,963.49	$ 10,801.06	$ 10,966.87	$ 11,287.07	$ 11,636.68
Net Change per ADA		$ 1,195.87	$ 837.57	$ 165.81	$ 320.19	$ 349.61
Net Percent Change		13.64%	8.41%	1.54%	2.92%	3.10%

Orchard View School

Twin Hills Union Elementary
Sonoma County

Budget, July 1
Charter Schools Special Revenue Fund
Expenditures by Object

49 70961 0000000
Form 09
F8BZPUH864(2024-25)

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	2,568,751.00	2,656,699.00	3.4%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	247,095.00	247,445.00	0.1%
4) Other Local Revenue		8600-8799	19,600.00	13,000.00	-33.7%
5) TOTAL, REVENUES			2,835,446.00	2,917,144.00	2.9%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	1,433,513.00	1,442,436.00	0.6%
2) Classified Salaries		2000-2999	152,151.00	161,965.00	6.5%
3) Employee Benefits		3000-3999	726,774.00	754,954.00	3.9%
4) Books and Supplies		4000-4999	118,330.24	65,468.00	-44.7%
5) Services and Other Operating Expenditures		5000-5999	128,596.47	121,200.00	-5.8%
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			2,559,364.71	2,546,023.00	-0.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			276,081.29	371,121.00	34.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	10,354.00	50,000.00	382.9%
b) Transfers Out		7600-7629	380,000.00	480,000.00	26.3%
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			(369,646.00)	(430,000.00)	16.3%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(93,564.71)	(58,879.00)	-37.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	391,152.37	297,587.66	-23.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			391,152.37	297,587.66	-23.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			391,152.37	297,587.66	-23.9%
2) Ending Balance, June 30 (E + F1e)			297,587.66	238,708.66	-19.8%
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	224,820.12	174,780.12	-22.3%
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	72,767.54	63,928.54	-12.1%
BP3100: 17% Reserve	0000	9780	*477,970.00*		
See Fund 01: Assignment to meet 17% reserve	0000	9780	*(405,202.46)*		
BP3100: 17% Reserve	0000	9780		*491,075.00*	
See Fund 01: Assignment to meet 17% Reserve	0000	9780		*(427,146.46)*	
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	475,421.66		
1) Fair Value Adjustment to Cash in County Treasury		9111	(14,972.00)		
b) in Banks		9120	0.00		

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
6230	California Clean Energy Jobs Act	45,522.95	45,522.95
6266	Educator Effectiveness, FY 2021-22	20,888.37	13,528.37
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	61,463.80	16,463.80
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	27,320.00	54,640.00
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	58,347.00	33,347.00
7810	Other Restricted State	2,327.00	2,327.00
Total, Restricted Balance		224,820.12	174,780.12

TWIN HILLS UNION SCHOOL DISTRICT
ORCHARD VIEW SCHOOL
2024-25 CASH FLOW ESTIMATES @ Adopted Budget

ORCHARD VIEW		2024-25 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 25	
A: BEGIN CASH	9110	400,000.00	484,953.00	396,777.00	525,655.00	396,073.00	225,034.00	394,086.00	379,654.00	231,742.00	410,619.00	383,696.00	340,299.00			
B: RECEIPTS																
State Revenue	8010-8019															
LCFF + PY Recomputation	8011+8019	48,369.00	48,369.00	87,069.00	87,069.00	87,069.00	87,069.00	87,069.00	87,069.00	87,069.00	87,069.00	87,069.00	87,069.00	967,428.00	0.00	967,428.00
Education Protection Account	8012			149,532.00			149,532.00			149,532.00			149,532.00	598,128.00		598,128.00
In Lieu Property Tax + PY Rec	8096		65,469.00	130,937.00	87,291.00	87,291.00	87,291.00	87,291.00	87,291.00	152,766.00	76,379.00	76,379.00	76,379.00	1,014,764.00	76,379.00	1,091,143.00
Federal Revenues	8100-8299													0.00		0.00
Other State - see below	8300-8599															0.00
Mandated Block Grant	8550						7,509.00							7,509.00		7,509.00
New Block Grants	85xx	2,241.00	2,241.00	4,034.00	4,034.00	4,034.00	4,034.00	4,034.00	4,034.00	4,034.00	4,034.00	4,034.00	4,032.00	44,820.00		44,820.00
Lottery, Unrest+Rest	8560							14,442.00			14,442.00			28,884.00	28,884.00	57,768.00
STRS on Behalf of State	8590													0.00	137,348.00	137,348.00
Other Local	8660-8799				3,250.00			3,250.00			3,250.00			9,750.00	3,250.00	13,000.00
Interfund TF in	8910-8929						50,000.00							50,000.00		50,000.00
Other Finance sources	8930-8979													0.00		0.00
Other Non-Revenue														0.00		0.00
TOTAL RECEIPTS		50,610.00	116,079.00	371,572.00	181,644.00	178,394.00	385,435.00	196,086.00	178,394.00	393,401.00	185,174.00	167,482.00	317,012.00	2,721,283.00	245,861.00	2,967,144.00
C: DISBURSEMENTS																
Certificated Salaries	1000-1999	10,000.00	129,767.00	129,767.00	129,767.00	129,767.00	129,767.00	129,767.00	129,767.00	129,767.00	129,767.00	129,767.00	134,766.00	1,442,436.00		1,442,436.00
Classified Salaries	2000-2999	1,600.00	14,500.00	14,387.00	14,387.00	14,387.00	14,387.00	14,387.00	14,387.00	14,387.00	14,387.00	14,387.00	16,382.00	161,965.00		161,965.00
Employee Benefits	3000-3999	3,800.00	50,000.00	56,281.00	56,281.00	56,281.00	56,281.00	56,281.00	56,281.00	56,281.00	56,281.00	56,281.00	57,277.00	617,606.00	137,348.00	754,954.00
Books & Supplies	4000-4999	1,000.00	3,928.00	5,899.00	13,785.00	18,094.00	5,244.00	5,239.00	3,759.00	1,969.00	1,964.00	1,964.00	2,623.00	65,468.00		65,468.00
Services & Other Operatnl	5000-5999	1,212.00	6,060.00	36,360.00	10,906.00	10,904.00	10,704.00	4,844.00	2,112.00	12,120.00	9,698.00	8,480.00	7,800.00	121,200.00		121,200.00
Capital Outlay	6000-6599													0.00		0.00
Other Outgo	7000-7499													0.00		0.00
Interfund TF out	7600-7629					120,000.00			120,000.00				120,000.00	360,000.00	120,000.00	480,000.00
Other Finance sources	7630-7699													0.00		0.00
Other Non-Expenditures														0.00		0.00
TOTAL DISBURSM		17,612.00	204,255.00	242,694.00	225,126.00	349,433.00	216,383.00	210,518.00	326,306.00	214,524.00	212,097.00	210,879.00	338,848.00	2,768,675.00	257,348.00	3,026,023.00
D: PRIOR YR TRANSACTIONS																
Accounts Receivable	9200															
Prior year: LCFF, In Lieu Property Tax																
Lottery, Other State, Interest		91,955.00			23,900.00									115,855.00		
Accounts Payable	9500															
Prior year: Clear Due To/From, MOU, Books																
Sup, Unearned Rev. CY Use Tax		-40,000.00			-110,000.00									-150,000.00		
TOTAL PRIOR YR		51,955.00	0.00	0.00	-86,100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-34,145.00	0.00	
E: NET INC/DEC	(B-C+D)	84,953.00	-88,176.00	128,878.00	-129,582.00	-171,039.00	169,052.00	-14,432.00	-147,912.00	178,877.00	-26,923.00	-43,397.00	-21,836.00	-81,537.00		
F: ENDING CASH BAL	(A+E)	484,953.00	396,777.00	525,655.00	396,073.00	225,034.00	394,086.00	379,654.00	231,742.00	410,619.00	383,696.00	340,299.00	318,463.00		-11,487.00	

Notes: Amount expected July and August of 2025 for all types of revenue is $100,000+.
Expenses to be made after June 30, 2025 is the balance due for special education excess costs and the MOU payable to the district totaling $120,000.
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 ($137,348).

Twin Hills Union School District - Orchard View Charter School
2024-25 Multi-Year Projection Assumptions @ Adopted Budget June 2024

General Note: Please refer to the attached spreadsheet presentation showing Multi-year Projections for Orchard View School, Fund #09

	2023-24	2024-25	2025-26	2026-27
Revenue	Prior Fiscal Year Budget	Current Budget Year	1st Subsequent Year	2nd Subsequent Year
LCFF Revenue Sources				
Funded/Planning COLA	8.22%	1.07%	2.93%	3.08%
Unduplicated Count # / LCFF Rolling % for Sup Grant	56 / 20.42%	57 / 23.29%	57 / 24.71%	57 / 24.78%
Funded ADA	219.46	222.00	222.00	222.00
Enrollment	228.00	230.00	230.00	230.00
In Lieu Property Tax per ADA	$4,777	$4,915	$4,992	$5,046
Federal: COVID19 (Unearned, recorded as spent)	NONE	NONE	NONE	NONE
Other State				
Lottery Unrestricted/Restricted	Unr $177 Rest $72	Unr $177 Rest $72 ADA*1.04446	Unr $177 Rest $72 ADA*1.04446	Unr $177 Rest $72 ADA*1.04446
Mandated Block Grant	Unr K-8 $19.85; 9-12 $55.17	Unr K-8 $20.06; 9-12 $55.76 *prior year ADA	Unr K-8 $20.65; 9-12 $57.39 *prior year ADA	Unr K-8 $21.29; 9-12 $59.16 *prior year ADA
COVID19 IPI and UPK (Unearned, see Fed)	$7,000	None	Prior years only	Prior years only
A-G A/S and LLM, Ethnic Studies, Art Music IM BG, Learning Recovery ER BG, Educator Effectiveness, ERMHS, Prop 28 AMIS	$47,799	$44,820	Mental Health and Prop 28 Art & Music In Schools	Mental Health and Prop 28 Art & Music In Schools
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/FMV adjustment	$13,000	$13,000	Same as PY	Same as PY
Donations/ SCOE Prof Dev Stipend Reimb	$6,600	None	Zero	Zero
Expenditures				
Certificated Salaries				
Staffing (FTEs)	13.8 FTE Teachers, 1.0 FTE Site Admin	13.8 FTE Teachers, 1.0 FTE Site Administrator	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	Profes. Dev R6266	Professional Dev R6266	Professional Dev R6266	Professional Dev R6266
Additional Adjustments			To be determined	To be determined
Classified Salaries				
Staffing (FTEs)	2.5 FTE	3.1 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	.20 FTE TKIA R6053	None	None	None
Additional Adjustments			To be determined	To be determined
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	TKIA R6053+ProfDev R6266	Professional Dev R6266	Professional Dev R6266	Professional Dev R6266
Additional Adjustments			To be determined	To be determined
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=26.68%	STRS = 19.10%: PERS = 27.05%	STRS = 19.1%: PERS = 27.6%	STRS = 19.1%: PERS = 28.0%
Health & Welfare Benefits	$15.600 full FTE	District annual maximum is for a full FTE is apx. $15,828. Actual cost known to date.	Prior year + 2%	Prior year + 2%
One Time Grant Funds		None	Prior year only	None
Additional Adjustments			To be determined	To be determined

Orchard View - 2024-25 Adopted Budget/Page 2 of 2	2023-24	2024-25	2025-26	2026-7
Expenditures - continued				
Books and Supplies		Expenses based on prior year updated for current year. Carryover and one time purchases are not budgeted.	Prior year + 2%	Prior year + 2%
One Time Grant Funds	R6053 $867	R6266 $5,000	Prior years only	None
Services, Other Operating Expenses		Expenses based on prior year updated for current year. Carryover and one time purchases are not budgeted.	Prior year + 2%	Prior year + 2%
One Time Grant Funds	$91,495	$86,200 includes enrichment indep. contractors and software R6762, counseling and psych services R7435+R6546	Professional Dev R6266 $3,700, Mental Health R6546 $17,500	Same as prior year
Capital Outlay		None	None	None
Transfer In BAS from Fund 01	TDB at close	$50,000	None	None
Transfer In CRSP from Fund 01	$10,354 for 1 retiree, year 3 of 3	None	None	None
Transfers Out				
MOU amount for District Costs	$230,000	$280,000 is current estimate	Same as prior year	Same as prior year
MOU amount for Special Ed Excess Costs	$150,000	$200,000 is current estimate	Same as prior year	Same as prior year
Net Increase (Decrease)		Negative amount decreases fund balance	Negative amount decreases fund balance	Positive amount increases fund balance
Components of Ending Fund Balance				
Restricted	CA Clean Energy $45,523, Ed Eff R6266 $20,888, AMBG R6762 $61,464, AMIS R6770 $27,320, LRERBG R7435 $58,347, A-G BG R7412+7413+7810 $11,278	CA Clean Energy $45,523; Ed Effect Res6266 $13,528; Art Music BG Res6762 $16,464; Prop 28 Art & Music IS Res6770 $54,640; LRER BG Res7435 $33,347, A-G BG Res7412+ 7413+ 7810 $11,278	CA Clean Energy $45,523; Ed Effect Res6266 $6,128; Art Music BG Res6762 $16,464; Prop 28 Art & Music IS Res6770 $81,960; LRER BG Res7435 $33,347, A-G BG Res7412+ 7413+ 7810 $11,278	CA Clean Energy $45,523; Ed Effect Res6266 $0; Art Music BG Res6762 $15,192; Prop 28 Art & Music IS Res6770 $109,280; LRER BG Res7435 $33,347, A-G BG Res7412+ 7413+ 7810 $11,278
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

2023-24: 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
2024-25 Multi-Year Projection @ Adopted Budget

		Prior Year Budget Fiscal Year: 2023-24	Current Budget Fiscal Year: 2024-25	First Subsequent Fiscal Year: 2025-26	Second Subsequent Fiscal Year: 2026-27
COLA (percentage)		8.22%	1.07%	2.93%	3.08%
Funded or Estimated COLA		8.22%	1.07%	2.93%	3.08%
ADA: Current Year / LCFF Funding		219.46	222.00	222.00	222.00
Enrollment Estimate		228.00	230.00	230.00	230.00
	Object Codes				
Revenue					
LCFF Sources: LCFF, Education Protection Account, In Lieu Property Tax	8010-8099	2,568,751	2,656,699	2,741,933	2,826,775
Federal Revenues	8100-8299				
Federal Funding: COVID19 (Unearned-recorded as expended)					
State Revenues	8300-8599	64,480	65,277	65,934	66,173
State Funding: UPK (Unearned-recorded as expended)		7,000	-	-	-
New Grants A-G A/S and LLM, Ethnic Studies, ERMHS, Arts Music IM Disc BG, Learning Recovery ER BG, Prop 28 AMIS		47,799	44,820	44,820	44,820
State Revenues: STRS/PERS on Behalf of State		127,816	137,348	144,215	151,426
Local Revenues	8600-8799	19,600	13,000	13,000	13,000
Total Revenue		2,835,446	2,917,144	3,009,902	3,102,194
Expenditures					
Certificated Salaries	1000-1999	1,430,513	1,439,436	1,468,225	1,497,590
Certificated Salaries One Time Grant Funds		3,000	3,000	3,000	3,000
Additional Adjustments 25-26				-	-
Classified Salaries	2000-2999	146,530	161,965	165,204	168,508
Classified Salaries One Time Grant Funds		5,621	-	-	-
Additional Adjustments 25-26				-	-
Employee Benefits -- Statutory	3300-3399; 3500-3699	54,621	55,436	56,545	57,676
Employee Benefits One Time Grant Funds		1,174	660	700	700
Additional Adjustments 25-26				-	-
Employee Benefits -- STRS/PERS on Behalf of State	310x	127,816	137,348	144,215	151,426
Employee Benefits -- STRS	3100-3199	271,307	275,508	280,431	286,040
Employee Benefits -- PERS	3200-3299	36,289	36,793	45,596	47,182
Employee & Retiree Benefits -- Health & Welfare	3400-3499; 3700-3799	235,567	249,209	254,193	259,277
Health & Welfare One Time Grant Funds		-		-	-
Additional Adjustments 25-26				-	-
Books and Supplies	4000-4999	117,463	60,468	61,680	62,915
Books and Supplies One Time Grant Funds		867	5,000	-	-
Services, Other Operating Expenses	5000-5999	37,101	35,000	35,700	36,415
Services, Other Operating Expenses One Time Grant Funds		91,495	86,200	21,200	21,200
Additional Adjustments 25-26					
Capital Outlay	6000-6999	-	-	-	-
Other Outgo	7100-7199 7300-7399				
Total Expenditures		2,559,364	2,546,023	2,536,688	2,591,928
Excess (Deficiency)		276,082	371,121	473,214	510,266
Transfers In Basic Aid Supp from F01	8910-8929		50,000		
Transfers In CRSP from Fund 01	8910-8929	10,354			
Transfers Out (enter as negative)	7610-7629	(380,000)	(480,000)	(480,000)	(480,000)
Other Sources	8930-8979				
Other Uses (enter as negative)	7630-7699				
Contribution to Restricted Program	8980-8999				
Total Transfers/Other Uses		(369,646)	(430,000)	(480,000)	(480,000)
Net Increase (Decrease)		(93,564)	(58,879)	(6,786)	30,266
Fund Balance					
Beginning Balance		391,152	297,588	238,709	231,923
Beginning Fund Balance Transfers (restricted program carryovers)					
Net Ending Balance		297,588	238,709	231,923	262,189
Components of Ending Balance:					
Revolving Cash (nonspendable)	9711				
Stores (nonspendable)	9712				
Restricted (Res 2000-9999)	9740	224,820	174,780	194,700	214,620
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	477,970	491,075	488,320	496,490
Assigned - Balance After Above GASB54 -*See Note Below		(405,202)	(427,146)	(451,097)	(448,921)
Unasgn/Unappr Amt (not for charters)	9790				
Net Ending Balance		297,588	238,709	231,923	262,189

Beginning 2011-12 Charter Schools were no longer allwed Unassigned/Unapropriated 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:	*2%*	*2%*	*1%*	*1%*

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FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

Orchard View (4930319) - Adopted Budget 24-25

	2023-24	2024-25	2025-26	2026-27
General Assumptions				
COLA & Augmentation	*8.22%*	*1.07%*	*2.93%*	*3.08%*
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%*
Student Assumptions:				
Enrollment Count	*228*	*230*	*230*	*230*
Unduplicated Pupil Count (UPC)	*56*	*57*	*57*	*57*
Unduplicated Pupil Percentage (UPP)	*20.42%*	*23.29%*	*24.71%*	*24.78%*
Current Year LCFF Average Daily Attendance (ADA)	*219.46*	*222.00*	*222.00*	*222.00*
Funded LCFF ADA	*219.46*	*222.00*	*222.00*	*222.00*
LCFF ADA Funding Method	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
LCFF Entitlement Summary				
Base Grant	$2,389,528	$2,470,132	$2,542,526	$2,620,852
Grade Span Adjustment	71,234	68,326	70,282	72,444
Adjusted Base Grant	$2,460,762	$2,538,458	$2,612,808	$2,693,296
Supplemental Grant	100,498	118,241	129,125	133,479
Concentration Grant	-	-	-	-
Total Base, Supplemental and Concentration Grant	$2,561,260	$2,656,699	$2,741,933	$2,826,775
Allowance: Necessary Small School	-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-
Add-on: Home-to-School Transportation	-	-	-	-
Add-on: Small School District Bus Replacement Program	-	-	-	-
Add-on: Economic Recovery Target	-	-	-	-
Add-on: Transitional Kindergarten	9,132	-	-	-
Total Allowance and Add-On Amounts	$9,132	$-	$-	$-
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	**$2,570,392**	**$2,656,699**	**$2,741,933**	**$2,826,775**
Miscellaneous Adjustments	-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)	**$ 2,570,392**	**$ 2,656,699**	**$ 2,741,933**	**$ 2,826,775**
LCFF Entitlement Per ADA (excludes Categorical MSA)	$ 11,712	$ 11,967	$ 12,351	$ 12,733
Additional State Aid	-	-	-	-
Total LCFF Entitlement with Additional State Aid	2,570,392	2,656,699	2,741,933	2,826,775
LCFF Sources Summary				
Funding Source Summary				
Local Revenue and In-Lieu of Property Taxes *(net for school districts)*	*$ 1,048,306*	*$ 1,091,143*	*$ 1,108,331*	*$ 1,120,250*
Education Protection Account Entitlement *(includes $200/minimum per ADA)*	$ 603,958	$ 598,128	$ 630,435	$ 672,069
Net State Aid *(excludes Additional State Aid)*	$ 918,128	$ 967,428	$ 1,003,167	$ 1,034,456
Additional State Aid	$ -	$ -	$ -	$ -
Total Funding Sources	**$ 2,570,392**	**$ 2,656,699**	**$ 2,741,933**	**$ 2,826,775**
Funding Source by Resource-Object				
State Aid (Resource Code 0000, Object Code 8011)	$ 918,128	$ 967,428	$ 1,003,167	$ 1,034,456
EPA, Current Year (Resource 1400, Object Code 8012) (P-2 plus Current Year Accrual)	$ 603,958	$ 598,128	$ 630,435	$ 672,069
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019) (P-A less Prior Year Accrual)	$ 1,448	$ -	$ -	$ -
Property Taxes (Object 8021 to 8089)	$ -	$ -	$ -	$ -
In-Lieu of Property Taxes (Object Code 8096)	1,048,306	1,091,143	1,108,331	1,120,250
Entitlement and Source Reconciliation				
Basic Aid/Excess Tax District Status	$ -	$ -	$ -	$ -
Total LCFF Entitlement	$ 2,570,392	$ 2,656,699	$ 2,741,933	$ 2,826,775
Additional State Aid	$ -	$ -	$ -	$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	$ -	$ -	$ -	$ -
Excess Taxes before Minimum State Aid	$ -	$ -	$ -	$ -
Total Funding Sources	$ 2,570,392	$ 2,656,699	$ 2,741,933	$ 2,826,775
LCAP Percentage to Increase or Improve Services Calculation				
Base Grant (*Excludes add-ons for TIIG & Transportation)*	$ 2,469,894	$ 2,538,458	$ 2,612,808	$ 2,693,296
Supplemental and Concentration Grant funding in the LCAP year	$ 100,498	$ 118,241	$ 129,125	$ 133,479
Projected Additional 15% Concentration Grant funding in the LCAP year	$ -	$ -	$ -	$ -
Percentage to Increase or Improve Services	4.07%	4.66%	4.94%	4.96%

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FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

Orchard View (4930319) - Adopted Budget 24-25				
	2023-24	2024-25	2025-26	2026-27
PER-ADA FUNDING LEVELS				
Base, Supplemental and Concentration Rate per ADA				
Grades TK-3	$ 11,398.24	$ 11,583.55	$ 11,954.99	$ 12,324.98
Grades 4-6	$ 10,480.22	$ 10,651.04	$ 10,992.67	$ 11,333.15
Grades 7-8	$ 10,790.39	$ 10,966.07	$ 11,317.99	$ 11,667.96
Grades 9-12	$ 12,830.43	$ 13,040.39	$ 13,458.81	$ 13,875.18
Base Grants				
Grades TK-3	$ 9,919	$ 10,025	$ 10,319	$ 10,637
Grades 4-6	$ 10,069	$ 10,177	$ 10,475	$ 10,798
Grades 7-8	$ 10,367	$ 10,478	$ 10,785	$ 11,117
Grades 9-12	$ 12,015	$ 12,144	$ 12,500	$ 12,885
Grade Span Adjustment				
Grades TK-3	$ 1,032	$ 1,043	$ 1,073	$ 1,106
Grades 9-12	$ 312	$ 316	$ 325	$ 335
Supplemental Grant	20%	20%	20%	20%
Maximum - 1.00 ADA, 100% UPP				
Grades TK-3	$ 2,190	$ 2,214	$ 2,278	$ 2,349
Grades 4-6	$ 2,014	$ 2,035	$ 2,095	$ 2,160
Grades 7-8	$ 2,073	$ 2,096	$ 2,157	$ 2,223
Grades 9-12	$ 2,465	$ 2,492	$ 2,565	$ 2,644
Actual - 1.00 ADA, Local UPP as follows:	*20.42%*	*23.29%*	*24.71%*	*24.78%*
Grades TK-3	$ 447	$ 516	$ 563	$ 582
Grades 4-6	$ 411	$ 474	$ 518	$ 535
Grades 7-8	$ 423	$ 488	$ 533	$ 551
Grades 9-12	$ 503	$ 580	$ 634	$ 655
Concentration Grant (>55% population)	65%	65%	65%	65%
Maximum - 1.00 ADA, 100% UPP				
Grades TK-3	$ 7,118	$ 7,194	$ 7,405	$ 7,633
Grades 4-6	$ 6,545	$ 6,615	$ 6,809	$ 7,019
Grades 7-8	$ 6,739	$ 6,811	$ 7,010	$ 7,226
Grades 9-12	$ 8,013	$ 8,099	$ 8,336	$ 8,593
Actual - 1.00 ADA, Local UPP >55% as follows:	*0.0000%*	*0.0000%*	*0.0000%*	*0.0000%*
Grades TK-3	$ -	$ -	$ -	$ -
Grades 4-6	$ -	$ -	$ -	$ -
Grades 7-8	$ -	$ -	$ -	$ -
Grades 9-12	$ -	$ -	$ -	$ -

Orchard View (4930319) - Adopted Budget 24-25	v.25.1a						PY1	v.25.1a						CY
LOCAL CONTROL FUNDING FORMULA							**2023-24**							**2024-25**
LCFF ENTITLEMENT CALCULATION														
		COLA & Augmentation		Base Grant Proration	Unduplicated Pupil Percentage				COLA & Augmentation		Base Grant Proration	Unduplicated Pupil Percentage		
Calculation Factors		8.22%		0.00%	20.42%	20.42%			1.07%		0.00%	23.29%	23.29%	
	Current Yr ADA	Base		Grade Span	Supplemental	Concentration	Total	Current Yr ADA	Base		Grade Span	Supplemental	Concentration	Total
Grades TK-3	42.04	$ 9,919	$	1,032	$ 447	$ -	$ 479,182	34.00	$ 10,025	$	1,043	$ 516	$ -	$ 393,841
Grades 4-6	46.58	10,069			411	-	488,169	46.00	10,177			474	-	489,948
Grades 7-8	41.58	10,367			423	-	448,664	38.00	10,478			488	-	416,710
Grades 9-12	89.26	12,015		312	503	-	1,145,245	104.00	12,144		316	580	-	1,356,200
Subtract Necessary Small School ADA and Funding	-	-		-	-		-	-	-		-	-		-
Total Base, Supplemental, and Concentration Grant		$ 2,389,528	$	71,234	$ 100,498	$ -	$ 2,561,260		$ 2,470,132	$	68,326	$ 118,241	$ -	$ 2,656,699
NSS Allowance		-					-		-					-
TOTAL BASE	219.46	$ 2,389,528	$	71,234	$ 100,498	$ -	$ 2,561,260	222.00	$ 2,470,132	$	68,326	$ 118,241	$ -	$ 2,656,699
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)	TK ADA	3.00	TK Add-on rate		$ 3,044.00		9,132	TK ADA	-	TK Add-on rate		$ 3,077.00		-
ECONOMIC RECOVERY TARGET PAYMENT							-							-
LCFF Entitlement Before Adjustments							$ 2,570,392							$ 2,656,699
Miscellaneous Adjustments							-							-
ADJUSTED LCFF ENTITLEMENT							**$ 2,570,392**							**$ 2,656,699**
Local Revenue (including RDA)							(1,048,306)							(1,091,143)
Gross State Aid							**$ 1,522,086**							**$ 1,565,556**
Education Protection Account Entitlement							(603,958)							(598,128)
Net State Aid							**$ 918,128**							**$ 967,428**
MINIMUM STATE AID CALCULATION														
				12-13 Rate	2023-24 ADA		N/A				12-13 Rate	2024-25 ADA		N/A
2012-13 RL/Charter Gen BG adjusted for ADA				$ 5,629.47	219.46		$ 1,235,443				$ 5,629.47	222.00		$ 1,249,742
2012-13 NSS Allowance (deficited)				$ -			-				$ -			-
Minimum State Aid Adjustments							-							-
Less Current Year Property Taxes/In-Lieu							(1,048,306)							(1,091,143)
Less Education Protection Account Entitlement							(603,958)							(598,128)
Subtotal State Aid for Historical RL/Charter General BG							**$ -**							**$ -**
Categorical Minimum State Aid							-							-
Charter School Categorical Block Grant adjusted for ADA				455.53	219.46		99,971				455.53	222.00		101,128
Minimum State Aid Guarantee Before Proration Factor							**$ 99,971**							**$ 101,128**
Proration Factor							0.00%							0.00%
Minimum State Aid Guarantee							**$ 99,971**							**$ 101,128**
CHARTER SCHOOL MINIMUM STATE AID OFFSET														
LCFF Entitlement							2,561,260							2,656,699
Minimum State Aid plus Property Taxes including RDA							1,148,277							1,192,271
Offset							-							-
Minimum State Aid Prior to Offset							99,971							101,128
Total Minimum State Aid with Offset							99,971							101,128
State Aid Before Additional State Aid							**$ 918,128**							**$ 967,428**
ADDITIONAL STATE AID							**$ -**							**$ -**
LCFF State Aid, Adjusted for Minimum State Aid Guarantee							**$ 918,128**							**$ 967,428**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supple							**$ 2,570,392**							**$ 2,656,699**
Change Over Prior Year				14.43%	324,047						3.36%	86,307		
LCFF Entitlement Per ADA (excluding Categorical MSA)							11,712							11,967
Per-ADA Change Over Prior Year				8.16%	884						2.18%	255		
Basic Aid Status (school districts only)							-							-
LCFF SOURCES INCLUDING EXCESS TAXES														
					Increase		2023-24					Increase		2024-25
State Aid				-15.11%	(163,453)		$ 918,128				5.37%	49,300		$ 967,428
Education Protection Account							603,958							598,128
Property Taxes Net of In-Lieu Transfers				0.00%	-		-				0.00%	-		-
Charter In-Lieu Taxes				7.04%	68,977		1,048,306				4.09%	42,837		1,091,143
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)				-4.21%	(94,476)		**$ 2,570,392**				3.58%	92,137		**$ 2,656,699**

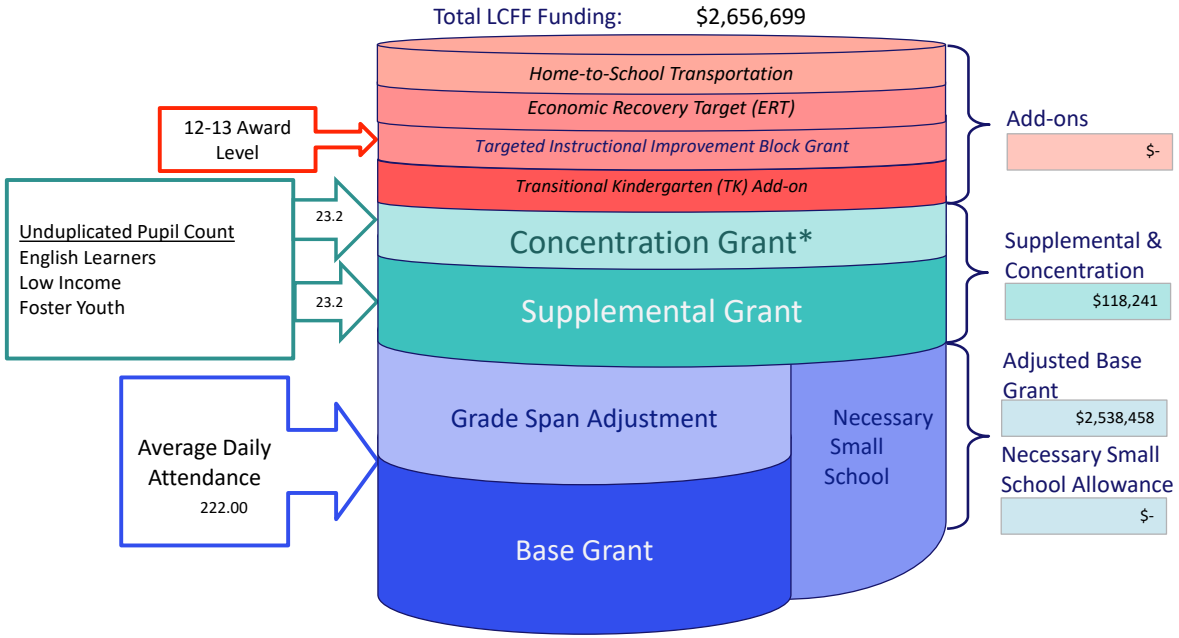
Orchard View (4930319) - Adopted Budget 24-25	v.25.1a					CY1	v.25.1a					CY2
LOCAL CONTROL FUNDING FORMULA						**2025-26**						**2026-27**
LCFF ENTITLEMENT CALCULATION												
		COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage				COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage		
Calculation Factors		2.93%	0.00%	24.71%	24.71%			3.08%	0.00%	24.78%	24.78%	
	Current Yr ADA	Base	Grade Span	Supplemental	Concentration	Total	Current Yr ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	34.00	$ 10,319	$ 1,073	$ 563	$ -	$ 406,470	34.00	$ 10,637	$ 1,106	$ 582	$ -	$ 419,049
Grades 4-6	46.00	10,475		518	-	505,663	46.00	10,798		535	-	521,325
Grades 7-8	38.00	10,785		533	-	430,084	38.00	11,117		551	-	443,382
Grades 9-12	104.00	12,500	325	634	-	1,399,716	104.00	12,885	335	655	-	1,443,019
Subtract Necessary Small School ADA and Funding	-	-	-			-	-	-	-			-
Total Base, Supplemental, and Concentration Grant		$ 2,542,526	$ 70,282	$ 129,125	$ -	$ 2,741,933		$ 2,620,852	$ 72,444	$ 133,479	$ -	$ 2,826,775
NSS Allowance		-				-		-				-
TOTAL BASE	222.00	$ 2,542,526	$ 70,282	$ 129,125	$ -	$ 2,741,933	222.00	$ 2,620,852	$ 72,444	$ 133,479	$ -	$ 2,826,775
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)	TK ADA	-	TK Add-on rate	$ 3,167.00		-	TK ADA	-	TK Add-on rate	$ 3,265.00		-
ECONOMIC RECOVERY TARGET PAYMENT						-						-
LCFF Entitlement Before Adjustments						$ 2,741,933						$ 2,826,775
Miscellaneous Adjustments						-						-
ADJUSTED LCFF ENTITLEMENT						**$ 2,741,933**						**$ 2,826,775**
Local Revenue (including RDA)						(1,108,331)						(1,120,250)
Gross State Aid						**$ 1,633,602**						**$ 1,706,525**
Education Protection Account Entitlement						(630,435)						(672,069)
Net State Aid						**$ 1,003,167**						**$ 1,034,456**
MINIMUM STATE AID CALCULATION												
			12-13 Rate	2025-26 ADA		N/A			12-13 Rate	2026-27 ADA		N/A
2012-13 RL/Charter Gen BG adjusted for ADA			$ 5,629.47	222.00		$ 1,249,742			$ 5,629.47	222.00		$ 1,249,742
2012-13 NSS Allowance (deficited)			$ -			-			$ -			-
Minimum State Aid Adjustments						-						-
Less Current Year Property Taxes/In-Lieu						(1,108,331)						(1,120,250)
Less Education Protection Account Entitlement						(630,435)						(672,069)
Subtotal State Aid for Historical RL/Charter General BG						**$ -**						**$ -**
Categorical Minimum State Aid						-						-
Charter School Categorical Block Grant adjusted for ADA			455.53	222.00		101,128			455.53	222.00		101,128
Minimum State Aid Guarantee Before Proration Factor						**$ 101,128**						**$ 101,128**
Proration Factor						0.00%						0.00%
Minimum State Aid Guarantee						**$ 101,128**						**$ 101,128**
CHARTER SCHOOL MINIMUM STATE AID OFFSET												
LCFF Entitlement						2,741,933						2,826,775
Minimum State Aid plus Property Taxes including RDA						1,209,459						1,221,378
Offset						-						-
Minimum State Aid Prior to Offset						101,128						101,128
Total Minimum State Aid with Offset						101,128						101,128
State Aid Before Additional State Aid						**$ 1,003,167**						**$ 1,034,456**
ADDITIONAL STATE AID						**$ -**						**$ -**
LCFF State Aid, Adjusted for Minimum State Aid Guarantee						**$ 1,003,167**						**$ 1,034,456**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supple						**$ 2,741,933**						**$ 2,826,775**
Change Over Prior Year			3.21%	85,234					3.09%	84,842		
LCFF Entitlement Per ADA (excluding Categorical MSA)						12,351						12,733
Per-ADA Change Over Prior Year			3.21%	384					3.09%	382		
Basic Aid Status (school districts only)						-						-
LCFF SOURCES INCLUDING EXCESS TAXES												
				Increase		2025-26				Increase		2026-27
State Aid			3.69%	35,739		$ 1,003,167			3.12%	31,289		$ 1,034,456
Education Protection Account						630,435						672,069
Property Taxes Net of In-Lieu Transfers			0.00%	-		-			0.00%	-		-
Charter In-Lieu Taxes			1.58%	17,188		1,108,331			1.08%	11,919		1,120,250
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)			1.99%	52,927		**$ 2,741,933**			1.58%	43,208		**$ 2,826,775**

Orchard View (4930319) - Adopted Budget 24-25

Charts and Graphs

Components of LCFF Entitlement

		2024-25				
Base Grant	$	2,470,132			222.00	ADA
Grade Span Adjustment	$	68,326		$	2,538,458	Adjusted Base Grant
Supplemental Grant	$	118,241	23.29%			
Concentration Grant	$	-	23.29%	$	118,241	Supplemental & Concentration
Allowance: Necessary Small School	$	-		$	-	Allowance
Add-on: Targeted Instructional Improvement Block Grant	$	-				
Add-on: Home-to-School Transportation	$	-				
Add-on: Small School District Bus Replacement Program	$	-		$	-	Add-ons
Add-on Economic Recovery Target	$	-				
Add-on: Transitional Kindergarten	$	-				
Total	$	2,656,699		$	2,656,699	



*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

LCFF Entitlement per ADA

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Funded ADA (LCFF & NSS)	212.85	207.46	219.46	222.00	222.00	222.00
LCFF Sources per ADA, including NSS	$ 9,478.25	$ 10,827.85	$ 11,712.35	$ 11,967.11	$ 12,351.05	$ 12,733.22
Net Dollar Change per ADA		$ 1,349.59	$ 884.50	$ 254.76	$ 383.94	$ 382.17
Net Percent Change		14.24%	8.17%	2.18%	3.21%	3.09%
Estimated LCFF Entitlement per ADA (excludes minimum state aid	$ 9,478.25	$ 10,827.85	$ 11,712.35	$ 11,967.11	$ 12,351.05	$ 12,733.22
Net Change per ADA		$ 1,349.59	$ 884.50	$ 254.76	$ 383.94	$ 382.17
Net Percent Change		14.24%	8.17%	2.18%	3.21%	3.09%

SunRidge School

Sunridge Charter
Twin Hills Union Elementary
Sonoma County

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

49 70961 4930350
Form 01
F8BFMB9UJE(2024-25)

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals Unrestricted (A)	2023-24 Estimated Actuals Restricted (B)	2023-24 Estimated Actuals Total Fund col. A + B (C)	2024-25 Budget Unrestricted (D)	2024-25 Budget Restricted (E)	2024-25 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	2,521,372.00	0.00	2,521,372.00	2,732,887.00	0.00	2,732,887.00	8.4%
2) Federal Revenue		8100-8299	0.00	23,712.00	23,712.00	0.00	0.00	0.00	-100.0%
3) Other State Revenue		8300-8599	44,932.00	286,176.00	331,108.00	48,931.00	299,392.00	348,323.00	5.2%
4) Other Local Revenue		8600-8799	100,527.00	609,932.00	710,459.00	90,000.00	602,000.00	692,000.00	-2.6%
5) TOTAL, REVENUES			2,666,831.00	919,820.00	3,586,651.00	2,871,818.00	901,392.00	3,773,210.00	5.2%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	1,133,832.00	91,235.00	1,225,067.00	1,136,779.00	56,589.00	1,193,368.00	-2.6%
2) Classified Salaries		2000-2999	344,027.00	349,643.00	693,670.00	354,350.00	319,728.00	674,078.00	-2.8%
3) Employee Benefits		3000-3999	555,667.00	265,749.00	821,416.00	595,851.00	259,097.00	854,948.00	4.1%
4) Books and Supplies		4000-4999	85,661.81	213,478.27	299,140.08	53,304.00	158,419.00	211,723.00	-29.2%
5) Services and Other Operating Expenditures		5000-5999	609,105.00	266,240.00	875,345.00	592,826.00	246,700.00	839,526.00	-4.1%
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	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			2,728,292.81	1,186,345.27	3,914,638.08	2,733,110.00	1,040,533.00	3,773,643.00	-3.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(61,461.81)	(266,525.27)	(327,987.08)	138,708.00	(139,141.00)	(433.00)	-99.9%
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	(189,427.00)	189,427.00	0.00	(192,084.00)	192,084.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(189,427.00)	189,427.00	0.00	(192,084.00)	192,084.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(250,888.81)	(77,098.27)	(327,987.08)	(53,376.00)	52,943.00	(433.00)	-99.9%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	553,898.01	646,196.86	1,200,094.87	303,009.20	569,098.59	872,107.79	-27.3%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals Unrestricted (A)	2023-24 Estimated Actuals Restricted (B)	2023-24 Estimated Actuals Total Fund col. A + B (C)	2024-25 Budget Unrestricted (D)	2024-25 Budget Restricted (E)	2024-25 Budget Total Fund col. D + E (F)	% Diff Column C & F
c) As of July 1 - Audited (F1a + F1b)			553,898.01	646,196.86	1,200,094.87	303,009.20	569,098.59	872,107.79	-27.3%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			553,898.01	646,196.86	1,200,094.87	303,009.20	569,098.59	872,107.79	-27.3%
2) Ending Balance, June 30 (E + F1e)			303,009.20	569,098.59	872,107.79	249,633.20	622,041.59	871,674.79	0.0%
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	569,098.59	569,098.59	0.00	622,041.59	622,041.59	9.3%
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	299,009.20	0.00	299,009.20	245,633.20	0.00	245,633.20	-17.9%
RESIG Deductible-8th Grade FT	0000	9780	*18,000.00*		*18,000.00*			*0.00*	
BP3100: 17% Reserve	0000	9780	*647,600.00*		*647,600.00*			*0.00*	
SEE D53 Fund01: Assign Bal to meet 17% Reserve	0000	9780	*(366,590.80)*		*(366,590.80)*			*0.00*	
RESIG Deductible-8th Grade FT	0000	9780			*0.00*	*18,000.00*		*18,000.00*	
BP3100: 17% Reserve	0000	9780			*0.00*	*621,665.00*		*621,665.00*	
SEE D53 Fund01: Assign Bal to meet 17% Reserve	0000	9780			*0.00*	*(394,031.80)*		*(394,031.80)*	
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	724,440.32	534,875.86	1,259,316.18				
1) Fair Value Adjustment to Cash in County Treasury		9111	(48,471.00)	0.00	(48,471.00)				
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	2023-24 Estimated Actuals	2024-25 Budget
2600	Expanded Learning Opportunities Program	269,276.00	382,876.00
6230	California Clean Energy Jobs Act	11,604.30	11,604.30
6266	Educator Effectiveness, FY 2021-22	28,069.29	14,409.29
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	45,407.00	15,907.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	27,032.00	57,535.00
7435	Learning Recovery Emergency Block Grant	74,210.00	26,210.00
9010	Other Restricted Local	113,500.00	113,500.00
Total, Restricted Balance		569,098.59	622,041.59

TWIN HILLS UNION SCHOOL DISTRICT
SUNRIDGE SCHOOL
2024-25 CASH FLOW ESTIMATES @ Adopted Budget

SUNRIDGE		2024-25 PROJECTIONS													DEFERRED	
	MONTH OF:	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	REV/EXP	BUDGET
DESCRIPT	ACCT #														JU-AU 25	
A: BEGIN CASH	9110	1,200,000.00	1,276,172.00	1,142,876.00	913,311.00	916,313.00	862,957.00	974,569.00	985,369.00	908,546.00	1,039,241.00	1,015,503.00	946,875.00			
B: RECEIPTS																
State Revenue	8010-8019															
LCFF	8011	54,529.00	54,529.00	98,150.00	98,150.00	98,150.00	98,150.00	98,150.00	98,150.00	98,150.00	98,150.00	98,150.00	98,142.00	1,090,550.00		1,090,550.00
Education Protection Account	8012			121,824.00			121,824.00			121,825.00			121,825.00	487,298.00		487,298.00
In Lieu Property Tax	8096		69,302.00	138,605.00	92,403.00	92,403.00	92,403.00	92,403.00	92,403.00	161,705.00	80,853.00	80,853.00	80,853.00	1,074,186.00	80,853.00	1,155,039.00
Federal COVID	8100-8299													0.00		0.00
Other State - see below	8300-8599															0.00
Mandated Block Grant, Unres	8550						4,327.00							4,327.00		4,327.00
Lottery, Unrest+Rest	8560							15,687.00			15,687.00			31,374.00	31,374.00	62,748.00
State COVID, ELO, Universal TK, Art Music IM Disc BG, Learning ER BG		8,213.00	8,213.00	14,782.00	14,782.00	14,782.00	14,782.00	14,782.00	14,824.00	14,824.00	14,824.00	14,826.00	14,826.00	164,460.00		164,460.00
STRS on Behalf of State	8590													0.00	116,788.00	116,788.00
Other Local - Interest	8600-8799				10,000.00			10,000.00			10,000.00			30,000.00	10,000.00	40,000.00
Other Local - After Care Prog.	8689		8,000.00	10,000.00	12,000.00	15,000.00	12,000.00	15,000.00	13,000.00	15,000.00	13,000.00	12,000.00	15,000.00	140,000.00		140,000.00
Universal Meal Program	8699				35,000.00			35,000.00			35,000.00		25,000.00	130,000.00	0.00	130,000.00
Other Local - Parent Pledges & SR Ed Foundation	8600-8799		10,000.00	20,000.00	20,000.00	25,000.00	25,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	220,000.00		220,000.00
BAS/CRSP TF in from D53	8781						50,000.00							50,000.00		50,000.00
Special Ed Revenue TF	8930-8979												112,000.00	112,000.00		112,000.00
Other Non-Revenue														0.00		0.00
TOTAL RECEIPTS		62,742.00	150,044.00	403,361.00	282,335.00	245,335.00	418,486.00	301,022.00	238,377.00	431,504.00	287,514.00	225,829.00	487,646.00	3,534,195.00	239,015.00	3,773,210.00
C: DISBURSEMENTS																
Certificated Salaries	1000-1999	12,000.00	106,488.00	106,488.00	106,488.00	106,488.00	106,488.00	106,488.00	106,488.00	106,488.00	106,488.00	106,488.00	116,488.00	1,193,368.00		1,193,368.00
Classified Salaries	2000-2999	6,000.00	45,000.00	62,308.00	62,308.00	62,308.00	62,308.00	62,308.00	62,308.00	62,308.00	62,308.00	62,308.00	62,306.00	674,078.00		674,078.00
Employee Benefits	3000-3999	7,000.00	72,000.00	65,666.00	65,666.00	65,666.00	65,666.00	65,666.00	65,666.00	65,666.00	65,666.00	65,666.00	68,166.00	738,160.00	116,788.00	854,948.00
Books & Supplies	4000-4999	4,234.00	10,586.00	25,407.00	19,055.00	21,172.00	16,938.00	12,703.00	19,055.00	23,290.00	27,524.00	16,938.00	14,821.00	211,723.00	0.00	211,723.00
Services	5000-5999	6,209.00	31,043.00	24,834.00	31,043.00	24,834.00	37,251.00	24,834.00	43,460.00	24,834.00	31,043.00	24,834.00	16,631.00	320,850.00	300,000.00	620,850.00
Rent @ Pinecrest	5600	18,223.00	18,223.00	18,223.00	18,223.00	18,223.00	18,223.00	18,223.00	18,223.00	18,223.00	18,223.00	18,223.00	18,223.00	218,676.00		218,676.00
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		53,666.00	283,340.00	302,926.00	302,783.00	298,691.00	306,874.00	290,222.00	315,200.00	300,809.00	311,252.00	294,457.00	296,635.00	3,356,855.00	416,788.00	3,773,643.00
D: PRIOR YR TRANSACTIONS																
Accounts Receivable	9200															
Prior year: LCFF, In Lieu Property Tax																
Lottery, Other State, Interest		97,096.00			23,450.00									120,546.00		
Accounts Payable	9500+9650															
Prior year: Clear Due To/From, MOU, Books																
sup, Unearned Rev. CY Use Tax		-30,000.00		-330,000.00										-360,000.00		
TOTAL PRIOR YR		67,096.00	0.00	-330,000.00	23,450.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-239,454.00	0.00	
E: NET INC/DEC	(B-C+D)	76,172.00	-133,296.00	-229,565.00	3,002.00	-53,356.00	111,612.00	10,800.00	-76,823.00	130,695.00	-23,738.00	-68,628.00	191,011.00	-62,114.00		
F: ENDING CASH BAL	(A+E)	1,276,172.00	1,142,876.00	913,311.00	916,313.00	862,957.00	974,569.00	985,369.00	908,546.00	1,039,241.00	1,015,503.00	946,875.00	1,137,886.00		-177,773.00	

Notes: Revenue expected in July and August 2025 is over $100,000 for In Lieu proptery tax, lottery and interest.
Expenses to be made after June 30, 2025 are for the MOU and special ed consortium costs payable to the district in the amount of $300,000.
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 ($116,788).

Twin Hills Union School District - SunRidge Charter School
2024-25 Multi-Year Projection Assumptions @ Adopted Budget June 2024
General Note: Please refer to the attached spreadsheet presentation showing Multi-year Projections for SunRidge School, District #21

	2023-24	2024-25	2025-26	2026-27
Revenue	Prior Fiscal Year Buget	Current Budget Year	1st Subsequent Year	2nd Subsequent Year
LCFF Revenue Sources				
Funded/Planning COLA	8.22%	1.07%	2.93%	3.08%
Unduplicated Count # / LCFF Rolling % for Sup Grant	82 / 35.22%	87 / 34.29%	87 / 34.13%	87 / 33.72%
Actual ADA / Funded ADA	217.99	235.00	235.00	235.00
Enrollment	234.00	258.00	258.00	258.00
In Lieu Property Tax per ADA	$4,777	$4,915	$4,992	$5,046
Federal: COVID19 (Unearned, recorded as spent)	$23,712	NONE	NONE	NONE
Other State				
Lottery Unrestricted/Restricted	Unr $177 Rest $72	Unr $177 Rest $72 ADA*1.04446	Unr $177 Rest $72 ADA*1.04446	Unr $177 Rest $72 ADA*1.04446
Mandated Block Grant	Unr $19.85	Unr $20.06 *prior year ADA	Unr $20.65 *prior year ADA	$21.29 *prior year ADA
COVID19 IPI and UPK (Unearned, see Fed)	$23,712	20-21 through 22-23	20-21 through 22-23	20-21 through 22-23
ELO-P, Educator Effectiveness, ERMHS, Art Music IM BG, Learning Recovery ER BG Prop 28 Art & Music In Schools	$167,343	$164,460	ELOP, Mental Health, Prop 28 Art & Music In Schools	ELOP, Mental Health, Prop 28 Art & Music In Schools
One Time Declining Enrollment Protection	22-23 Only	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, FMV Adj, Grants/Donations & Other	$64,432	Interest $40k	Interest $40k	Same as PY
Meal Program-Fed & State TFd from D53	$120,000	$130,000	Prior Year +$5,000	Prior Year +$5,000
Parent Pledges	$246,000	Estimate based on amount needed to cover exp.	Prior Year +2%, follow expense increases	Prior Year +2%, follow expense increases
After Care Program	$130,000	Estimate based on prior year revenue	PY + 2% as costs increase annually	PY + 2% as costs increase annually
Special Education	$90,000	Direct transfer from District/SELPA $112k	Direct transfer from District/SELPA $112k	Direct transfer from District/SELPA $112k
Expenditures				
Certificated Salaries				
Staffing (FTEs)	12.7 FTE Teachers plus 1.0 FTE Site Admin	12.3 FTE Teachers, includes 1.4 FTE Special Ed and Math/Reading Intervention. 1.0 FTE Site Admin	FTE same as prior year	FTE same as prior year
Step & Column Costs		Based on actual current known payroll	PY + estimated 2%	PY + estimated 2%
One Time Grant Funds	.40 Math/Sci+Counselor	Professional Development R6266	Professional Development R6266	Same as prior year
Additional Adjustments			To be determined	To be determined
Classified Salaries				
Staffing (FTEs)	15.1 FTE	13.5 FTE includes: 0.7 FTE Spec Ed IA + 0.70 FTE Cafeteria + 2.4 FTE After Care + 2.0 Specialty Instructors	FTE prior year +.30 FTE Garden IA, moved from restricted	FTE same as prior year
Step & Column Costs		Based on actual current known payroll	PY + estimated 2%	Estimated @ +2%
One Time Grant Funds	0.68 FTE Garden IA	0.30 FTE Garden IA R6762	Moved to unrestricted	None
Additional Adjustments			To be determined	To be determined
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%
One Time Grant Funds		Benefit costs for 1X Grant funded employees	Professional Development R6266	Same as prior year
Additional Adjustments			To be determined	To be determined
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=26.68%	STRS = 19.10%: PERS = 27.05%	STRS = 19.1%: PERS = 27.6%	STRS = 19.1%: PERS = 28.0%
Health & Welfare Benefits	$15,600 full FTE	District annual maximum is for a full FTE is apx. $15,828. Actual cost known to date.	Prior year + 2%	Prior year + 2%
One Time Grant Funds		None	None	None
Additional Adjustments			To be determined	To be determined

SunRidge -2024-25 Adopted Budget /Page 2 of 2	2023-24	2024-25	2025-26	2026-27
Expenditures - continued				
Books and Supplies		Estimated expenses based on prior year updated for current year. Carryover and donations are not budgeted.	Prior year + 2%	Prior year + 2%
One Time Grant Funds	$16,462	$0	Same as prior year	Same as prior year
Services, Other Operating Expenses	Includes MOU to District $250,000	Estimated expenses based on prior year updated for current 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	$90,430	Estimated expenses using grant funds $75k+, includes counseling services	Professional Development estimated $10k, Mental Health $17,500, Counseling $26k	Mental Health $17,500
Rent: Pine Crest Campus	$214,380	$218,676	Prior year plus 1%	Prior year plus 1%
Capital Outlay		None anticipated	None anticipated	None anticipated
Necessary Expense Reductions OR Additional Adjustments		None anticipated	Plan to be developed	Same as prior year
Transfer In BAS from D53	$50,000 BAS for exp support	$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	$10,027 1 retiree/yr 3 of 3	None anticipated	None anticipated	None anticipated
Contribution: Net to zero $ from Unr to Rest	Special Ed $154,627 Cafeteria $34,800	Special Education encroachment $162,064 Cafeteria $30,000	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	Res2600 $269,276; Ed Effect Res6266 $28,069; Art Music BG Res6762 $45,407; Prop 28 Art&Music IS Res6770 $27,032; LRER BG Res7435 $74,210; AC Pgm $113,500	CA Clean Energy $11,605; ELO Res2600 $382,876; Ed Effect Res6266 $14,409; Art Music BG Res6762 $15,907; Prop 28 Art&Music IS Res6770 $57,535; LRER BG Res7435 $26,210; AC Pgm $113,500	CA Clean Energy $11,605; ELO Res2600 $496,476; Art Music BG Res6762 $15,907; Prop 28 Art&Music IS Res6770 $90,895; AC Pgm $113,500	CA Clean Energy $11,605; ELO Res2600 $610,076; Art Music BG Res6762 $15,907; Prop 28 Art&Music IS Res6770 $124,255; AC Pgm $113,500
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
2023-24: Please see budgeted dollar amounts shown on MYP.		*Assignment reduction= reduces reserve below 17%, see Fund 01 for Assigned amount.		

Twin Hills Union School District - SunRidge Charter
2024-25 Multi-Year Projection @ Adopted Budget

		Prior Year Budget Fiscal Year: 2023-24	Current Budget Fiscal Year: 2024-25	First Subsequent Fiscal Year: 2025-26	Second Subsequent Fiscal Year: 2026-27
COLA per SSC Dartboard (percentage)		8.22%	1.07%	2.93%	3.08%
Funded COLA+Increase to Base/Actual COLA/Estimated COLA		8.22%	1.07%	2.93%	3.08%
ADA: Current Year / LCFF Funding		217.99	235.00	235.00	235.00
Enrollment Estimate		234.00	258.00	258.00	258.00
	Object Codes				
Revenue					
LCFF Sources: LCFF, Education Protection Account, In Lieu Property Tax	8010-8099	2,521,372	2,732,887	2,812,077	2,896,553
Federal Revenues:	8100-8299				
Federal Funding: COVID19 (Unearned-recorded as expended)		23,712	-	-	-
State Revenues:	8300-8599				
State Revenues: Lottery & Mandated Block Grant	8300-8599	61,492	67,075	67,582	67,725
State Funding: UPK, IPI (Unearned-recorded as expended)		-	-	-	-
State Funding: ELO-P, Educator Effectiveness, Art Music IM BG, Learning Recovery ER BG, Mental Health, Prop 28 AMIS		167,343	164,460	164,460	164,460
One time Declining Enrollment Protection					
State Revenues: STRS/PERS on Behalf of State		102,273	116,788	122,627	128,759
Local Revenues: Interest + Other	8600-8799	64,432	40,000	40,000	40,000
Local Revenues: Meal Program Reimbursement	8699	120,000	130,000	135,000	140,000
Local Revenues: Parent Pledges	8699	246,000	220,000	224,400	228,890
Local Revenues: After Care Program	8689	130,000	140,000	142,800	145,660
Local Revenues: Special Ed	8792	90,000	112,000	112,000	112,000
Total Revenue		3,526,624	3,723,210	3,820,946	3,924,047
Expenditures					
Certificated Salaries	1000-1999	1,201,668	1,190,368	1,214,175	1,238,459
Certificated Salaries One Time Grant Funds		23,399	3,000	3,000	-
Additional Adjustments for 25-26				-	-
Classified Salaries	2000-2999	643,322	649,788	684,887	698,582
Classified Salaries One Time Grant Funds		50,348	24,290		
Additional Adjustments for 25-26				-	-
Employee Benefits-Statutory: Social Security, Medicare, State Unemployment, Workers Comp	3301-3399; 3501-3699	88,495	86,972	88,711	90,486
Employee Benefits One Time Grant Funds: Includes STRS/PERS		22,501	8,727	700	-
Additional Adjustments for 25-26				-	-
Employee Benefits-Statutory: STRS on Behalf of State	310x	102,273	116,788	122,627	128,759
Employee Benefits-Statutory: STRS	3101-3199	220,535	227,934	231,907	236,546
Employee Benefits-Statutory: PERS	3201-3299	152,810	160,954	167,777	173,612
Employee & Retiree Benefits -- Health & Welfare	3400-3499; 3700-3799	232,161	253,573	258,644	263,817
Employee H&W Benefits One Time Grant Funds		2,641			
Employee H&W Benefits Proposed Adjustments				-	-
Books and Supplies	4000-4999	282,678	211,723	215,957	220,276
Books and Supplies One Time Grant Funds		16,462	-	-	-
Services, Other Operating Expenses	5000-5999	570,535	545,350	556,257	567,382
Services, Other Operating Expenses One time Grant Funds		90,430	75,500	54,419	17,500
Services, Other Op Exps: Pine Crest Rent		214,380	218,676	220,863	223,072
Necessary reductions OR proposed Rent reduction					
Capital Outlay	6000-6999	-	-	-	-
Other Outgo	7100-7199 7300-7399	-	-	-	-
Total Expenditures		3,914,638	3,773,643	3,819,926	3,858,490
Excess (Deficiency)		(388,014)	(50,433)	1,020	65,557
Transfers In BAS from D53	87,8910-8929	50,000	50,000	50,000	50,000
Transfers In CRSP from D53	87,8910-8929	10,027	-	-	-
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		60,027	50,000	50,000	50,000
Net Increase (Decrease)		(327,987)	(433)	51,020	115,557
Fund Balance					
Beginning Balance		1,200,095	872,108	871,675	922,695
Beginning Fund Balance Transfers (restricted program carryovers)					
Net Ending Balance		872,108	871,675	922,695	1,038,252
Components of Ending Balance:					
Revolving Cash (nonspendable)	9711	4,000	4,000	4,000	4,000
Stores (nonspendable)	9712				
Restricted (Res 2000-9999)	9740	569,099	622,042	728,383	875,343
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%)		647,600	621,665	628,545	634,055
Assigned - Balance After Above: GASB54 - *See Notes Below		(366,591)	(394,032)	(456,233)	(493,146)
Unasgn/Unappr Amount (not for charters)	9790				
Net Ending Balance		872,108	871,675	922,695	1,038,252

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. *TThe 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:	*7%*	*6%*	*5%*	*4%*

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FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

Sunridge Charter (4930350) - Adopted Budget 24-25

	2023-24	2024-25	2025-26	2026-27
General Assumptions				
COLA & Augmentation	*8.22%*	*1.07%*	*2.93%*	*3.08%*
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%*
Student Assumptions:				
Enrollment Count	*234*	*258*	*258*	*258*
Unduplicated Pupil Count (UPC)	*82*	*87*	*87*	*87*
Unduplicated Pupil Percentage (UPP)	*35.22%*	*34.29%*	*34.13%*	*33.72%*
Current Year LCFF Average Daily Attendance (ADA)	*217.99*	*235.00*	*235.00*	*235.00*
Funded LCFF ADA	*217.99*	*235.00*	*235.00*	*235.00*
LCFF ADA Funding Method	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
LCFF Entitlement Summary				
Base Grant	$2,185,955	$2,383,133	$2,452,977	$2,528,573
Grade Span Adjustment	120,156	128,289	131,979	136,038
Adjusted Base Grant	$2,306,111	$2,511,422	$2,584,956	$2,664,611
Supplemental Grant	162,443	172,233	176,449	179,702
Concentration Grant	-	-	-	-
Total Base, Supplemental and Concentration Grant	$2,468,554	$2,683,655	$2,761,405	$2,844,313
Allowance: Necessary Small School	-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-
Add-on: Home-to-School Transportation	-	-	-	-
Add-on: Small School District Bus Replacement Program	-	-	-	-
Add-on: Economic Recovery Target	-	-	-	-
Add-on: Transitional Kindergarten	32,236	49,232	50,672	52,240
Total Allowance and Add-On Amounts	$32,236	$49,232	$50,672	$52,240
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	**$2,500,790**	**$2,732,887**	**$2,812,077**	**$2,896,553**
Miscellaneous Adjustments	-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)	**$ 2,500,790**	**$ 2,732,887**	**$ 2,812,077**	**$ 2,896,553**
LCFF Entitlement Per ADA (excludes Categorical MSA)	$ 11,472	$ 11,629	$ 11,966	$ 12,326
Additional State Aid	-	-	-	-
Total LCFF Entitlement with Additional State Aid	2,500,790	2,732,887	2,812,077	2,896,553
LCFF Sources Summary				
Funding Source Summary				
Local Revenue and In-Lieu of Property Taxes *(net for school districts)*	*$ 1,041,284*	*$ 1,155,039*	*$ 1,173,233*	*$ 1,185,850*
Education Protection Account Entitlement *(includes $200/minimum per ADA)*	$ 466,047	$ 487,298	$ 517,225	$ 556,675
Net State Aid *(excludes Additional State Aid)*	$ 993,459	$ 1,090,550	$ 1,121,619	$ 1,154,028
Additional State Aid	$ -	$ -	$ -	$ -
Total Funding Sources	**$ 2,500,790**	**$ 2,732,887**	**$ 2,812,077**	**$ 2,896,553**
Funding Source by Resource-Object				
State Aid (Resource Code 0000, Object Code 8011)	$ 993,459	$ 1,090,550	$ 1,121,619	$ 1,154,028
EPA, Current Year (Resource 1400, Object Code 8012) (P-2 plus Current Year Accrual)	$ 466,047	$ 487,298	$ 517,225	$ 556,675
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019) (P-A less Prior Year Accrual)	$ 1,370	$ -	$ -	$ -
Property Taxes (Object 8021 to 8089)	$ -	$ -	$ -	$ -
In-Lieu of Property Taxes (Object Code 8096)	1,041,284	1,155,039	1,173,233	1,185,850
Entitlement and Source Reconciliation				
Basic Aid/Excess Tax District Status	$ -	$ -	$ -	$ -
Total LCFF Entitlement	$ 2,500,790	$ 2,732,887	$ 2,812,077	$ 2,896,553
Additional State Aid	$ -	$ -	$ -	$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	$ -	$ -	$ -	$ -
Excess Taxes before Minimum State Aid	$ -	$ -	$ -	$ -
Total Funding Sources	$ 2,500,790	$ 2,732,887	$ 2,812,077	$ 2,896,553
LCAP Percentage to Increase or Improve Services Calculation				
Base Grant (*Excludes add-ons for TIIG & Transportation)*	$ 2,338,347	$ 2,560,654	$ 2,635,628	$ 2,716,851
Supplemental and Concentration Grant funding in the LCAP year	$ 162,443	$ 172,233	$ 176,449	$ 179,702
Projected Additional 15% Concentration Grant funding in the LCAP year	$ -	$ -	$ -	$ -
Percentage to Increase or Improve Services	6.95%	6.73%	6.69%	6.61%

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FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

Sunridge Charter (4930350) - Adopted Budget 24-25				
	2023-24	2024-25	2025-26	2026-27
PER-ADA FUNDING LEVELS				
Base, Supplemental and Concentration Rate per ADA				
Grades TK-3	$ 11,722.39	$ 11,827.04	$ 12,169.62	$ 12,534.95
Grades 4-6	$ 10,778.26	$ 10,874.94	$ 11,190.02	$ 11,526.22
Grades 7-8	$ 11,097.25	$ 11,196.58	$ 11,521.18	$ 11,866.73
Grades 9-12	$ 13,195.31	$ 13,314.51	$ 13,700.43	$ 14,111.56
Base Grants				
Grades TK-3	$ 9,919	$ 10,025	$ 10,319	$ 10,637
Grades 4-6	$ 10,069	$ 10,177	$ 10,475	$ 10,798
Grades 7-8	$ 10,367	$ 10,478	$ 10,785	$ 11,117
Grades 9-12	$ 12,015	$ 12,144	$ 12,500	$ 12,885
Grade Span Adjustment				
Grades TK-3	$ 1,032	$ 1,043	$ 1,073	$ 1,106
Grades 9-12	$ 312	$ 316	$ 325	$ 335
Supplemental Grant	20%	20%	20%	20%
Maximum - 1.00 ADA, 100% UPP				
Grades TK-3	$ 2,190	$ 2,214	$ 2,278	$ 2,349
Grades 4-6	$ 2,014	$ 2,035	$ 2,095	$ 2,160
Grades 7-8	$ 2,073	$ 2,096	$ 2,157	$ 2,223
Grades 9-12	$ 2,465	$ 2,492	$ 2,565	$ 2,644
Actual - 1.00 ADA, Local UPP as follows:	*35.22%*	*34.29%*	*34.13%*	*33.72%*
Grades TK-3	$ 771	$ 759	$ 778	$ 792
Grades 4-6	$ 709	$ 698	$ 715	$ 728
Grades 7-8	$ 730	$ 719	$ 736	$ 750
Grades 9-12	$ 868	$ 855	$ 875	$ 892
Concentration Grant (>55% population)	65%	65%	65%	65%
Maximum - 1.00 ADA, 100% UPP				
Grades TK-3	$ 7,118	$ 7,194	$ 7,405	$ 7,633
Grades 4-6	$ 6,545	$ 6,615	$ 6,809	$ 7,019
Grades 7-8	$ 6,739	$ 6,811	$ 7,010	$ 7,226
Grades 9-12	$ 8,013	$ 8,099	$ 8,336	$ 8,593
Actual - 1.00 ADA, Local UPP >55% as follows:	*0.0000%*	*0.0000%*	*0.0000%*	*0.0000%*
Grades TK-3	$ -	$ -	$ -	$ -
Grades 4-6	$ -	$ -	$ -	$ -
Grades 7-8	$ -	$ -	$ -	$ -
Grades 9-12	$ -	$ -	$ -	$ -

Sunridge Charter (4930350) - Adopted Budget 24-25	v.25.1a						PY1	v.25.1a						CY
LOCAL CONTROL FUNDING FORMULA							**2023-24**							**2024-25**
LCFF ENTITLEMENT CALCULATION														
		COLA & Augmentation		Base Grant Proration	Unduplicated Pupil Percentage				COLA & Augmentation		Base Grant Proration	Unduplicated Pupil Percentage		
Calculation Factors		8.22%		0.00%	35.22%	35.22%			1.07%		0.00%	34.29%	34.29%	
	Current Yr ADA	Base		Grade Span	Supplemental	Concentration	Total	Current Yr ADA	Base		Grade Span	Supplemental	Concentration	Total
Grades TK-3	116.43	$ 9,919		$ 1,032	$ 771	$ -	$ 1,364,838	123.00	$ 10,025		$ 1,043	$ 759	$ -	$ 1,454,726
Grades 4-6	73.11	10,069			709	-	787,999	78.00	10,177			698	-	848,245
Grades 7-8	28.45	10,367			730	-	315,717	34.00	10,478			719	-	380,684
Grades 9-12	-	12,015		312	868	-	-	-	12,144		316	855	-	-
Subtract Necessary Small School ADA and Funding	-	-		-	-		-	-	-		-	-		-
Total Base, Supplemental, and Concentration Grant		$ 2,185,955		$ 120,156	$ 162,443	$ -	$ 2,468,554		$ 2,383,133		$ 128,289	$ 172,233	$ -	$ 2,683,655
NSS Allowance		-					-		-					-
TOTAL BASE	217.99	$ 2,185,955		$ 120,156	$ 162,443	$ -	$ 2,468,554	235.00	$ 2,383,133		$ 128,289	$ 172,233	$ -	$ 2,683,655
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)	TK ADA	10.59		TK Add-on rate	$ 3,044.00		32,236	TK ADA	16.00		TK Add-on rate	$ 3,077.00		49,232
ECONOMIC RECOVERY TARGET PAYMENT							-							-
LCFF Entitlement Before Adjustments							$ 2,500,790							$ 2,732,887
Miscellaneous Adjustments							-							-
ADJUSTED LCFF ENTITLEMENT							**$ 2,500,790**							**$ 2,732,887**
Local Revenue (including RDA)							(1,041,284)							(1,155,039)
Gross State Aid							**$ 1,459,506**							**$ 1,577,848**
Education Protection Account Entitlement							(466,047)							(487,298)
Net State Aid							**$ 993,459**							**$ 1,090,550**
MINIMUM STATE AID CALCULATION														
				12-13 Rate	2023-24 ADA		N/A				12-13 Rate	2024-25 ADA		N/A
2012-13 RL/Charter Gen BG adjusted for ADA				$ 5,170.29	217.99		$ 1,127,072				$ 5,170.29	235.00		$ 1,215,018
2012-13 NSS Allowance (deficited)				$ -			-				$ -			-
Minimum State Aid Adjustments							-							-
Less Current Year Property Taxes/In-Lieu							(1,041,284)							(1,155,039)
Less Education Protection Account Entitlement							(466,047)							(487,298)
Subtotal State Aid for Historical RL/Charter General BG							$ -							$ -
Categorical Minimum State Aid							84,609							84,609
Charter School Categorical Block Grant adjusted for ADA				448.54	217.99		97,777				448.54	235.00		105,407
Minimum State Aid Guarantee Before Proration Factor							**$ 182,386**							**$ 190,016**
Proration Factor							0.00%							0.00%
Minimum State Aid Guarantee							**$ 182,386**							**$ 190,016**
CHARTER SCHOOL MINIMUM STATE AID OFFSET														
LCFF Entitlement							2,468,554							2,683,655
Minimum State Aid plus Property Taxes including RDA							1,223,670							1,345,055
Offset							-							-
Minimum State Aid Prior to Offset							182,386							190,016
Total Minimum State Aid with Offset							182,386							190,016
State Aid Before Additional State Aid							**$ 993,459**							**$ 1,090,550**
ADDITIONAL STATE AID							**$ -**							**$ -**
LCFF State Aid, Adjusted for Minimum State Aid Guarantee							**$ 993,459**							**$ 1,090,550**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supple							**$ 2,500,790**							**$ 2,732,887**
Change Over Prior Year				10.86%	245,006						9.28%	232,097		
LCFF Entitlement Per ADA (excluding Categorical MSA)							11,472							11,629
Per-ADA Change Over Prior Year				8.70%	918						1.37%	157		
Basic Aid Status (school districts only)							-							-
LCFF SOURCES INCLUDING EXCESS TAXES														
					Increase		2023-24					Increase		2024-25
State Aid				-7.27%	(77,941)		$ 993,459				9.77%	97,091		$ 1,090,550
Education Protection Account							466,047							487,298
Property Taxes Net of In-Lieu Transfers				0.00%	-		-				0.00%	-		-
Charter In-Lieu Taxes				3.21%	32,357		1,041,284				10.92%	113,755		1,155,039
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)				-2.02%	(45,584)		**$ 2,500,790**				8.43%	210,846		**$ 2,732,887**

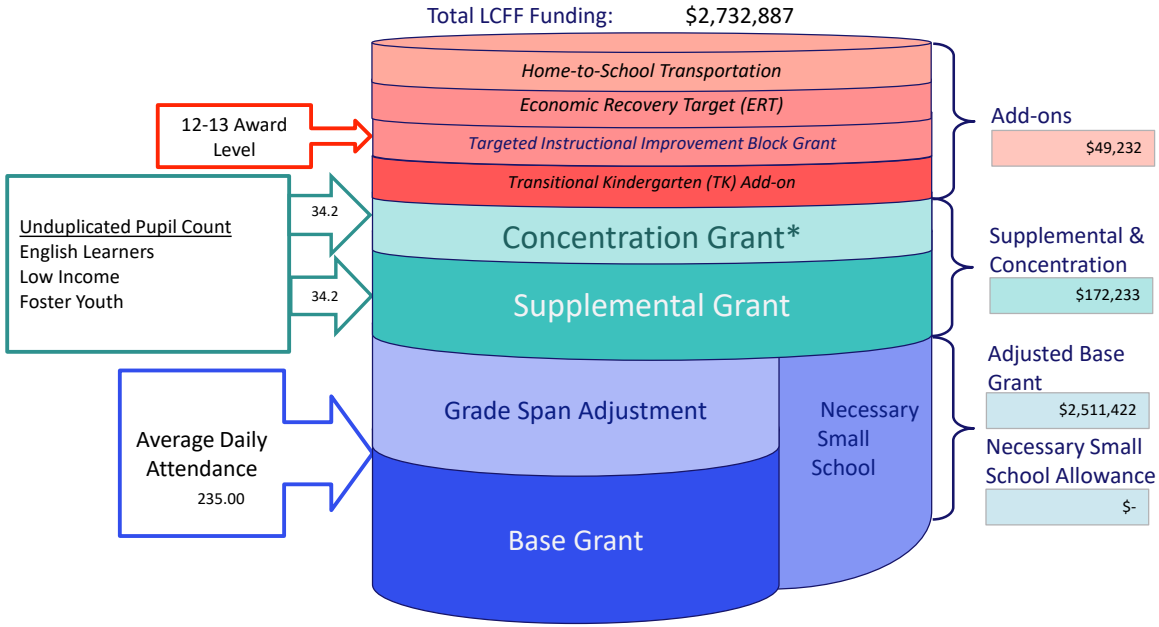
Sunridge Charter (4930350) - Adopted Budget 24-25	v.25.1a					CY1	v.25.1a					CY2
LOCAL CONTROL FUNDING FORMULA						**2025-26**						**2026-27**
LCFF ENTITLEMENT CALCULATION												
		COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage				COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage		
Calculation Factors		2.93%	0.00%	34.13%	34.13%			3.08%	0.00%	33.72%	33.72%	
	Current Yr ADA	Base	Grade Span	Supplemental	Concentration	Total	Current Yr ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	123.00	$ 10,319	$ 1,073	$ 778	$ -	$ 1,496,863	123.00	$ 10,637	$ 1,106	$ 792	$ -	$ 1,541,799
Grades 4-6	78.00	10,475		715	-	872,822	78.00	10,798		728	-	899,045
Grades 7-8	34.00	10,785		736	-	391,720	34.00	11,117		750	-	403,469
Grades 9-12	-	12,500	325	875	-	-	-	12,885	335	892	-	-
Subtract Necessary Small School ADA and Funding	-	-	-			-	-	-	-			-
Total Base, Supplemental, and Concentration Grant		$ 2,452,977	$ 131,979	$ 176,449	$ -	$ 2,761,405		$ 2,528,573	$ 136,038	$ 179,702	$ -	$ 2,844,313
NSS Allowance		-				-		-				-
TOTAL BASE	235.00	$ 2,452,977	$ 131,979	$ 176,449	$ -	$ 2,761,405	235.00	$ 2,528,573	$ 136,038	$ 179,702	$ -	$ 2,844,313
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)	TK ADA	16.00	TK Add-on rate	$ 3,167.00		50,672	TK ADA	16.00	TK Add-on rate	$ 3,265.00		52,240
ECONOMIC RECOVERY TARGET PAYMENT						-						-
LCFF Entitlement Before Adjustments						$ 2,812,077						$ 2,896,553
Miscellaneous Adjustments						-						-
ADJUSTED LCFF ENTITLEMENT						**$ 2,812,077**						**$ 2,896,553**
Local Revenue (including RDA)						(1,173,233)						(1,185,850)
Gross State Aid						**$ 1,638,844**						**$ 1,710,703**
Education Protection Account Entitlement						(517,225)						(556,675)
Net State Aid						**$ 1,121,619**						**$ 1,154,028**
MINIMUM STATE AID CALCULATION												
			12-13 Rate	2025-26 ADA		N/A			12-13 Rate	2026-27 ADA		N/A
2012-13 RL/Charter Gen BG adjusted for ADA			$ 5,170.29	235.00		$ 1,215,018			$ 5,170.29	235.00		$ 1,215,018
2012-13 NSS Allowance (deficited)			$ -			-			$ -			-
Minimum State Aid Adjustments						-						-
Less Current Year Property Taxes/In-Lieu						(1,173,233)						(1,185,850)
Less Education Protection Account Entitlement						(517,225)						(556,675)
Subtotal State Aid for Historical RL/Charter General BG						**$ -**						**$ -**
Categorical Minimum State Aid						84,609						84,609
Charter School Categorical Block Grant adjusted for ADA			448.54	235.00		105,407			448.54	235.00		105,407
Minimum State Aid Guarantee Before Proration Factor						**$ 190,016**						**$ 190,016**
Proration Factor						0.00%						0.00%
Minimum State Aid Guarantee						**$ 190,016**						**$ 190,016**
CHARTER SCHOOL MINIMUM STATE AID OFFSET												
LCFF Entitlement						2,761,405						2,844,313
Minimum State Aid plus Property Taxes including RDA						1,363,249						1,375,866
Offset						-						-
Minimum State Aid Prior to Offset						190,016						190,016
Total Minimum State Aid with Offset						190,016						190,016
State Aid Before Additional State Aid						**$ 1,121,619**						**$ 1,154,028**
ADDITIONAL STATE AID						**$ -**						**$ -**
LCFF State Aid, Adjusted for Minimum State Aid Guarantee						**$ 1,121,619**						**$ 1,154,028**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supple						**$ 2,812,077**						**$ 2,896,553**
Change Over Prior Year			2.90%	79,190					3.00%	84,476		
LCFF Entitlement Per ADA (excluding Categorical MSA)						11,966						12,326
Per-ADA Change Over Prior Year			2.90%	337					3.01%	360		
Basic Aid Status (school districts only)						-						-
LCFF SOURCES INCLUDING EXCESS TAXES												
				Increase		2025-26				Increase		2026-27
State Aid			2.85%	31,069		$ 1,121,619			2.89%	32,409		$ 1,154,028
Education Protection Account						517,225						556,675
Property Taxes Net of In-Lieu Transfers			0.00%	-		-			0.00%	-		-
Charter In-Lieu Taxes			1.58%	18,194		1,173,233			1.08%	12,617		1,185,850
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)			1.80%	49,263		**$ 2,812,077**			1.60%	45,026		**$ 2,896,553**

Sunridge Charter (4930350) - Adopted Budget 24-25

Charts and Graphs

Components of LCFF Entitlement

	2024-25			
Base Grant	$ 2,383,133		235.00	ADA
Grade Span Adjustment	$ 128,289		$ 2,511,422	Adjusted Base Grant
Supplemental Grant	$ 172,233	34.29%		
Concentration Grant	$ -	34.29%	$ 172,233	Supplemental & Concentration
Allowance: Necessary Small School	$ -		$ -	Allowance
Add-on: Targeted Instructional Improvement Block Grant	$ -			
Add-on: Home-to-School Transportation	$ -			
Add-on: Small School District Bus Replacement Program	$ -		$ 49,232	Add-ons
Add-on Economic Recovery Target	$ -			
Add-on: Transitional Kindergarten	$ 49,232			
Total	$ 2,732,887		$ 2,732,887	



*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

LCFF Entitlement per ADA	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Funded ADA (LCFF & NSS)	200.22	213.73	217.99	235.00	235.00	235.00
LCFF Sources per ADA, including NSS	$ 9,210.90	$ 10,554.36	$ 11,472.04	$ 11,629.31	$ 11,966.29	$ 12,325.76
Net Dollar Change per ADA		$ 1,343.46	$ 917.68	$ 157.27	$ 336.98	$ 359.47
Net Percent Change		14.59%	8.69%	1.37%	2.90%	3.00%
Estimated LCFF Entitlement per ADA (excludes minimum state aid	$ 9,210.90	$ 10,554.36	$ 11,472.04	$ 11,629.31	$ 11,966.29	$ 12,325.76
Net Change per ADA		$ 1,343.46	$ 917.68	$ 157.27	$ 336.98	$ 359.47
Net Percent Change		14.59%	8.69%	1.37%	2.90%	3.00%

Child Development: Apple Blossom After School Program

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 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	407,110.00	374,000.00	-8.1%
5) TOTAL, REVENUES			407,110.00	374,000.00	-8.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	231,568.00	226,090.00	-2.4%
3) Employee Benefits		3000-3999	69,503.00	71,370.00	2.7%
4) Books and Supplies		4000-4999	25,249.00	26,400.00	4.6%
5) Services and Other Operating Expenditures		5000-5999	23,745.00	24,800.00	4.4%
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			350,065.00	348,660.00	-0.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			57,045.00	25,340.00	-55.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	25,000.00	25,000.00	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			(25,000.00)	(25,000.00)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			32,045.00	340.00	-98.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	123,506.34	155,551.34	25.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			123,506.34	155,551.34	25.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			123,506.34	155,551.34	25.9%
2) Ending Balance, June 30 (E + F1e)			155,551.34	155,891.34	0.2%
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	151,551.34	151,891.34	0.2%
Fee driven program, all funds generated to be used by this fund only	0000	9780	*151,551.34*		
Fee driven program, all funds generated to be used by this fund only	0000	9780		*151,891.34*	
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	170,636.40		
1) Fair Value Adjustment to Cash in County Treasury		9111	(4,452.00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	4,000.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Cafeteria Fund: Universal Meal Program

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	115,840.00	95,000.00	-18.0%
3) Other State Revenue		8300-8599	226,470.00	245,000.00	8.2%
4) Other Local Revenue		8600-8799	2,000.00	1,000.00	-50.0%
5) TOTAL, REVENUES			344,310.00	341,000.00	-1.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	55,945.00	55,308.00	-1.1%
3) Employee Benefits		3000-3999	31,650.00	32,522.00	2.8%
4) Books and Supplies		4000-4999	213,786.00	226,900.00	6.1%
5) Services and Other Operating Expenditures		5000-5999	125,929.00	114,150.00	-9.4%
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			427,310.00	428,880.00	0.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(83,000.00)	(87,880.00)	5.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	83,000.00	90,000.00	8.4%
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			83,000.00	90,000.00	8.4%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	2,120.00	New
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	15,219.24	15,219.24	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			15,219.24	15,219.24	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			15,219.24	15,219.24	0.0%
2) Ending Balance, June 30 (E + F1e)			15,219.24	17,339.24	13.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	4,000.00	4,000.00	0.0%
Stores		9712	456.80	457.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	10,762.44	12,882.24	19.7%
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	(28,534.67)		
1) Fair Value Adjustment to Cash in County Treasury		9111	(199.00)		
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		

Deferred Maintenance Fund

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 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	3,000.00	5,000.00	66.7%
5) TOTAL, REVENUES			53,000.00	55,000.00	3.8%
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	77,500.00	54,100.00	-30.2%
6) Capital Outlay		6000-6999	87,500.00	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			165,000.00	54,100.00	-67.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(112,000.00)	900.00	-100.8%
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)			(112,000.00)	900.00	-100.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	280,220.99	168,220.99	-40.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			280,220.99	168,220.99	-40.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			280,220.99	168,220.99	-40.0%
2) Ending Balance, June 30 (E + F1e)			168,220.99	169,120.99	0.5%
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	168,220.99	169,120.99	0.5%
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	196,342.51		
1) Fair Value Adjustment to Cash in County Treasury		9111	(9,803.00)		
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		

Special Reserve Fund: Other Than Capital Outlay

Budget, July 1
Special Reserve Fund for Other Than Capital Outlay Projects
Expenditures by Object

Twin Hills Union Elementary
Sonoma County

49 70961 0000000
Form 17
F8BZPUH864(2024-25)

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 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	9,300.00	9,000.00	-3.2%
5) TOTAL, REVENUES			9,300.00	9,000.00	-3.2%
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)			9,300.00	9,000.00	-3.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	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)			9,300.00	9,000.00	-3.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	306,974.60	316,274.60	3.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			306,974.60	316,274.60	3.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			306,974.60	316,274.60	3.0%
2) Ending Balance, June 30 (E + F1e)			316,274.60	325,274.60	2.8%
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	316,274.60	325,274.60	2.8%
Volatile State revenue/funding for schools	0000	9780	*316,274.60*		
Volatile State revenue/funding for schools	0000	9780		*325,274.60*	
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	324,980.64		
1) Fair Value Adjustment to Cash in County Treasury		9111	(10,739.00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Special Reserve Fund: Postemployment Benefits

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 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	15,000.00	15,000.00	0.0%
5) TOTAL, REVENUES			15,000.00	15,000.00	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	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)			15,000.00	15,000.00	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	79,212.00	22,810.00	-71.2%
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			(79,212.00)	(22,810.00)	-71.2%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(64,212.00)	(7,810.00)	-87.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	536,139.85	471,927.85	-12.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			536,139.85	471,927.85	-12.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			536,139.85	471,927.85	-12.0%
2) Ending Balance, June 30 (E + F1e)			471,927.85	464,117.85	-1.7%
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	471,927.85	464,117.85	-1.7%
Retirement Program Liability (CRSP)	0000	9780	*471,927.85*		
Retirement Program Liability (CRSP)	0000	9780		*464,117.85*	
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	487,422.60		
1) Fair Value Adjustment to Cash in County Treasury		9111	(18,755.00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Building Bond Fund: Measure M

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 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	5,500.00	5,500.00	0.0%
5) TOTAL, REVENUES			5,500.00	5,500.00	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	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)			5,500.00	5,500.00	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)			5,500.00	5,500.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	155,766.48	161,266.48	3.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			155,766.48	161,266.48	3.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			155,766.48	161,266.48	3.5%
2) Ending Balance, June 30 (E + F1e)			161,266.48	166,766.48	3.4%
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	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	161,266.48	166,766.48	3.4%
Measure M approved projects only	0000	9780	*161,266.48*		
Measure M approved projects only	0000	9780		*166,766.48*	
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	164,902.95		
1) Fair Value Adjustment to Cash in County Treasury		9111	(5,449.00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		

Capital Facilities Fund: Developer Fees

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 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	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)			(10,000.00)	(10,000.00)	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)			(10,000.00)	(10,000.00)	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	39,341.32	29,341.32	-25.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			39,341.32	29,341.32	-25.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			39,341.32	29,341.32	-25.4%
2) Ending Balance, June 30 (E + F1e)			29,341.32	19,341.32	-34.1%
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	29,341.32	19,341.32	-34.1%
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	29,400.05		
1) Fair Value Adjustment to Cash in County Treasury		9111	(1,376.00)		
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		

Special Reserve Fund: Capital Outlay

Twin Hills Union Elementary
Sonoma County

Budget, July 1
Special Reserve Fund for Capital Outlay Projects
Expenditures by Object

49 70961 0000000
Form 40
F8BZPUH864(2024-25)

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 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	2,500.00	2,500.00	0.0%
5) TOTAL, REVENUES			2,500.00	2,500.00	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	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)			2,500.00	2,500.00	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)			2,500.00	2,500.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	94,891.03	97,391.03	2.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			94,891.03	97,391.03	2.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			94,891.03	97,391.03	2.6%
2) Ending Balance, June 30 (E + F1e)			97,391.03	99,891.03	2.6%
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	97,391.03	99,891.03	2.6%
Capital Equipment purchases only	0000	9780	*97,391.03*		
Capital Equipment purchases only	0000	9780		*99,891.03*	
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	93,936.80		
1) Fair Value Adjustment to Cash in County Treasury		9111	(3,319.00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		

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					1,402,810.00	1,015,000.00		
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					50,000.00	480,000.00		
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	25,000.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					90,000.00	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								

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	22,810.00		
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								

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	1,542,810.00	1,542,810.00		

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 budget:	$	
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, 2024 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: District Office, 700 Watertrough Rd, Sebastopol CA

Date: 06/21-24/2024

Adoption Date: 06/27/2024

Signed:

Clerk/Secretary of the Governing Board

(Original signature required)

Public Hearing:

Place: Apple Blossom Room #13, 700 Watertrough Rd, Sebastopol CA

Date: June 26, 2024

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@twinhillsusd.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	Projected (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	
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	
9a	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	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	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?		X
		• If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2023-24) annual payment?		X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, are they lifetime benefits?		X
		• If yes, do benefits continue beyond age 65?		X
		• If yes, are benefits funded by pay-as-you-go?		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)		X
		• Classified? (Section S8B, Line 1)		X
		• Management/supervisor/confidential? (Section S8C, Line 1)	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?		X
		• Adoption date of the LCAP or an update to the LCAP:	06/27/2024	
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	

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):

2024-25 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

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

CASHFLOW-PROVIDE - (**Warning**) - A Cashflow Worksheet (Form CASH) must be provided with your Budget and Interim reports. (Note: LEAs may use a cashflow worksheet other than Form CASH, as long as it provides a monthly cashflow projected through the end of the fiscal year.) **Exception**

Explanation: A Cashflow Worksheet is prepared for each school using Excel and is provided in the report.

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: A Multiyear Projection Worksheet is prepared for each school using Excel and is provided with the report.

District 21

SACS Web System - SACS V9.2
6/14/2024 11:20:59 AM

49-70961-4930350

Budget, July 1
Budget 2024-25
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)
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O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

District 53- District/Apple Blossom Elem/Twin Hills Charter Middle School

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: Projected 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):	473.00
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 (2021-22)				
District Regular	378	378		
Charter School	218	196		
Total ADA	**596**	**573**	**3.8%**	**Not Met**
Second Prior Year (2022-23)				
District Regular	304	353		
Charter School	193	187		
Total ADA	**497**	**541**	**N/A**	**Met**
First Prior Year (2023-24)				
District Regular	318	319		
Charter School	195	195		
Total ADA	**513**	**514**	**N/A**	**Met**
Budget Year (2024-25)				
District Regular	283			
Charter School	195			
Total ADA	**478**			

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)

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)

Enrollment/ADA are generally estimated based on prior year. There was a larger than anticipated drop in enrollment at the middle school in 2021-22. COVID illnesses have been keeping the ADA lower than normal.

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): 473.0

District's Enrollment Standard Percentage Level: 2.0%

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CALPADS Actual column for the First Prior Year; all other data are extracted or calculated. CALPADS 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	Enrollment Budget	Enrollment CALPADS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2021-22)				
District Regular	356	320		
Charter School	230	207		
Total Enrollment	**586**	**527**	**10.1%**	**Not Met**
Second Prior Year (2022-23)				
District Regular	320	293		
Charter School	205	204		
Total Enrollment	**525**	**497**	**5.3%**	**Not Met**
First Prior Year (2023-24)				
District Regular	285	283		
Charter School	205	207		
Total Enrollment	**490**	**490**	**0.0%**	**Met**
Budget Year (2024-25)				
District Regular	292			
Charter School	205			
Total Enrollment	**497**			

2B. Comparison of District Enrollment to the Standard

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

1a. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.

Explanation: (required if NOT met)

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)

Declining enrollment is a state issue and our schools are having this same issue. Projecting enrollment is a challenge due to this. Beginning 2023-24 site administrators began supplying enrollment numbers to assist in improving 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 CALPADS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2021-22)			
District Regular	287	320	
Charter School	196	207	
Total ADA/Enrollment	**483**	**527**	**91.6%**
Second Prior Year (2022-23)			
District Regular	272	293	
Charter School	187	204	
Total ADA/Enrollment	**459**	**497**	**92.5%**
First Prior Year (2023-24)			
District Regular	268	283	
Charter School	195	207	
Total ADA/Enrollment	**463**	**490**	**94.4%**
		Historical Average Ratio:	92.8%
		District's ADA to Enrollment Standard (historical average ratio plus 0.5%):	**93.3%**

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 (2024-25)				
District Regular	278	292		
Charter School	195	205		
Total ADA/Enrollment	**473**	**497**	**95.2%**	**Not Met**
1st Subsequent Year (2025-26)				
District Regular	278	292		
Charter School	195	205		
Total ADA/Enrollment	**473**	**497**	**95.2%**	**Not Met**
2nd Subsequent Year (2026-27)				
District Regular	278	292		
Charter School	195	205		
Total ADA/Enrollment	**473**	**497**	**95.2%**	**Not 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 NOT MET - Projected P-2 ADA to enrollment ratio is above the standard for one or more of the budget or two subsequent fiscal years. Provide reasons why the projected ratio exceeds the district's historical average ratio by more than 0.5%.

Explanation:
(required if NOT met)

You can see that during the COVID years ADA was at 91.6% and 92.5% keeping the standard percentage too low. As we come back to a more normal percentage of over 95%, last year shows 94.4% and current plus two subsequent years show 95.2%, this should be the standard.

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 cost-of-living adjustment (COLA), 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 COLA, plus or minus one percent.

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.

Projected LCFF Revenue

		Prior Year (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Step 1 - Change in Population					
a.	ADA (Funded) (Form A, lines A6 and C4)	515.08	478.90	474.40	474.40
b.	Prior Year ADA (Funded)		515.08	478.90	474.40
c.	Difference (Step 1a minus Step 1b)		(36.18)	(4.50)	0.00
d.	Percent Change Due to Population (Step 1c divided by Step 1b)		(7.02%)	(.94%)	0.00%
Step 2 - Change in Funding Level					
a.	Prior Year LCFF Funding		6,097,643.00	5,819,304.00	5,934,398.00
b1.	COLA percentage		1.07%	2.93%	3.08%
b2.	COLA amount (proxy for purposes of this criterion)		65,244.78	170,505.61	182,779.46
c.	Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		1.07%	2.93%	3.08%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)			(5.95%)	1.99%	3.08%
	LCFF Revenue Standard (Step 3, plus/minus 1%):		**-6.95% to -4.95%**	**0.99% to 2.99%**	**2.08% to 4.08%**

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 (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	4,550,000.00	4,600,000.00	4,650,000.00	4,700,000.00
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 (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
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 (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	8,996,305.00	8,965,486.00	9,115,962.00	9,314,087.00
District's Projected Change in LCFF Revenue:		(.34%)	1.68%	2.17%
LCFF Revenue Standard		**-6.95% to -4.95%**	**0.99% to 2.99%**	**2.08% to 4.08%**
Status:		Not Met	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. Not met in 24-25 is due to declining enrollment as the rolling 3 year average also declines.

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) Salaries and Benefits (Form 01, Objects 1000-3999)	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999) Total Expenditures (Form 01, Objects 1000-7499)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
Third Prior Year (2021-22)	5,263,251.39	6,095,751.38	86.3%
Second Prior Year (2022-23)	5,694,467.77	6,572,115.54	86.6%
First Prior Year (2023-24)	6,038,711.00	7,059,559.08	85.5%
		Historical Average Ratio:	86.2%

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	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):	**82.2% to 90.2%**	**82.2% to 90.2%**	**82.2% to 90.2%**

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) Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Budget - Unrestricted (Resources 0000-1999) Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
Budget Year (2024-25)	5,808,579.00	6,639,382.00	87.5%	Met
1st Subsequent Year (2025-26)	5,825,824.00	6,672,825.00	87.3%	Met
2nd Subsequent Year (2026-27)	5,935,693.00	6,817,701.00	87.1%	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 (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	(5.95%)	1.99%	3.08%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	**-15.95% to 4.05%**	**-8.01% to 11.99%**	**-6.92% to 13.08%**
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-10.95% to -0.95%	-3.01% to 6.99%	-1.92% to 8.08%

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 (2023-24)	317,489.00		
Budget Year (2024-25)	232,464.00	(26.78%)	Yes
1st Subsequent Year (2025-26)	159,456.00	(31.41%)	Yes
2nd Subsequent Year (2026-27)	159,459.00	0.00%	No

Explanation: (required if Yes)
2023-24 and 2024-25 include COVID19 Federal funding. We spent the last of the federal COVID dollars in 2024-25.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2023-24)	838,849.00		
Budget Year (2024-25)	843,684.00	.58%	Yes
1st Subsequent Year (2025-26)	794,007.00	(5.89%)	Yes
2nd Subsequent Year (2026-27)	811,890.00	2.25%	No

Explanation: (required if Yes)
2023-24 and 2024-25 include COVID19 state funding and several new categorical programs such as Learning Recovery Emergency Block Grant, and Arts, Music, and Instructional Materials Discretionary Block Grant. In 2024-25 we are spending Universal PreK funds based on unearned revenue which means we report the revenue when we report the expense.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2023-24)	879,643.00		
Budget Year (2024-25)	608,000.00	(30.88%)	Yes
1st Subsequent Year (2025-26)	609,160.00	.19%	No
2nd Subsequent Year (2026-27)	610,440.00	.21%	No

Explanation: (required if Yes)
2023-24 includes grants and donations plus some one time payments including one from the SELPA for a prior year adjustment of $113,000.

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

First Prior Year (2023-24)	407,600.58		
Budget Year (2024-25)	192,288.00	(52.82%)	Yes
1st Subsequent Year (2025-26)	132,687.00	(31.00%)	Yes
2nd Subsequent Year (2026-27)	134,976.00	1.73%	No

Explanation: (required if Yes)
2023-24 includes one time expenses using COVID and other block grant funds as well as carryover and donations.

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

First Prior Year (2023-24)	2,276,599.47		
Budget Year (2024-25)	1,908,483.00	(16.17%)	Yes
1st Subsequent Year (2025-26)	1,864,054.00	(2.33%)	No
2nd Subsequent Year (2026-27)	1,899,876.00	1.92%	No

Explanation: (required if Yes)
2023-24 includes one time expenses using COVID and other block grant funds as well as carryover and donations.

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Total Federal, Other State, and Other Local Revenue (Criterion 6B)

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
First Prior Year (2023-24)	2,035,981.00		
Budget Year (2024-25)	1,684,148.00	(17.28%)	Not Met
1st Subsequent Year (2025-26)	1,562,623.00	(7.22%)	Met
2nd Subsequent Year (2026-27)	1,581,789.00	1.23%	Met

Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)

First Prior Year (2023-24)	2,684,200.05		
Budget Year (2024-25)	2,100,771.00	(21.74%)	Not Met
1st Subsequent Year (2025-26)	1,996,741.00	(4.95%)	Met
2nd Subsequent Year (2026-27)	2,034,852.00	1.91%	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)
2023-24 and 2024-25 include COVID19 Federal funding. We spent the last of the federal COVID dollars in 2024-25.

Explanation: Other State Revenue (linked from 6B if NOT met)
2023-24 and 2024-25 include COVID19 state funding and several new categorical programs such as Learning Recovery Emergency Block Grant, and Arts, Music, and Instructional Materials Discretionary Block Grant. In 2024-25 we are spending Universal PreK funds based on unearned revenue which means we report the revenue when we report the expense.

Explanation: Other Local Revenue (linked from 6B if NOT met)
2023-24 includes grants and donations plus some one time payments including one from the SELPA for a prior year adjustment of $113,000.

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)

2023-24 includes one time expenses using COVID and other block grant funds as well as carryover and donations.

Explanation:
Services and Other Exps
(linked from 6B
if NOT met)

2023-24 includes one time expenses using COVID and other block grant funds as well as carryover and donations.

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 exlude 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

		3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution[1] to the Ongoing and Major Maintenance Account	Status
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)	9,885,602.00			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)				
c. Net Budgeted Expenditures and Other Financing Uses	9,885,602.00	296,568.06	300,000.00	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:

- [ ] Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
- [ ] Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
- [ ] Other (explanation must be provided)

Explanation: (required if NOT met and Other is marked)

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 reserves[1] as a percentage of total expenditures and other financing uses[2] 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 (2021-22)	Second Prior Year (2022-23)	First Prior Year (2023-24)
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)	1,665,000.00	1,697,900.00	1,896,925.00
	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)	1,665,000.00	1,697,900.00	1,896,925.00
2.	Expenditures and Other Financing Uses			
	a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	9,794,057.21	10,300,367.38	11,519,355.05
	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)	9,794,057.21	10,300,367.38	11,519,355.05
3.	District's Available Reserve Percentage (Line 1e divided by Line 2c)	17.0%	16.5%	16.5%
	District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	**5.7%**	**5.5%**	**5.5%**

[1]Available 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.

[2]A 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 (2021-22)	26,473.73	7,202,667.97	N/A	Met
Second Prior Year (2022-23)	11,309.67	7,677,798.23	N/A	Met
First Prior Year (2023-24)	(358,284.08)	8,102,913.08	4.4%	Met
Budget Year (2024-25) (Information only)	(540,815.00)	7,654,382.00		

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 and Cash Balances

A. 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 250,000
0.3%	250,001 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):	474
District's Fund Balance Standard Percentage Level:	**1.3%**

9A-1. 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) Original Budget	Estimated/Unaudited Actuals	Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
Third Prior Year (2021-22)	3,586,786.50	3,598,065.57	N/A	Met
Second Prior Year (2022-23)	3,277,026.64	3,624,539.30	N/A	Met
First Prior Year (2023-24)	3,654,596.21	3,635,848.97	.5%	Met
Budget Year (2024-25) (Information only)	3,277,564.89			

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

9A-2. 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)

B. Cash Balance Standard: Projected general fund cash balance will be positive at the end of the current fiscal year.

9B-1: Determining if the District's Ending Cash Balance is Positive

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Fiscal Year	Ending Cash Balance General Fund (Form CASH, Line F, June Column)	Status
Current Year (2024-25)	3,335,722.00	Met

9B-2. Comparison of the District's Ending Cash Balance to the Standard

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

1a. STANDARD MET - Projected general fund cash balance will be positive at the end of the current fiscal year.

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves[1] for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts[2] as applied to total expenditures and other financing uses[3]:

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 $87,000 (greater of)	0 to 300
4% or $87,000 (greater of)	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 250,000
1%	250,001 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 (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	473	473	473
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. If Yes, enter data for item 2a. If No, enter data 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):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?

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

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

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	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 (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1.	Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	10,269,207.00	10,053,646.00	10,237,191.00
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)	10,269,207.00	10,053,646.00	10,237,191.00
4.	Reserve Standard Percentage Level	4%	4%	4%
5.	Reserve Standard - by Percent (Line B3 times Line B4)	410,768.28	402,145.84	409,487.64
6.	Reserve Standard - by Amount			

	($87,000 for districts with 0 to 1,000 ADA, else 0)	87,000.00	87,000.00	87,000.00
7.	**District's Reserve Standard**			
	(Greater of Line B5 or Line B6)	**410,768.28**	**402,145.84**	**409,487.64**

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 (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
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)	1,693,830.00	1,653,750.00	1,682,185.00
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)	1,693,830.00	1,653,750.00	1,682,185.00
9.	District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	16.49%	16.45%	16.43%
	District's Reserve Standard (Section 10B, Line 7):	**410,768.28**	**402,145.84**	**409,487.64**
	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? — No

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

S3. Use of Ongoing Revenues for One-time Expenditures

1a. Does your 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 (2023-24)	(1,507,117.00)			
Budget Year (2024-25)	(1,496,316.00)	(10,801.00)	(.7%)	Met
1st Subsequent Year (2025-26)	(1,518,240.00)	21,924.00	1.5%	Met
2nd Subsequent Year (2026-27)	(1,540,603.00)	22,363.00	1.5%	Met
1b. **Transfers In, General Fund ***				
First Prior Year (2023-24)	1,434,212.00			
Budget Year (2024-25)	1,402,810.00	(31,402.00)	(2.2%)	Met
1st Subsequent Year (2025-26)	1,366,703.00	(36,107.00)	(2.6%)	Met
2nd Subsequent Year (2026-27)	1,355,000.00	(11,703.00)	(.9%)	Met
1c. **Transfers Out, General Fund ***				
First Prior Year (2023-24)	1,043,354.00			
Budget Year (2024-25)	1,015,000.00	(28,354.00)	(2.7%)	Met
1st Subsequent Year (2025-26)	940,000.00	(75,000.00)	(7.4%)	Met
2nd Subsequent Year (2026-27)	940,000.00	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. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

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

Explanation:
(required if NOT met)

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

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments[1] and their annual required payments for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

[1] Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

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

1. Does your district have long-term (multiyear) commitments?
   (If No, skip item 2 and Sections S6B and S6C) — Yes

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

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For: Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2024
Leases				
Certificates of Participation				
General Obligation Bonds	15	F51 Property Tax Revenue	Total includes ACR interest/Bal per audit 6/30/23	5,066,633
Supp Early Retirement Program	5	F21 Postemployment Fund, CRSP	F01+F03+F09+D21: Objects 1199, 3xx1 (GASB Liability per audit 6/30/2023 $1,020,701	113,725
State School Building Loans				
Compensated Absences	N/A	F01=R0000+R150/F12=R0000	F01=R0000+R8150/F12=R0000: Objects 2x and 3**2	108,837
Other Long-term Commitments (do not include OPEB):				
TOTAL:				5,289,195

Type of Commitment (continued)	Prior Year (2023-24) Annual Payment (P & I)	Budget Year (2024-25) Annual Payment (P & I)	1st Subsequent Year (2025-26) Annual Payment (P & I)	2nd Subsequent Year (2026-27) Annual Payment (P & I)
Leases				
Certificates of Participation				
General Obligation Bonds	508,700	516,499	528,833	535,000
Supp Early Retirement Program	79,212	22,810	11,703	0
State School Building Loans				
Compensated Absences	0	108,837		
Other Long-term Commitments (continued):				
Total Annual Payments:	587,912	648,146	540,536	535,000
Has total annual payment increased over prior year (2023-24)?		**Yes**	**No**	**No**

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 employee costs for 2023-24 and the full amount is shown as if being paid in full in 2024-25 even though that is not actually done. The actual amount due for June 30, 2024 is not yet calculated.

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. The district offers a Certificated Retirement Support Program with a cash buy out (GASB73) and information on this plan is in Fund 20.

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

a. Total OPEB liability	64,306.00
b. OPEB plan(s) fiduciary net position (if applicable)	0.00
c. Total/Net OPEB liability (Line 4a minus Line 4b)	64,306.00
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	6/30/2023

5. OPEB Contributions

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method	5,500.00	5,610.00	5,720.00
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

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
a. Required contribution (funding) for self-insurance programs			
b. Amount contributed (funded) for self-insurance programs			

S8. Status of Labor Agreements

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

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

The 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) (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Number of certificated (non-management) full - time - equivalent(FTE) positions	32.4	29.4	29	29

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? — No

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.

2024-25 salary, benefits, language are currently being negotiated.

Negotiations Settled

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

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
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	60184		
		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
7.	Amount included for any tentative salary schedule increases	0	0	0

Certificated (Non-management) Health and Welfare (H&W) Benefits		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
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			

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:

Certificated (Non-management) Step and Column Adjustments		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1.	Are step & column adjustments included in the budget and MYPs?			
2.	Cost of step & column adjustments			
3.	Percent change in step & column over prior year			

Certificated (Non-management) Attrition (layoffs and retirements)		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1.	Are savings from attrition included in the budget and MYPs?			
2.	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) (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Number of classified(non - management) FTE positions	28.2	26	26	26

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? No

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.

This is a "Me Too" district and once salary and benefit changes are agreed to with THTA, the certificated teachers union, the classified will receive the same.

Negotiations Settled

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

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
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 (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
7.	Amount included for any tentative salary schedule increases			

Classified (Non-management) Health and Welfare (H&W) Benefits		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1.	Are costs of H&W benefit changes included in the budget and MYPs?			
2.	Total cost of H&W benefits			
3.	Percent of H&W cost paid by employer			
4.	Percent projected change in H&W cost over prior year			

Classified (Non-management) Prior Year Settlements			
Are any new costs from prior year settlements included in the budget?			
	If Yes, amount of new costs included in the budget and MYPs			
	If Yes, explain the nature of the new costs:			

Classified (Non-management) Step and Column Adjustments		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1.	Are step & column adjustments included in the budget and MYPs?			
2.	Cost of step & column adjustments			
3.	Percent change in step & column over prior year			

Classified (Non-management) Attrition (layoffs and retirements)		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1.	Are savings from attrition included in the budget and MYPs?			
2.	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) (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Number of management, supervisor, and confidential FTE positions	5.0	4.0	4	4

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

		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
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")			

Negotiations Not Settled

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

		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
4.	Amount included for any tentative salary schedule increases			

Management/Supervisor/Confidential **Health and Welfare (H&W) Benefits**		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
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			

Management/Supervisor/Confidential **Step and Column Adjustments**		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
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			

Management/Supervisor/Confidential **Other Benefits (mileage, bonuses, etc.)**		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
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			

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 27, 2024

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)	No
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)	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 2024-25

Exhibits

SCOE BIZ

Business Services

Bulletin No. 24-19

Sonoma County Office of Education
5340 Skylane Boulevard
Santa Rosa, CA 95403-8246
(707) 524-2600 ■ www.scoe.org

May 16, 2024
To: Chief Business Officials
From: Sarah Lampenfeld, Director, External Fiscal Services
Subject: May Revision Guidance for the 2024-25 Budget Adoption

The purpose of this letter is to provide 2024-25 Adopted Budget guidance, along with the release of *The Common Message*, which will follow in early June or as soon as it's published.

On May 10th, the Governor's May Revision was released. The May Revision's announcement provided fewer answers than expected; therefore, everyone is waiting for the details to be released, which are expected this week. What is known from the Governor's 2024-25 May Revision is January's 2024-25 Budget shortfall of $37.9 billion grew by ~$7.0 billion to a combined shortfall of ~$45 billion. To address the shortfall the Governor and the Legislature passed an early action budget packet in April which solves ~$17.3 billion of the deficits leaving the May Revision with a $27.6 billion budget problem. As you recall, the Governor's January proposal included solutions totaling $37.9 billion which now the May Revision builds upon with the early action budget packet plus an additional $8.2 billion in solutions/adjustments. It's $8.2 billion to address the additional $7.0 billion shortfall and an erosion of $1.2 billion in the Governor's January Budget solutions.

Here is a breakdown of the Solutions from January's Proposal to the Current May Revision Proposals:

Governor's Budget 2024-25 Solutions		**Additional May Revision 24-25 Solutions and Adjustments**		**Combined Solutions and Adjustments = May Revision Solutions**	
Category	Amount	Category	Amount	Category	Amount
Reserves	$13.1 billion	Reserves	-$8.9 billion	Reserves	$3.3 billion
Reductions	$8.5 billion	Reductions	$10.7 billion	Reductions	$19.2 billion
Revenue/Borrowing	$5.7 billion	Revenue/Borrowing	$2.0 billion	Revenue/Borrowing	$7.7 billion
Delays	$5.1 billion	Delays	$520 million	Delays	$5.62 billion
Fund Shifts	$3.4 billion	Fund Shifts	$3.9 billion	Fund Shifts	$7.3 billion
Deferrals	$2.1 billion	Deferrals	0	Deferrals	$2.1 billion
Total	**$37.9 billion**	**Total**	**$8.2 billion**	**Total**	**$45.2 billion**

As the details of the May Revision are still pending, the following proposed reductions to education for 2024-25 and 2025-26 are known:

- Learning Aligned Education Program – Reducing $485 million one-time
- Golden State Teacher Grant Program – Reducing $60.2 million one-time support
- Middle-Class Scholarship Program Reduction of $510 million ongoing
- California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program – "Pull back" investment of $550 million planned in 2025-26

- Children and Youth Behavioral Health Initiative – Reduction of one-time $72.3 million in 2023-24, $348.6 million in 2024-25, and $5 million in 2025-26
- School Facilities Aid Program – Eliminating the remaining $375 million one-time in planned support for the program
- Preschool Inclusivity – Eliminating planned ongoing investments of $47.9 million in 2025-26 and $97.9 million in 2026-27 starting in 2026-27

The most notably unclear point at this time is the Governor's decision to fund the COLA of 1.07% for fiscal year 2024-25. During the press conference, the Governor acknowledged the COLA increased by January's estimate of 0.76% to 1.07%, but it remains unclear whether or not the COLA will be funded for schools in 2024-25. What was clear is the budget shortfalls continue to be a multiyear problem. Therefore, the May Revision includes $28.4 billion in Budget Solutions and Adjustments from the 2025-26 fiscal year, as well.

The economic outlook through 2027 shows slow but steady growth. There are still threats to the outlook largely due to the interest rates staying high. Per the May Revision (pages 25-26), "The current high interest rates could curtail interest-sensitive consumer spending and business investment which would hamper economic activity more than projected. Moreover, if interest rates stay higher for longer, business and consumers' sanguine economic outlooks could falter, and increased concerns of a near-term recession could resurface."

As everyone waits for the important details of the May Revision and ultimately the 2025 Budget Act, LEAs need to continue to develop the 2024-25 Budget with prudence. LEAs should maintain adequate reserves and avoid deficit spending. Planning is key to avoiding a qualified or negative interim certification in the future especially given the uncertainty of ahead with the State's Budget. LCAP development should include the possibility of the 1.07% COLA and carryover from prior years to ensure the minimum requirements are met once finalized and adopted by the local school boards.

2023-24 and 2024-25 Cash Flow Projections

Cash remains King! Therefore, now is the time to **update your 2023-24 Cash Flow** with actuals through April 2024 and revise your estimates for May and June 2024. Accurate 2023-24 Cash Flow Projections provide reasonable June 30 cash balance estimates. The June 30 cash balance will be your 2024-25 July 1 beginning balance estimate plus reasonable estimates throughout the 2025-25 projections.

2023-24 Adopted Budget and Multi-Year Projections (MYP)

The following should be considered when preparing the 2024-25 Adopted Budget, which is due to SCOE within 5 days of adoption or no later than July 1, 2024 (**whichever is sooner**):

- **Common Message (to follow)**
  Please read The *Common Message – May Revision 2024-2025* (*will follow this memo once available).*
- **Dartboard (attached)**
  Use the *SSC School District and Charter School Financial Projection Dartboard 2024-25 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 2023-24 Second Interim Reports.

- **LCFF Calculator**
  Use the latest calculator and be sure to incorporate the May Revision's estimates for the 2024-25 Adopted Budget. *See the Next Fiscal Year Manual for LCFF calculator instructions.*

  SCOE recommends sending LCFF calculators to your Fiscal Advisor before finalizing projections for the 2024-25 Adopted Budget.

- **Reserves ~ Transparency requirements**
  Education Code 42127 (a) (2) (B) & (C) requires school districts to 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 2024-25 budget, prescribed information must be provided for public review and comment.

- **Local Reserve Cap**
  The reserve cap remains in place for 2024-25, resulting in a cap of 10% on local reserves (combined assigned and unassigned General Fund balances [includes the Reserve for Economic Certainty]) for districts that are not Basic Aid or districts with fewer than 2,501 average daily attendance (ADA). **If the reserve cap applies to your school district, please plan to ensure compliance with the law.**

- **STRS and PERS contribution rates:**
  Please note that PERS contribution rates have changed since the January proposed budget and preparation of 2023-24 Second Interim Reports.

Employer Contribution Rates – May Revise 2024	2023-24	2024-25	2025-26	2023-24
STRS – Actual and projected rates	19.10%	19.10%	19.10%	19.10%
PERS – Actual and projected rates	26.68%	27.05%	27.60%	28.00%

- **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 a Transportation Plan (updated annually or as noted on the plan), and

annual reporting of such items as encompass ridership, miles driven, expenditure details, number of pupils transported, and more.

- What is the calculation for the additional 60%?
  - Take the prior year's total expenditures in function 3600, excluding capital outlay and nonagency expenditures, and multiply the total by 60%. Then subtract the prior year's transportation add-on (found on the LCFF calculator's summary page).
    - Example: 2023-24's transportation expenses equal $200,000 and the 2023-24 add-on (found on LCFF calculator) equals $90,000. $200,000 x 60% = $120,000 - $90,000 = $30,000 transportation reimbursement outside of the LCFF add-on.

- **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's Prop 98 minimum guarantee. This funding is going and requires tracking and reporting by fiscal year. Please review the Next Fiscal Year Manual's reference section on how to track the funds by project year as recommended by the CDE.

- **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 2023–24 to 2025–26 are as follows:

- 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 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 pupil counts used in the

LCFF Calculator should ***exclude*** TK students who turn 5 years old **after** June 2, 2024.

- Attendance for TK students turning five years old **after** the TK eligibility cut-off date only generates ADA for the purpose of funding **after** they turn five.

- **Early Enrollment Children**: With the Budget Act of 2024, the term early enrollment children was introduced, which is defined as a child whose 4th birthday will be between June 3 and September 1, inclusive, preceding the school year during which they are enrolled in a transitional kindergarten classroom. These early enrollment children may be enrolled in TK only if all the following criteria are met:
  - Must concurrently offer enrollment in California State Preschool Program, if the LEA operates CSPP
  - 10:1 ratio if the TK includes an early enrollment child
  - Prioritize the additional ECE qualifications, to the extent possible
  - TK class enrollment with an early enrollment must not exceed 20 students

- **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 the 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.

- **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 its 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 the 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, 2024, at the same meeting at which the LCAP is adopted.

- **One-Time Funding:**
  - Remember that stimulus and 2022-23 (e.g. Learning Recovery and Arts, Music, Instructional Material Discretionary Block Grants) funding are one-time in nature and should not be budgeted in the subsequent years of the MYP.
    - ***Reminder -Learning Recovery Emergency Block Grant – Trailer Bill released with January's Budget Proposal (likely to remain):*** The 2024-25 Governor's Budget proposals included updates to the Learning Recovery Emergency Block Grant. The Education Omnibus Trailer Bill proposes to amend Education Code Sections 32526, 52073.3, and 5207.5 and adds Ed Code Section 52064.4. The amendments would require evidence-based actions, needs assessments, and LCAP reporting. As proposed on July 1, 2024, LEAs shall develop a needs assessment regarding the use and expenditures of any unencumbered block grant funds. Additionally, Section 52064.4 adds that all funds received by the LEA pursuant to Section 32526 that are not encumbered as of July 1, 2024, shall be included in the LCAP for the period of July 1, 2025, through June 30, 2028. This would require identifying at least one metric to monitor the impact of each identified action(s)or service(s).

  - Plan expenditures according to spending deadlines and incorporate them into cash flow and MYP appropriately.
  - Utilize the reporting cycle information to update and keep the budget accurate.

One-Time Funding*	Resource Number	Spending deadline	Plan required

A-G Completion Improvement Grant Program	7412,7413	June 30, 2026	Plan required
American Rescue Plan - Homeless Children and Youth II (ARP-HCY II)	5634	September 30, 2024	No
Educator Effectiveness Block Grant	6766	June 30, 2026	Plan due by March 31, 2023
ESSER III	3213, 3214	September 30, 2024	Plans:
Expanded Learning Opportunities Grant	3218, 3219, 7425, 7426	September 30, 2024	Plan due by June 1, 2021
In-Person Instruction Grant	7422	September 30, 2024	No
Learning Recovery Block Grant	7435	June 30, 2028	No plan however, annual reporting is due
Literacy Coaches and Reading Specialists Grant Program	6211	2022-23's allocation June 30, 2027 2023-24's allocation June 30, 2028	Plan required
Art, Music, Instructional Material, Discretionary Block Grant	6762	June 30, 2026	Plan, deadline TBD
Expanded Learning Opportunities Program FY 2021-22	2600	June 30, 2024 (extended deadline approved with Budget Act 2024)	Plan required
Expanded Learning Opportunities Program FY 2022-23	2600	June 30, 2024	
Universal Prekindergarten Planning & Implementation Grant	6053	June 30, 2026	Plan required by 6/30/2022

*Not inclusive list – LEAs could have additional one-time funds to consider in their MYP

Please contact Sarah Lampenfeld or your SCOE Fiscal Advisor if you have questions, or need assistance/advice. We are here to assist LEAs however possible.

2024-25 Adopted Budget - Exhibit A - Dartboard

SSC School District and Charter School Financial Projection Dartboard
2024-25 May Revision

This version of School Services of California Inc. (SSC) Financial Projection Dartboard is based on the Governor's 2024-25 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. SSC relies 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	**2023-24**	**2024-25[1]**	**2025-26**	**2026-27**	**2027-28**
Department of Finance Statutory COLA	8.22%	1.07%	2.93%	3.08%	3.30%

LCFF GRADE SPAN FACTORS FOR 2024-25				
Entitlement Factors per ADA*	**TK-3**	**4-6**	**7-8**	**9-12**
2023-24 Base Grants	$9,919	$10,069	$10,367	$12,015
Statutory COLA of 1.07%	$106	$108	$111	$129
2024-25 Base Grants	$10,025	$10,177	$10,478	$12,144
Grade Span Adjustment Factors	10.4%	–	–	2.6%
Grade Span Adjustment Amounts	$1,043	–	–	$316
2024-25 Adjusted Base Grants[2]	$11,068	$10,177	$10,478	$12,460
Transitional Kindergarten (TK) Add-On[3]	$3,077	–	–	–

*Average daily attendance (ADA)

OTHER PLANNING FACTORS						
Factors		**2023-24**	**2024-25**	**2025-26**	**2026-27**	**2027-28**
California CPI		3.33%	3.10%	2.86%	2.87%	2.80%
California Lottery	Unrestricted per ADA	$177	$177	$177	$177	$177
	Restricted per ADA	$72	$72	$72	$72	$72
Mandate Block Grant (District)[4]	Grades K-8 per ADA	$37.81	$38.21	$39.33	$40.54	$41.88
	Grades 9-12 per ADA	$72.84	$73.62	$75.78	$78.11	$80.69
Mandate Block Grant (Charter)[4]	Grades K-8 per ADA	$19.85	$20.06	$20.65	$21.29	$21.99
	Grades 9-12 per ADA	$55.17	$55.76	$57.39	$59.16	$61.11
Interest Rate for Ten-Year Treasuries		4.32%	4.19%	3.76%	3.70%	3.70%
CalSTRS Employer Rate[5]		19.10%	19.10%	19.10%	19.10%	19.10%
CalPERS Employer Rate[5]		26.68%	27.05%	27.60%	28.00%	29.20%
Unemployment Insurance Rate[6]		0.05%	0.05%	0.05%	0.05%	0.05%
Minimum Wage[7]		$16.00	$16.50	$17.00	$17.40	$17.90

STATE MINIMUM RESERVE REQUIREMENTS FOR 2024-25	
Reserve Requirement	**District ADA Range**
The greater of 5% or $87,000	0 to 300
The greater of 4% or $87,000	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 250,000
1%	250,001 and higher

[1]Also applies to Equity Multiplier, Special Education, Child Nutrition, Youth in Foster Care, Mandate Block Grant, Adults in Correctional Facilities Program, Charter School Facility Grant Program, American Indian Education Centers and the American Indian Early Childhood Education Program.

[2]Additional 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.

[3]Funding 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.

[4]The 2025-26 rate does not factor in the impact of $25 million for the proposed training to support literacy screenings.

[5]California State Teachers' Retirement System (CalSTRS) and California Public Employees' Retirement System (CalPERS) rates are subject to change based on determination by the respective governing boards.

[6]Unemployment rate in 2024-25 is final, 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).

[7]Minimum wage rates are effective January 1 of the respective year.

CALIFORNIA COUNTY SUPERINTENDENTS

The Common Message

May Revision

BASC

Business and Administration Services Committee

Writers and Contributors

Topics		
Background & Introduction	Committee	
Key Guidance/May Revision	Scott Price, Riverside	Mike Simonson, San Diego
Local Control Funding Formula	Greg Medici, Sonoma	Peter Foggiato, San Joaquin
Attendance Recovery and Instructional Continuity	Greg Medici, Sonoma	Peter Foggiato, San Joaquin
Equity Multiplier	Colleen Stanley, Monterey	Liann Reyes, Santa Cruz
Learning Recovery Block Grant	Josh Schultz, Napa	Steve Torres, Santa Barbara
Arts and Music Block Grant	Josh Schultz, Napa	Steve Torres, Santa Barbara
A-G Completion Improvement Grant	CDE	DOF
Expanded Learning Opportunity Program (ELOP)	Josh Schultz, Napa	Shannon Hansen, San Benito
Planning Factors/MYPs	Nick Schweizer, Sacramento	Shannon Hansen, San Benito
Reserves / Reserve Cap	Lisa Rico, Tuolumne	Karen Kimmel, LACOE
Proposition 98 Risk Factors	Scott Price, Riverside	Mike Simonson, San Diego
Summary	Scott Price, Riverside	Mike Simonson, San Diego

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Sources

Association of California School Administrators
Ball / Frost Group, LLC
California Association of School Business Officials
California Collaborative for Educational Excellence
California Department of Education
California Department of Finance
California Public Employees' Retirement System
California State Teachers' Retirement System
California State Board of Education
California School Boards Association
California School Information Services
Capitol Advisors
Fiscal Crisis and Management Assistance Team
K-12 High Speed Network
National Forest Counties and Schools Coalition
School Services of California
Small School Districts' Association
WestEd

Sonoma County LEAs should read SCOE Biz Bulletin 24-19 dated May 16, 2024. Information included should be used in conjunction with the Common Message in preparation and submission of the LEA's 2024-25 Adopted Budget Report.

Background

Since May 2008, county office chief business officials have crafted common messages to give guidance to districts on assumptions for budget and interim reports. The goal of the Business and Administration Services Committee (BASC) is to provide county office chief business officials with a consistent message, based on assumptions used by the California Department of Finance (DOF), that can be used to provide guidance to school districts.

The BASC would like to thank the DOF, the State Board of Education, the California Department of Education (CDE) the Fiscal Crisis and Management Assistance Team (FCMAT), as well as our colleagues in education listed in the sources section, for providing BASC and our local educational agencies (LEAs) with the most up-to-date information at the time of writing.

Purpose: The BASC Common Message is intended as guidance and recommendations to county offices of education (COEs). Each COE will tailor the guidance to the unique circumstances of the LEAs in their county. Even within a county, COE guidance may vary considerably based on the educational, fiscal and operational characteristics of a particular district. Districts and other entities seeking to understand the guidance applicable to a particular LEA should refer to the information released by the COE in their county.

Key Guidance Based on Governor's May Revision

On May 10, 2024, Governor Gavin Newsom released the May Revision for the proposed 2024-25 State Budget. The deficit has been adjusted both up and down since his January Budget Proposal, recognizing further declines in state revenues and the Legislature's "early action solutions," resulting in the governor now projecting a $27.6 billion state deficit. The governor is addressing the state's challenges through reserve draw-downs, spending reductions, new revenue proposals, internal borrowing, funding delays, fund shifts, and deferrals.

Major funding provisions in the 2024-25 Governor's May Revision are as follows:

- The funded COLA to the Local Control Funding Formula (LCFF), special education and several other categorical programs outside the LCFF is 1.07 percent.
- The May Revision includes several proposals to address chronic absenteeism and lost instructional time, including the following (see Attendance Recovery and Instructional Continuity and Learning Recovery Emergency Block Grant below for further details):
    - Allowing attendance recovery time to be added to the attendance data submitted to the CDE, both for funding purposes and chronic absenteeism.
    - Requiring schools to give students access to remote instruction or support to enroll in a neighboring LEA when emergency school closures last five days or more.
    - Requiring schools to focus the use of unexpended Learning Recovery Emergency

Block Grant (LREBG) funds on actions to address the needs of students most affected by learning loss.

- No cost-of-living adjustment (COLA) is provided for the California State Preschool Program, pursuant to Chapter 41, Statutes of 2023. Instead, the budget maintains funding to implement the current negotiated agreement between the state and Child Care Providers United – California on rates paid to preschool and child care providers. These rates will be renegotiated for 2025-26.

- The May Revision proposes to pause the expansion of slots in the child care programs administered by the Department of Social Services (DSS). As a result, DSS has notified tentative 2024-25 General Child Care and Development Program (CCTR) expansion awardees that there is insufficient funding to support 2024-25 CCTR expansion awards under the May Revision proposal; that the DSS will not be issuing CCTR expansion contracts or awards until further notice; and that DSS will communicate any status changes in the future.

- An elimination of planned increased investments in the 2025-26 and 2026-27 fiscal years to fund preschool inclusivity. Providers will still be required to serve at least 5% of students with disabilities.

- The May Revision proposed an increase of $395 million to the Green School Bus Grant Program for the 2024-25 year and a reduction in the remaining out-year budget commitment to support this program, from $500 million to roughly $105 million. Approximately $254 million from unused Inclusive Early Education Expansion Program Grant and other unspent funds will be used to support this program.

- The reduction of $60.2 million in one-time support for the Golden State Teacher Grant Program. This reduction is subject to change as the DOF received updated program expenditure information after the release of the May Revision.

- The May Revision eliminates the $375 million proposed in the January Governor's Budget for the School Facility Program.

- The May Revision proposes to eliminate the $550 million that was planned for the California Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program in 2024-25. The Governor's Budget proposed delaying the $550 million to 2025-26, which was adopted as part of the budget early action in AB 106; the May Revision proposes eliminating the planned out-year investment.

Although the Governor's May Revision fully funds the COLA and avoids cuts to most ongoing education programs, LEAs should remain aware of the estimated $26.7 billion state budget deficit for the 2024-25 fiscal year. The May Revision addresses deficits through an $8.8 billion accounting shift (see Proposition 98 Risk Factors below) and a depletion of the $8.4 billion Public School System Stabilization Account (PSSSA). As a result, there is a risk of further state budget shortfalls that could result in cuts to education spending.

Moreover, many LEAs continue to experience chronic student absences, long-term declining

enrollment, and various cost pressures such as increased pension rates and energy costs. In addition, all remaining COVID-19 fiscal relief funding (e.g., Elementary and Secondary School Emergency Relief Fund and Expanded Learning Opportunities Grant) will expire on September 30, 2024. As a reminder, the Arts, Music and Instructional Materials Discretionary Block Grant and the Educator Effectiveness Block Grant expire on June 30, 2026, and the LREBG expires on June 30, 2028.

Finally, the cap on special education local plan area administrative costs included in the 2024 Budget Act was one-time and is not proposed to be extended into 2024-25.

Local Control Funding Formula

The Governor's Budget includes a 1.07% COLA to the LCFF. When combined with population adjustments and continued reliance on one-time funding, LCFF funding is approximately $629 million higher for the 2024-25 fiscal year.

To fully fund the LCFF and maintain the level of current-year apportionments, the May Revision proposes withdrawing approximately $5.8 billion from the Public School System Stabilization Account (PSSSA) for 2023-24 and another $2.6 billion for 2024-25. However, this was modified by the May 27, 2024, agreement between the Governor and the California Teachers Association (CTA); see Proposition 98 Risk Factors below.

Declining enrollment protection for school districts will continue, allowing districts to use the greater of current year, prior year, or average of the three most recent prior years' average daily attendance (ADA). Charter schools will continue to be funded based on current year ADA. All LEAs should continue to develop multiple financial projection scenarios using all available options to ensure they are prepared for both best- and worst-case budgets and are better able to adapt to economic uncertainty.

Attendance Recovery and Instructional Continuity

The Governor's Budget proposes statutory changes to allow school districts and classroom-based charter schools to provide attendance recovery opportunities to classroom-based students to make up for lost instructional time.

The intent behind the attendance recovery proposal is to (1) offset student absences and mitigate student learning loss, chronic absenteeism and related fiscal impacts to districts and classroom-based charter schools, and (2) provide attendance and instructional opportunities outside of the regular school day. The intent of the instructional continuity proposal is to facilitate continuity of learning during events that disrupt regular classroom instruction (e.g., emergencies). Highlights of the proposals are as follows:

Attendance Recovery

- In the May Revision, the governor proposed to delay implementation of the attendance recovery proposal until July 1, 2025.

- ADA recovery is capped at the lesser of the number of absences a student has accrued during the school year or 15 days and may be claimed in 15-minute increments of instruction when a student is under the immediate supervision and control of a certificated employee and engaged in educational activities that are substantially equivalent in quality and content to what the student would receive in their regular classroom.

- ADA is credited to a student as a full day of attendance once the student has met the minimum daily instructional minute requirement for their grade span.

- Attendance recovery may be offered before or after school, on weekends, or during intersessional periods, and it must be credited to the school year in which the attendance recovery program is operated.

- Expanded Learning Opportunity Program (ELOP) funds may be used if a certificated staff member of the district or charter school is providing instruction and that instruction is substantially equivalent in quality and content to what the pupil would otherwise receive as part of their regular classroom-based instructional program.

- Participation is not mandatory and shall be at the election of the student, parent, or guardian.

Instructional Continuity

- The proposed implementation date of the instructional continuity proposal is fiscal year 2024-25.

- An instructional continuity program is capped at 15 days per school year unless it is medically necessary or a student is unable to attend due to an emergency situation. The May Revision eliminates the broader exemption for students experiencing significant personal difficulties that directly affect their ability to attend school.

- Instructional content must be substantially equivalent to what a student would receive in their regular classroom-based instructional program.

- A signed parental agreement is required and can be initiated at any time.

Beginning in fiscal year 2025-26, the instructional continuity proposal removes the distinction between short-term and long-term independent study by striking the references to independent study being offered for more than 14 days or less than 15 days (e.g., written agreement timeline).

When submitting J-13A requests for school closures and material decreases in ADA that occur after July 1, 2025, LEAs must certify that, as part of instructional continuity, they offered all affected pupils in-person or remote instruction within the home LEA, or support to enroll in or be temporarily assigned to another LEA, no later than five calendar days after the first day of a school closure or material decrease in attendance.

- In fiscal year 2024-25, LEAs that submit a Form J-13A request are required to adopt a

plan to offer remote instruction through either an instructional continuity (IC) program or independent study within five calendar days of a school closure or material decrease in attendance.

Equity Multiplier and Local Accountability Plan

Equity multiplier funds are calculated based on school sites with prior year "nonstability rates" greater than 25 percent and prior year socioeconomically disadvantaged pupil rates of greater than 70 percent. Funding is allocated per unit based on the school site's total prior year adjusted cumulative enrollment.

- ***School site*** is defined as an individual school in an eligible LEA and does not include the district office.
- ***Nonstability Rate*** means the percentage of pupils who are either enrolled for less than 245 continuous days between July 1 and June 30 of the prior school year or who exited a school between July 1 and June 30 of the prior school year due to truancy, expulsion, or for unknown reasons and without stable subsequent enrollment at another school, as identified in the stability rate data file.
- ***Per-unit funding amount*** is based on total statewide eligible enrollment and the amount of funds available, as reported in the stability rate data file.

Statutory proposed **changes to the equity multiplier at the May Revise** include:

- The definition of a school site is clarified to exclude a district office from individual schools in an eligible LEA.

- An eligible school site shall not receive funding of less than fifty thousand dollars ($50,000); the May Revision adjusts this minimum funding amount by applying a COLA to this minimum.

- A school site deemed eligible based on prior-year data shall be deemed ineligible if the school site has closed in the year in which the funds are allocated.

- Unspent funds from any fiscal year provided to an LEA with a school site that has closed would be returned to the CDE. LEAs must report the total amount of unspent funds in accordance with instructions and forms prescribed and furnished by the superintendent of public instruction (SPI).

Learning Recovery & Arts and Music Block Grants

The January Governor's Budget proposed new restrictions on LREBG expenditures. The proposal would require that LREBG expenditures be evidence-based as defined in federal law, and that they be based on a formal needs assessment that identifies the students who most need learning recovery. It targets services toward those students.

The May Revision eliminates the reference to these new provisions applying to unencumbered funds as of July 1, 2024, and instead clarifies that the new requirements apply to the use and expenditure of LREBG funds for the 2025-26, 2026-27 and 2027-28 school years. The LREBG

needs assessment and planned expenditures would need to be included in the local control and accountability plan (LCAP) for July 1, 2025, through June 30, 2028. The CDE would be required to update the LCAP instructions accordingly by January 31, 2025.

Arts, Music & Instructional Materials Discretionary Block Grant (AMIMDBG)

The May Revision makes one technical adjustment to the AMIMDBG. Current law states that these funds are "available for encumbrance through June 30, 2025." The May Revision changes the code to state that the funds are "available for expenditure through June 30, 2026." In addition, the proposed change states that LEAs must report final expenditures to the CDE by September 30, 2026, and provides a mechanism for the CDE to collect any unexpended grant funds.

A-G Completion Improvement Grant

The May Revision makes one technical adjustment to the A-G Completion Grants. Current law states that these funds are "available for **encumbrance or expenditure** through June 30, 2026." The May Revision changes the code to state that the funds are "available for **expenditure** through June 30, 2026." The May revision also added a requirement for LEAs to report final expenditures to the CDE by September 30, 2026, and provides a mechanism for the CDE to collect any unexpended grant funds.

Expanded Learning Opportunities Program

The May Revision proposes new expenditure deadlines for both prior year ELOP funds and for future ELOP allocations. Under the proposal, any encumbered 2021-22 and 2022-23 ELOP funds must be expended by September 30, 2024. In addition, starting with the 2023-24 ELOP allocation, LEAs will have two fiscal years to expend the funds, meaning that the 2023-24 allocation would have to be expended by June 30, 2025, and the 2024-25 allocation would have to be expended by June 30, 2026, etc. Any funds not expended by the applicable deadline "shall be returned to the state." Finally, there is legislative intent language that specifies, starting in 2025-26, "school districts and charter schools shall annually declare their operational intent to run the Expanded Learning Opportunities Program," meaning that LEAs will need to opt in to the program to receive funding starting in 2025-26 if this intent language becomes law.

Planning Factors for 2024-25 and MYPs

Key planning factors for LEAs to include in their 2024-25 adopted budgets and multiyear projections (MYPs) based on the latest information available are listed below.

Planning Factor	2024-25	2025-26	2026-27

Cost of Living Adjustment (COLA)			
LCFF COLA	1.07%	2.93%	3.08%
Special Education COLA	1.07%	2.93%	3.08%
Employer Benefit Rates			
CalSTRS	19.10%	19.10%	19.10%
CalPERS-Schools	27.05%	27.60%	28.00%
State Unemployment Insurance	0.05%	0.05%	0.05%
Lottery			
Unrestricted per ADA	$177	$177	$177
Proposition 20 per ADA	$72	$72	$72
Minimum Wage	$16.50[1]	$17.00[2]	$17.40[3]
Universal Transitional Kindergarten/ADA LCFF add-on for the 12-to-1 student-to-adult ratio[4]	$3,077	$3,167	$3,264
Mandated Block Grant			
Districts			
K-8 per ADA	$38.21[5]	$39.33[5,6]	$40.54[5,6]
9-12 per ADA	$73.62	$75.78[6]	$78.11[6]
Charters			
K-8 per ADA	$20.06[5]	$20.65[5,6]	$21.29[5,6]
9-12 per ADA	$55.76	$57.39[6]	$59.16[6]

[1]Effective January 1, 2025.
[2]Effective January 1, 2026.
[3]Effective January 1, 2027.
[4]This ratio will decrease to 10-to-1 in 2025-26.
[5]These rates do not include the $25 million proposed in the Governor's Budget for the cost of training to support mandated literacy screenings.
[6]These rates are calculated based on preliminary COLA projections.

Reserves and Reserve Cap

According to the SPI's letter, distributed on March 7, 2024, "the statutory limitation on school district reserves continues to be in effect for the 2024–25 budget period, pursuant to Education Code (EC) Section 42127.01(e)".

The Governor's May Revision includes significant withdrawals from the PSSSA, which serves as the state's budget reserve for K-14 schools. Specifically, there are proposed withdrawals of $5.8 billion in 2023-24 and $2.6 billion in 2024-25. Under the proposed revised budget, the PSSSA balance for 2023-24 is projected to be $2.6 billion, which would make the reserve cap inoperative for 2024-25.

However, since the state budget will not be adopted until after district budgets are adopted, districts are advised to adhere to the 10 percent cap during this original budget cycle. After the state budget is approved, if the PSSSA withdrawals are enacted as outlined, the 10 percent reserve cap may be lifted at the 45-day budget revision.

Proposition 98 Risk Factors

On May 27, 2024, the governor and the CTA reached an agreement that would withdraw the accounting shift proposed in the May Revision and replace it with an alternative solution that changes the scoring of Proposition 98, suspends Proposition 98 in the current year, and adds a maintenance factor to be paid back to education in the future. The Legislature must either concur with this agreement or negotiate an alternate solution.

LEAs should be aware of the following risks if the proposed alternative solution is accepted:

- Cash deferrals. For example, possibly deferring the June 2025 apportionment to July 2025.
- Maintenance factor repaid through a restricted program.
- Possible reductions to existing programs or reductions in expansions to existing programs.
- The possible rescinding of unallocated grants.
- Creating a long-term obligation to education that could lead to future reductions.

How we got to this point

California revenues depend on three major tax revenue sources: sales, corporate, and personal. Of the three tax types, personal income tax is the most volatile. Over the last several years, California has seen significant revenue volatility, which resulted in the 2021 and 2022 budget acts showing higher growth assumptions than achieved, creating a misalignment between expenditures and revenues.

In 2022-23 and 2023-24, the revenue shortfall resulted in an $8.8 billion overpayment of Proposition 98. To address the overpayment, in January and May the governor proposed an

accounting shift. In essence, the governor's proposal financed payments it had already made to schools by creating internal borrowing that would be repaid in future years. The repayment would have been recognized gradually over five years, beginning in 2025-26. The May 27, 2024 agreement with CTA changes this approach.

Summary

This edition of the Common Message gives LEAs data and guidance for fiscal planning and for developing their 2024-25 budget and multiyear projection. The information provided for fiscal year 2024-25 and beyond includes the latest known proposals and projections to assist with multiyear planning. LEAs face near- and long-term challenges, including risks to the state revenue forecast, reduced ADA due to higher student absence rates, inflationary pressures including pension rate increases, expiring one-time funds, and declining enrollment. Because each LEA has unique funding and program needs, it remains essential that each LEA continually assess its individual situation, work closely with its COE, and plan accordingly to maintain fiscal solvency and educational program integrity.

2024-25 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

700 Watertrough Rd. | Sebastopol, CA 95472 | **tel** (707) 823-0871 | **fax** (707) 823-5832 | www.twinhillsusd.org

2024-25 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	**24-25 Budget**	SACS combines Funds 01 and 03 Objects 9780/9789/9790
01	General Fund	$2,731,749.00	Form 01 Unrestricted Fund Balance @ 6/30/24 - $5,000 revolving cash
17	Special Reserve Fund for Other Than Capital Outlay Projects	$325,274.00	Form 17 - include estimated interest (rounded)
	Total Assigned and Unassigned Ending Fund Balances	$3,057,023.00	
	Reserve Standard Percentage Level as defined by Criteria and Standards	4%	Criteria and Standards - Form 01CS Line 10B-4
	Less District's Reserve Standard as defined by Criterial and Standards	$410,768.00	Criteria and Standards - Form 01CS Line 10B-7
	Remaining Balance to Substantiate Need	$2,646,255.00	

Reasons for Assigned and Unassigned/Unappropriated Fund Balances in Excess of Minimum Reserve for Economic Uncertainties				
Form	**Fund**	**24-25 Budget**		**Description of Need**
01	General Fund (Assigned)	$1,283,062.00		Amount to comply w/BP3100, 17% reserve (also recommended by GFOA) $1,693,830- standard 4% $410,768
01	General Fund (Assigned)	$40,000.00		West Count JPA: Special Education
01	General Fund (Assigned)	$30,000.00		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)	$427,146.00		Fund Balance support: F09 (OV) to maintain 17% reserve
01	General Fund (Assigned)	$394,032.00		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)	($1,353,259.00)	**	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	$325,274.00		Volatile State revenues/funding for schools, cash to cover deferrals
	Total of Substantiated Needs	$2,646,255.00		
	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

Orchard View Charter, SunRidge Charter, Funds 12-40 on Page 2

2024-25 **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	24-25 Budget	Description of Need
D53 09	Orchard View Charter (Assigned)	$491,075.00	Amount required to comply w/BP3100, 17% reserve
09	Orchard View Charter (Assigned)	($427,146.00)	Required amount not available, SEE amount Assigned in Fund 01
Equals =	Total of Assigned Fund Balances D53/Fund 09	$63,929.00	Unrestricted Ending Fund Balance for Reserve (See Note)

SunRidge Charter D21 Fund 09

Form	Fund	24-25 Budget	Description of Need
D21 09	SunRidge Charter (Assigned)	$621,665.00	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)	($394,032.00)	Required amount not available, SEE amount Assigned in Fund 01
Equals =	Total of Assigned Fund Balances in D21	$245,633.00	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.

Funds 12 through 40

Form	Fund	24-25 Budget	Description of Need
12	After School Program	$151,891.00	Fee based fund: To be used for and by this program only
Equals =	Total of Assigned Fund Balances in Fund 12	$151,891.00	
20	Post Employment Benefits	$464,118.00	Set aside for unfunded liabilities (CRSP Pensions/Cash Buy-outs)
Equals =	Total of Assigned Fund Balances in Fund 20	$464,118.00	
21	Bond Building Fund	$166,766.00	Measure M Projects only
Equals =	Total of Assigned Fund Balances in Fund 21	$166,766.00	
40	Special Reserve for Capital Outlay Projects	$99,891.00	For large projects or capital equipment purchases
Equals =	Total of Assigned Fund Balances in Fund 40	$99,891.00	

2024-25 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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2024-25 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**	SACS combines Funds 01 and 03 Objects 9780/9789/9790
01	General Fund	$2,292,457.00	Unrestricted Fund Balance - Revolving Cash
17	Special Reserve Fund for Other Than Capital Outlay Projects	$334,274.00	Form 17 - include estimated interest
	Total Assigned and Unassigned Ending Fund Balances	$2,626,731.00	
	Reserve Standard Percentage Level as defined by Criteria and Standards	4%	Criteria and Standards - Form 01CS Line 10B-4
	Less District's Reserve Standard as defined by Criterial and Standards	$402,146.00	Criteria and Standards - Form 01CS Line 10B-7
	Remaining Balance to Substantiate Need	$2,224,585.00	

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)	$1,251,604.00		Amount to comply w/BP3100, 17% reserve (also recommended by GFOA) $1,653,750 - standard 4% $402,146
01	General Fund (Assigned)	$40,000.00		West Count JPA: Special Education
01	General Fund (Assigned)	$30,000.00		West Count JPA: Transportation
01	General Fund (Assigned)	$0.00		Fund Balance support: F03 to maintain 17% reserve net, amount of $319,652 is included above
01	General Fund (Assigned)	$451,097.00		Fund Balance support: F09 (OV) to maintain 17% reserve
01	General Fund (Assigned)	$456,233.00		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)	($1,838,623.00)	**	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 / No expense reductions
17	Special Reserve Fund for Other Than Capital Outlay Projects	$334,274.00		Volatile State revenues/funding for schools
	Total of Substantiated Needs	$2,224,585.00		
	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)	$488,320.00	Amount required to comply w/BP3100, 17% reserve
09	Orchard View Charter (Assigned)	($451,097.00)	Required amount not available, SEE amount Assigned in Fund 01
Equals =	Total of Assigned Fund Balances D53/Fund 09	$37,223.00	Unrestricted Ending Fund Balance for Reserve (See Note)

SunRidge Charter D21 Fund 09

Form	**Fund**	**2025-26 Budget**	**Description of Need**
D21 09	SunRidge Charter (Assigned)	$628,545.00	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)	($456,233.00)	Required amount not available, SEE amount Assigned in Fund 01
Equals =	Total of Assigned Fund Balances in D21	$190,312.00	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.

2024-25 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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2024-25 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.

2026-27

Apple Blossom/ District/ Twin Hills Charter Middle School D53 Funds 01+03

Combined Assigned and Unassigned/Unappropriated Fund Balances			
Form	SACS Fund 01	**2026-27 Budget**	SACS combines Funds 01 and 03 Objects 9780/9789/9790
01	General Fund	$1,850,669.00	Unrestricted Fund Balance - Revolving Cash
17	Special Reserve Fund for Other Than Capital Outlay Projects	$343,274.00	Form 17 - include estimated interest
	Total Assigned and Unassigned Ending Fund Balances	$2,193,943.00	
	Reserve Standard Percentage Level as defined by Criteria and Standards	4%	Criteria and Standards - Form 01CS Line 10B-4
	Less District's Reserve Standard as defined by Criterial and Standards	$409,488.00	Criteria and Standards - Form 01CS Line 10B-7
	Remaining Balance to Substantiate Need	$1,784,455.00	

Reasons for Assigned and Unassigned/Unappropriated Fund Balances in Excess of Minimum Reserve for Economic Uncertainties				
Form	**Fund**	**2026-27 Budget**		**Description of Need**
01	General Fund (Assigned)	$1,272,697.00		Amount to comply w/BP3100, 17% reserve (also recommended by GFOA) $1,682,185 - standard 4% $409,488
01	General Fund (Assigned)	$40,000.00		West Count JPA: Special Education
01	General Fund (Assigned)	$30,000.00		West Count JPA: Transportation
01	General Fund (Assigned)	$0.00		Fund Balance support: F03 to maintain 17% reserve net, amount of $304,950 is included above
01	General Fund (Assigned)	$448,921.00		Fund Balance support: F09 (OV) to maintain 17% reserve
01	General Fund (Assigned)	$493,146.00		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)	($2,343,583.00)	**	Assignment adjustment: Negative amount indicates that some of the above assignments will be reduced by this amount
01	General Fund (Assigned)	$100,000.00		COVID19 Legal for Distance Learning / No expense reductions
17	Special Reserve Fund for Other Than Capital Outlay Projects	$343,274.00		Volatile State revenues/funding for schools, cash to cover deferrals
	Total of Substantiated Needs	$1,784,455.00		
	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**	**2026-27 Budget**	**Description of Need**
D53 09	Orchard View Charter (Assigned)	$496,490.00	Amount required to comply w/BP3100, 17% reserve
09	Orchard View Charter (Assigned)	($448,921.00)	Required amount not available, SEE amount Assigned in Fund 01
Equals =	Total of Assigned Fund Balances D53/Fund 09	$47,569.00	Unrestricted Ending Fund Balance for Reserve (see Note)

SunRidge Charter D21 Fund 09

Form	**Fund**	**2026-27 Budget**	**Description of Need**
D21 09	SunRidge Charter (Assigned)	$634,055.00	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)	($493,146.00)	Required amount not available, SEE amount Assigned in Fund 01
Equals =	Total of Assigned Fund Balances in D21	$158,909.00	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.

Twin Hills School District

APPLE BLOSSOM | K-5
ORCHARD VIEW | K-12
SUNRIDGE | K-8
TWIN HILLS | 6-8

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LCFF Key Words and Phrases

ADA by grade span: Grade spans are TK-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.

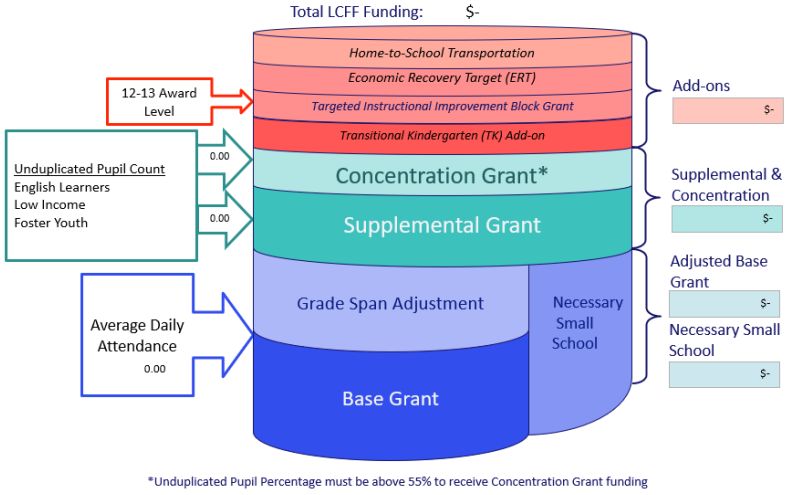
Target Entitlement: Amount at full funding.

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 TK-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.



*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

Twin Hills School District

APPLE BLOSSOM | *K-5*
ORCHARD VIEW | *K-12*
SUNRIDGE | *K-8*
TWIN HILLS | *6-8*

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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 includes as a goal: "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 and declining 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.

Agenda Item # 8
06/27/24

Twin Hills School District

APPLE BLOSSOM | K-5
ORCHARD VIEW | K-12
SUNRIDGE | K-8
TWIN HILLS | 6-8

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DEFERRED MAINTENANCE FUNDING TRANSFER 2024-25

Prior to the state budget crisis many years ago, Deferred Maintenance and Extreme Hardship Funding were restricted dollars deposited directly to Fund 14. We received 100% of our Extreme Hardship Funding the year the state began calculating LCFF and rolling the categorical dollars into that calculation. Since the state considers them categorical, we continue to receive Deferred Maintenance dollars based on the LCFF funding mechanism. These funds are received in the general fund (Fund 01) and are unrestricted. This District has made the decision to transfer these specific types of funds to Fund 14. These funds are spent based on a specific list of facility and maintenance projects approved by the Board.

This is a formal request to transfer from Fund 01 to Fund 14 the unrestricted dollar amount of $50,000 to be used for deferred maintenance. This reduced amount is based on updated district priorities. These funds are considered committed.

Approved at the regular June 27, 2024 board meeting:

Motion by Trustee: _____

Second by Trustee: _____

AYES: _____	Terry Beck	_____
	Jeff Harding	_____
NOES: _____	Rebecca Houghton	_____
	John Moise	_____
ABSENT/	Michael Ost	_____
ABSTAIN:_____		

Dated this 27th day of June, 2024: _____
Clerk/President of the Governing Board

Agenda Item #9

Twin Hills Union School District
Orchard View School
2024-2025 School Year Calendar

July

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

(10)

September

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

(20)

October

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

(23)

November

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

(14)

December

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

(15)

January

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

(18)

February

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

(18)

March

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

(16)

April

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

(20)

May

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

(21)

June

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 4	Independence Day
August 12	Teacher Workday- Professional Development
August 13 - 16	Teacher Workdays
August 19	First Student Day
September 2	Labor Day
November 1	Teacher Workday - Professional Development
November 11	Veterans' Day Observed
November 25 - 29	Thanksgiving Break
December 23 - January 3	Winter Break
January 6	Teacher Workday - Professional Development
January 20	Martin Luther King Jr. Day
February 14	Lincoln's Day Observed
February 17	President's Day Observed
March 17- 21	Spring Break
April 17	Local Holiday- (for emergencies)
April 18	Local Holiday- (for emergencies)
May 26	Memorial Day Observed
May 30	Last Student Day
June 2-5	Teacher Workdays

Holiday = □

First Student Day = ○

Last Student Day = △

Teacher Workdays (186) = _____

Total Student Days: 175

Board adopted: _____

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2023-24

Name: Twin Hills USD: Apple Blossom School
CDS Code: 49-70961
Allocation Year: 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded.
No expenses 2023-24

2. Number of full-time equivalent teachers (certificated).	0.00
3. Number of full-time equivalent personnel (classified).	0.00
4. Number of full-time equivalent teaching aides.	0.00
5. Number of students serviced.	00
6. Number of school sites providing arts education.	0
Date of Approval by Governing Board/Body	06/27/24

Annual Report Data URL

URL: https://www.twinhillsusd.org/about-our-district/state-reports

Completed By: Patty Nosecchi
Title: Business Manager
Email: pnosecchi@twinhillsusd.org
Telephone: 707-823-0871

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2023-24

Name: THUSD: Twin Hills Charter Middle School
CDS Code: 49-70961-6052302
Charter School Number: 0904
Allocation Year: 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded.
No expenses 2023-24

2. Number of full-time equivalent teachers (certificated).	0.00
3. Number of full-time equivalent personnel (classified).	0.00
4. Number of full-time equivalent teaching aides.	0.00
5. Number of students serviced.	00
6. Number of school sites providing arts education.	0
Date of Approval by Governing Board/Body	06/27/24

Annual Report Data URL

URL: https://www.twinhillsusd.org/about-our-district/state-reports

Completed By: Patty Nosecchi
Title: Business Manager
Email: pnosecchi@twinhillsusd.org
Telephone: 707-823-0871

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2023-24

Name: THUSD: Orchard View School
CDS Code: 49-70961-4930319
Charter School Number: 0310
Allocation Year: 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded.
No expenses 2023-24

2. Number of full-time equivalent teachers (certificated).	0.00
3. Number of full-time equivalent personnel (classified).	0.00
4. Number of full-time equivalent teaching aides.	0.00
5. Number of students serviced.	00
6. Number of school sites providing arts education.	0
Date of Approval by Governing Board/Body	06/27/24

Annual Report Data URL

URL: https://www.twinhillsusd.org/about-our-district/state-reports

Completed By: Patty Nosecchi
Title: Business Manager
Email: pnosecchi@twinhillsusd.org
Telephone: 707-823-0871

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2023-24

Name: THUSD: SunRidge School
CDS Code: 49-70961-4930350
Charter School Number: 0481
Allocation Year: 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded.
SunRidge School has several enrichment programs and in previous years has had a music instructor for only a few hours a week, with Prop 28 the amount of time per week has been increased. A few musical instruments (violins) were purchased for the music program this year.

2. Number of full-time equivalent teachers (certificated).	0.00
3. Number of full-time equivalent personnel (classified). 2022-23 FTE .20, added FTE for 2023-24 .05	0.25
4. Number of full-time equivalent teaching aides.	0.00
5. Number of students serviced.	All
6. Number of school sites providing arts education.	1
Total amount spent for the music program during 2023-24	$4,921
Date of Approval by Governing Board/Body	06/27/24

Annual Report Data URL

URL: https://www.twinhillsusd.org/about-our-district/state-reports

Completed By: Patty Nosecchi
Title: Business Manager
Email: pnosecchi@twinhillsusd.org
Telephone: 707-823-0871

E 6153 (1)

TWIN HILLS UNION SCHOOL DISTRICT
FIELD TRIP CHECKLIST

To be completed and returned to the Principal/Director at least two (2) weeks prior to the proposed field trip

TEACHER TO COMPLETE AND RETURN:

1. TEACHER'S NAME Heather Colley-Sereano CLASSES INVOLVED 5th
DATE OF FIELD TRIP 9/11-9/13/24 ALTERNATE DATE _____ # OF STUDENTS 28
DESCRIPTION/DESTINATION Lassen Volcanic National Park
~~Geology + Mineralogy~~
CORRELATION WITH SUBJECT MATTER BEING STUDIED (Attach a copy of your lesson plan detailing activities to be presented before and after the field trip):
Geology + Mineralogy

DEPARTURE TIME: 8:30 AM 9/11 RETURN TIME: 6PM on 9/13

2. INFORMATIONAL LETTER/PERMISSION NOTE: Develop an informational letter using District form E 6153 (2) as a guideline. Obtain approval from the school principal and attach completed District provided permission form E 6153 (3) and send home.

-COLLECT ALL PERMISSION NOTES (Keep on file until June).

-I HAVE ENCOURAGED PARENTS OF CHILDREN WHO ARE ALLERGIC TO BEE STINGS OR INSECT BITES OR ON MEDICATION TO ATTEND THE FIELD TRIP (YES)/NO

-I KNOW WHERE THE FIELD TRIP FIRST AID KIT AND MY STUDENT HEALTH PROBLEMS SUMMARY ARE LOCATED AND WILL TAKE EACH ALONG ON THE FIELD TRIP (YES)/NO

3. TRANSPORTATION WILL BE BY: (check mode below)
___DISTRICT SCHOOL BUS (THIS DATE HAS BEEN CLEARED WITH BUS SUPERVISOR YES/NO
___OTHER SCHOOL BUS
✓ PRIVATE VEHICLE
___CHARTER BUS (I HAVE COMPLETED THE CHARTER BUS CHECKLIST E 6153 (5) YES/NO
___WALKING

4. NAME(S) OF CHAPERONE(S) Shawn Headley, Julianna Rosengrant, Jillian Horton, Camille Kirchman, ~~Kristanie Norton~~, Diana Payne, Brian Weiser-Antis, Mr. Norton, Eleni Deitz

5. COST OF TRANSPORTATION: Included in → COST TO STUDENTS: $130

6. DATE SUBMITTED TO PRINCIPAL/DIRECTOR: 6/11/24

7. CALENDAR: AFTER ADMINISTRATIVE APPROVAL, I WILL WRITE THE DATE, TIME, AND DESTINATION ON THE OFFICE SCHOOL CALENDAR.

8. INFORM ALL AFFECTED SPECIALTY TEACHERS (Gardening, Games, Choir, Music, RSP, Handwork, Woodwork and Exploratory Classes) of date and time.

9. INFORM ALL AFFECTED DISTRICT PERSONNEL (SP.ED, Adaptive P.E., Speech, O.T.) of date and time.

PRINCIPAL/DIRECTOR TO COMPLETE:

PRINCIPAL/DIRECTOR'S RECOMMENDATION: **APPROVE/DENY**
SIGNATURE: _____ DATE: 6/14/24

Ms. Colby's Lassen Volcanic National Park Field Trip Itinerary Sept. '24

Wednesday, September 11, 2024

- 7:25 Arrive at school to load gear
- 8:30 Depart from school in chaperone vehicles
  Rest Area (Maxwell Rest Area – between Williams and Willows, 130 miles)
- 12:30 Stop for snack and play at Sundial Bridge in Redding
- 2:00 Arrive at Lassen Park, go to Loomis Museum
- 3:00 Check in to cabins (can't check in until 3:00pm)
- 4:00 Hike Lily Pond Interpretive Trail/ around Lake Manzanita (easy 1 ½ ml hike)
- 5:30 Dinner
- 8:00 Prepare for bed /Reading in bed
- 9:00 Lights out

Thursday, September 12, 2024

- 6:30 Everyone wakes up and gets ready; breakfast and lunch prep
- 7:15 Breakfast
- 9:00 Ranger talk at visitor's center
- 10:00 Depart for Cinder Cone (1 hour drive) (Eat snack on the way.)**Put extra water in cars!
- 10:00 3 hour hike (Lunch at the top)
- 1:15 Drive to Subway Caves (45 min drive) (Great to go to the heights of the cinder cone to depths of the caves)
- 2:00 Arrive at Subway Caves
- 5:00 Dinner prep and dinner
- 8:00 Prepare for bed
- 9:00 Lights out

Friday, September 13, 2024

- 6:30 Everyone wakes up and gets ready; breakfast and lunch prep and pack up.
- 7:30 Breakfast (And put extra water in cars!)
- 9:45 Bumpass Hell (40 mile drive) 3 hour round trip hike to geothermal areas (Eat snack)
- 1:00 Lava Tubes and eat lunch
  1:45 – Head home

Friday, September 16, 2016

- 6:30 Everyone wakes up and packs up before eating (have lunch making accessible in ice chests)
- 7:30 Breakfast
  Pack cars make sure everyone has water bottles full.
- 9:00 Hike Devastated Area Interpretative Trail (20 min drive - 30 minute hike, paved trail)
- 11:00 Drive home (Stop at rest areas on the way home – we will decide as a group)
- 6-7:00 Return to SunRidge .....depending on traffic

Expected Cost of 2024-25 Lassen Trip

Manzanita Cabins in Lassen Volcanic State Park – $1,200

Gas for 8 vehicles - $700

Ranger Program fees - $220

Food – $1,520

Approximate cost – $3,640 / 28 students = $130 per student

TWIN HILLS UNION SCHOOL DISTRICT
FIELD TRIP CHECKLIST

To be completed and returned to the Principal/Director at least two (2) weeks prior to the proposed field trip

TEACHER TO COMPLETE AND RETURN:

1. TEACHER'S NAME Mark Quirt CLASSES INVOLVED 8th
   DATE OF FIELD TRIP 9/30/24 - 10/4/24 ALTERNATE DATE _____ #OF STUDENTS 12
   DESCRIPTION/DESTINATION Yosemite - Nature Bridge

   CORRELATION WITH SUBJECT MATTER BEING STUDIED (Attach a copy of your lesson plan detailing activities to be presented before and after the field trip):
   A culminating trip that embraces the overall Waldorf values that have shaped the students' educational journey

   DEPARTURE TIME: 8:30 AM RETURN TIME: 3:30 PM

2. INFORMATIONAL LETTER/PERMISSION NOTE: Develop an informational letter using District form E 6153 (2) as a guideline. Obtain approval from the school principal and attach completed District provided permission form E 6153 (3) and send home.

   -COLLECT ALL PERMISSION NOTES (Keep on file until June).

   -I HAVE ENCOURAGED PARENTS OF CHILDREN WHO ARE ALLERGIC TO BEE STINGS OR INSECT BITES OR ON MEDICATION TO ATTEND THE FIELD TRIP **YES/NO**

   -I KNOW WHERE THE FIELD TRIP FIRST AID KIT AND MY STUDENT HEALTH PROBLEMS SUMMARY ARE LOCATED AND WILL TAKE EACH ALONG ON THE FIELD TRIP **YES/NO**

3. TRANSPORTATION WILL BE BY: (check mode below)
   ___DISTRICT SCHOOL BUS (THIS DATE HAS BEEN CLEARED WITH BUS SUPERVISOR **YES/NO**
   ___OTHER SCHOOL BUS
   X PRIVATE VEHICLE
   ___CHARTER BUS (I HAVE COMPLETED THE CHARTER BUS CHECKLIST E 6153 (5) **YES/NO**
   ___WALKING

4. NAME(S) OF CHAPERONE(S) Miguel Castillo, Deidra Warner, Andrea +1 medical chaperone

5. COST OF TRANSPORTATION: TBD COST TO STUDENTS: $250

6. DATE SUBMITTED TO PRINCIPAL/DIRECTOR: June 6, 2024

7. CALENDAR: AFTER ADMINISTRATIVE APPROVAL, I WILL WRITE THE DATE, TIME, AND DESTINATION ON THE OFFICE SCHOOL CALENDAR.

8. INFORM ALL AFFECTED SPECIALTY TEACHERS (Gardening, Games, Choir, Music, RSP, Handwork, Woodwork and Exploratory Classes) of date and time.

9. INFORM ALL AFFECTED DISTRICT PERSONNEL (SP.ED, Adaptive P.E., Speech, O.T.) of date and time.

PRINCIPAL/DIRECTOR TO COMPLETE:

PRINCIPAL/DIRECTOR'S RECOMMENDATION: ~~APPROVE~~/DENY
SIGNATURE: Mark Quirt DATE: 6-11-24

TWIN HILLS UNION SCHOOL DISTRICT
FILED TRIP PERMISSION FORM

SUNRIDGE SCHOOL
7285 Hayden Ave
Sebastopol, CA 95472

Date 6-11-24

My child, _____, has permission to go with the 8th grade class under the supervision of the sponsoring teacher to visit Yosemite on 9-30-10-4, 2024

Departure Time: 8:30

Place: School

Returning Time: 3:30

Transportation by: Car

Cost to students: $250

I can/cannot (circle one) help as a chaperone.*

In case of emergency, I can be reached by telephone at #_____.
If I am unavailable or time is of the essence, I authorize my son/daughter be taken to the nearest medical facility to receive emergency treatment.

My child's doctor is _____,phone#_____.

*My child is/is not (circle one) on special medication.
*My child does/does not (circle one) require and EPI pen.
*My child is/is not (circle one) allergic to bee stings or insect bites. (if yes to any of the above, you are encouraged to attend; if you cannot attend, please include written instructions on this form).

NOTE: 1) Twin Hills Union School District does not provide student health insurance. However, I may contact the school office for information regarding a low cost student insurance plan offered through a private company.
2) Twin Hills Union School District expects responsible behavior from each student to, from, and during field trip activity.

_____
Signature of Parent or Guardian

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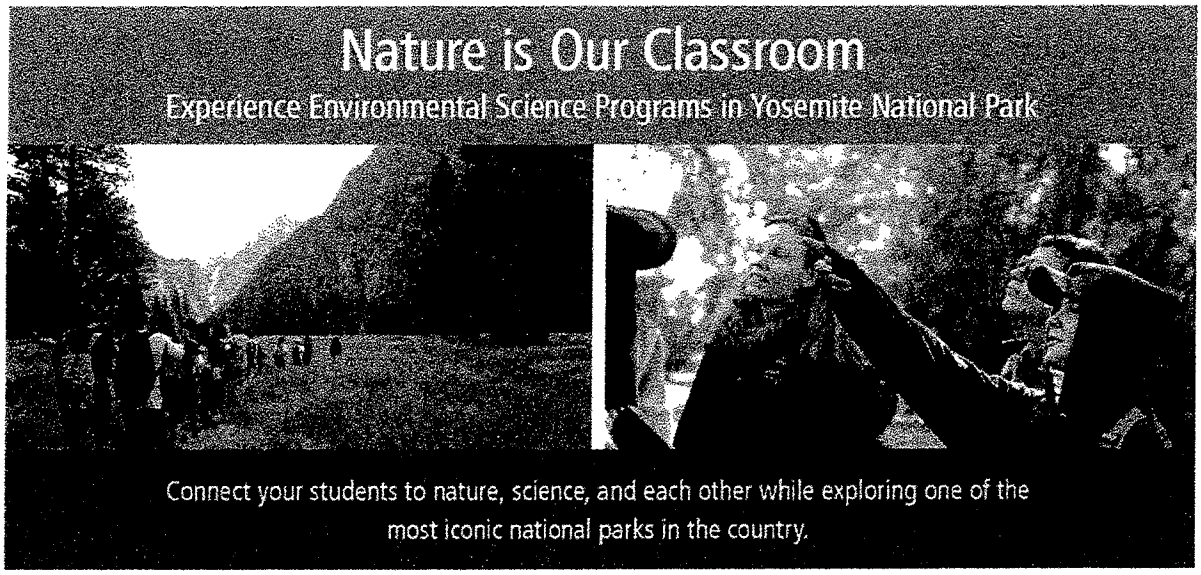

Sense of Place: Students spend their days on trail, exploring the deep valleys, grand meadows, and sequoia forests of Yosemite. Students sleep in tent cabins in Yosemite Valley or dormitories at Crane Flat.

Interconnections: NatureBridge educators guide students through hands-on science investigations augmented by activities incorporating team building, group challenges, art, writing, and math. Students develop tools and hone their perspectives in ways that help them relate their national park experiences back to their home communities.

Stewardship: Students realize their actions impact the world, and are inspired to care for their environment and home communities.

Outcomes: Students experience personal growth, build interpersonal skills, and engage in academic content that supports Common Core, NGSS Standards, and the California Blueprint for Environmental Literacy.

"*My students were awed by the natural beauty of Yosemite and our NatureBridge educators. They brought them to new, exciting, challenging, and quiet experiences that connected their hearts to the environment and each other.*"

—Elisa C., Teacher at Mariposa School of Global Education, attending NatureBridge since 2014

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Sample 5-day/4-night Yosemite Valley Program for Middle School

In a 5-day Yosemite Valley itinerary, students will stay in Half Dome Village with room and board supplied by Yosemite Hospitality, LLC. Each day will approximately follow the itinerary below.

SAMPLE DAY	
Approximate Time	**Activity**
6:30 - 7:15 a.m.	Wake up in Half Dome Village heated tent cabins
7:15 - 8:00 a.m.	Breakfast in the Half Dome Village Dining Pavilion
8:30 - 9:00 a.m.	Morning meeting with all students, chaperones, and NatureBridge educators
8:30/9:00 a.m. - 3:30/4:30 p.m.	Small group instructional day with NatureBridge environmental science educators
4:00 - 6:00 p.m.	Recreation time supervised by chaperones/ other school administration and faculty
5:00 - 6:00 p.m.	Dinner in the Half Dome Village Dining Pavilion
7:00 - 8:00 pm or 8:00 - 9:00 pm	Evening program - Locations and content vary based on weather, staff availability, and school objectives and requests
9:00 - 10:00 pm	Quiet hours and bedtime

Each day, students will depart from Half Dome Village with their NatureBridge environmental science educator at approximately 8:30/9:00 a.m., spend the entire day exploring nature's classroom, and return to Half Dome Village between 3:30 and 4:30 p.m..

Variations in specific destinations and activities during the small group instructional days will vary based on the season, weather, skills/abilities of the individual students, the educator's goals and objectives, and the school's desired outcomes. All programs are designed to meet state and national academic standards (NGSS Lead States, 2013) with social and emotional learning core competencies (CASEL, 2018) interwoven to create authentic, engaging, and lasting experiences in nature's classroom.

(NGSS Lead States. 2013. *Next Generation Science Standards: For States, By States*. Washington, DC: The National Academies Press ; CASEL. (2018). *What is SEL?* Retrieved March 2, 2018, from Collaborative for Academic, Social, and Emotional Learning . https://casel.org/what-is-sel/)

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The following is a sample outline of a 5-day program in Yosemite Valley for a middle school audience. This outline is based on themes, activities, and experiences that are commonly facilitated by current educators during a typical NatureBridge program. A brief list of possible academic standards and SEL competencies is provided at the end of the outline for each individual day with a more detailed list included in the Appendix.

SAMPLE PROGRAM

Day 1 - Arrival and Orientation

On day 1, groups should plan to arrive at 3:00 p.m. in Half Dome Village. Upon arrival, participants will receive an orientation from the NatureBridge Site Manager and staff, move in to their tent cabins, attend dinner, and enjoy an educational evening program before quiet hours at 9:00 pm and their 10:00 pm bedtime.

Day 2 – "Welcome to YOURsemite" and exploring Yosemite Valley

Potential Objectives	Students might...
Get-to-know-you activities and team challenges	Build relationship skills through team building challenges. Develop empathy and respect with an emphasis on how diversity makes them stronger, through analyzing and solving problems as a team.
Developing a sense of place	Learn how to use a topographical map and explore the scale and distribution of Yosemite's iconic waterfalls and landforms through interactive experiences and games that require active listening, effective communication, and respect for others.
Exploring your classroom	Learn the key flora and fauna of Yosemite and observe patterns in plant growth and distribution. Start to use a field guide to identify local species and examine the cause and effect of evolutionary adaptations on different animals and plants.
Examining predator/prey relationships	Compete in an interactive game to develop an understanding of predator/prey interactions and behavior and apply how animals use camouflage (structure) to avoid predation (function) by blending into their surroundings.
Journal distribution and reflection time	Reflect on their day and place in their outdoor classroom. Support self-confidence and perseverance by creating personal and team goals for the week.

Next Generation Science Standards (NGSS) - Cross Cutting Concepts (CCC):
- Scale, Proportion and quantity
- Patterns
- Structure and Function
- Cause and Effect

NGSS - Disciplinary Core Ideas (DCI):
- Life Science - Ecosystems: Interactions, Energy, and Dynamics
- Life Science - Biological Evolution: Unity and Diversity

Social and Emotional Learning (SEL) Core Competencies:
- Relationship Skills
- Critical Thinking
- Empowerment
- Personal and Social Responsibility

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Day 3 – "Everything is Connected"

Potential Objectives	Students might...
Observing natural surroundings	Develop scientific observation skills by analyzing similarities and differences of natural phenomena and patterns. Ask scientific questions about the cause and effect of observed phenomena and make connections between present observations and past experiences.
Team challenges and citizen science	Analyze and solve a team challenge that empowers students to unravel and define connections between biotic and abiotic factors and explain interdependent relationships in ecosystems within Yosemite.
Investigating effects of bark beetle outbreaks	Evaluate the effects of humans on the delicate ecological balance of Yosemite by constructing explanations about bark beetle outbreaks based on evidence left behind in forest ecosystems. Make connections between bark beetle outbreaks, beetle kill forests, and fire danger in the Sierra Nevada.
Exploring water as a connecting life force	Evaluate the water quality of rivers in Yosemite Valley by using scientific best practices and examining and categorizing aquatic macroinvertebrates. Using maps of California's watersheds, examine the water cycle. Evaluate the value of clean water while making connections to downstream environmental justice issues.
Analyze geological features of Yosemite	Observe rocks from Yosemite Valley and identify the mineral composition. Learn about the geological history of the Valley's most prominent features and analyze the patterns in the mineral composition of different landforms. Explore and appreciate the Miwok and Ahwahneechee culture through legends associated with landforms of the valley.

NGSS - CCC:
- Patterns
- Cause and Effect

NGSS - DCI:
- Life Science - Ecosystems: Interactions, Energy, and Dynamics
- Earth and Space Science - Earth and Human Activity
- Physical Science - Matter and its Interactions
- Earth and Space Science - Earth's Systems

SEL Core Competencies:
- Empowerment
- Personal and Social Responsibility
- Relationship Skills
- Critical Thinking

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Day 4 – "Together Everyone Achieves More" and Challenge Hike

Potential Objectives	Students might...
Explore student's own physical limits and work together as a team	Embark on a scenic and challenging hike where students might see waterfalls and iconic Yosemite granite mountains while pushing their comfort zones physically and mentally.
Apply leadership and teamwork to overcome challenges	Demonstrate effective leadership by providing physical and emotional support through empathy and empowerment. Understand the power of teamwork and the ability for diverse students of different physical levels to achieve common goals.
Experience physics of movement while overcoming physical challenges	Explore how transfers of energy occur to enable the body to hike (i.e. muscle growth, lung expansion, and increased heart rate). Explore Newton's Second Law of Motion in action ("acceleration is produced when a force acts on a mass")
Apply ecological knowledge gained throughout the week to new environments	Recognize, understand, and apply knowledge gained to navigation, identifying landforms and flora/fauna, and assessing abiotic conditions experienced throughout the challenge hike. Recognize patterns and assess ecological stability and change based on variations in conditions.
Design a scientific investigation to monitor change	In small groups, choose a variable (such as temperature, atmospheric pressure, wind speed, and humidity) and design an investigation compare abiotic variables to changes in elevation throughout the hike. Apply critical thinking to analyze data; create a graph or table to examine the rate at which change occurs; and construct explanations for observed changes.

NGSS - CCC:
- Patterns
- Stability and Change
- Cause and Effect

NGSS - DCI:
- Physical Science - Energy
- Life Science - Ecosystems: Interactions, Energy, and Dynamics
- Earth and Space Science - Earth and Human Activity
- Earth and Space Science - Earth's Systems

SEL Core Competencies:
- Empowerment
- Personal and Social Responsibility
- Relationship Skills
- Critical Thinking

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Day 5 (Departure Day) – "Take it Home" and giving back to Yosemite

On the morning of the departure day, all students and chaperones should pack up all belongings EXCEPT for their day pack, and load all of their luggage and belongings EXCEPT daypacks into one central luggage cabin.

All learning groups will return from their day in the field at least 30 minutes prior to their departure time in order to give students and chaperones time to use the bathroom, retrieve luggage and smellable items from the luggage cabin and associated bear locker, load luggage on the bus, and take care of other last minute needs.

Schools should plan to depart Half Dome Village no later than 3:00 p.m..

Potential Objectives	Students might...
Discover the "footprints" that environmental players (humans) have on their environments	Explore the perspectives and backgrounds of contemporary historical figures in Yosemite National Park and land management philosophies. Design your own national park (complete with management policies and regulations) and create 3D models that represent the natural and cultural resources of their landscape.
Develop a sense of responsibility for wilderness and natural places	Engage in stewardship projects that help support the structure and function of ecological systems in Yosemite. Identify and evaluate programs that empower students to participate in stewardship in their home community.
Plan ways in which students can make an impact at home	Develop an action plan to help conserve resources and natural places in their own hometowns. Write a letter to self (to be mailed in the future) that empowers students to follow through with their conservation action plans.
Debate the ethics of renewable and nonrenewable resources	Engage in a debate about origins of synthetic materials and the causes and effects of depletion of natural resources. Evaluate alternatives to non renewable resources and brainstorm pathways to more sustainable decision-making.

NGSS - CCC:
- Systems and System Models
- Structure and Function
- Cause and Effect

NGSS - DCI:
- Life Science - Ecosystems: Interactions, Energy, and Dynamics
- Earth and Space Science - Earth and Human Activity

SEL Core Competencies:
- Empowerment
- Personal and Social Responsibility
- Relationship Skills
- Critical Thinking

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APPENDIX: STATE AND NATIONAL STANDARDS/ COMPETENCIES:

NatureBridge designs individual programs to fluidly interconnect science content, environmental literacy, and social and emotional learning. This is accomplished through weaving the SEL Core Competencies with the three dimensions of science learning as defined by the Next Generation Science Standards: Science Practices, Disciplinary Core Ideas (DCIs), and Crosscutting Concepts (CCCs). The NatureBridge program outlined in this sample itinerary encompasses the following **DCIs**: Life Science, Physical Science, Earth and Space Science

The following **Performance Expectation Standards** are included in the program outlined in this sample itinerary:

- **Physical Science**
  - NGSS 7th grade, Middle School - Physical Science 1 (Matter and its Interactions), 3: Gather and make sense of information to describe that synthetic materials come from natural resources and impact society
  - NGSS 9-12th grade, High School - Physical Science 1 (Matter and Its Interactions), 5: Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs
  - NGSS 9-12th grade, High School - Physical Science 2 (Motion and Stability: Forces and Interactions), 1: Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration

- **Life Science**
  - NGSS 6th grade, Middle School - Life Science 1 (From Molecules to Organisms: Structures and Processes), 4: Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively
  - NGSS 6th grade, Middle School - Life Science 1 (From Molecules to Organisms: Structures and Processes), 5: Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms
  - NGSS 7th grade, Middle School - Life Science 1 (From Molecules to Organisms: Structures and Processes), 6: Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms
  - NGSS 7th grade, Middle School - Life Science 2 (Ecosystems: Interactions, Energy, and Dynamics), 1: Analyze and interpret data to provide evidence for the effects of resource availability on organism and populations of organisms in an ecosystem
  - NGSS 7th grade, Middle School - Life Science 2 (Ecosystems: Interactions, Energy, and Dynamics), 2: Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems

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- NGSS 7th grade, Middle School - Life Science 2 (Ecosystems: Interactions, Energy, and Dynamics), 3: Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem
- NGSS 7th grade, Middle School - Life Science 2 (Ecosystems: Interactions, Energy, and Dynamics), 4: Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations
- NGSS 8th grade, Middle School - Life Science 4 (Biological Evolution: Unity and Diversity), 2: Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships
- NGSS 8th grade, Middle School - Life Science 4 (Biological Evolution: Unity and Diversity), 4: Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment
- NGSS 8th grade, Middle School - Life Science 4 (Biological Evolution: Unity and Diversity), 6: Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time
- NGSS 9-12th grade, High School - Life Science 1(From Molecules to Organisms: Structures and Processes), 7: Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy

- **Earth and Space Science**
  - NGSS 6th grade, Middle School - Earth and Space Science 2 (Earth's Systems), 4: Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity
  - NGSS 6th grade, Middle School - Earth and Space Science 3 (Earth's Systems) 3: Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment
  - NGSS 6th grade, Middle School - Earth and Space Science 3 (Earth's Systems) 5, Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century
  - NGSS 7th grade, Middle School - Earth and Space Science 2 (Earth's Systems), 1, Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process
  - NGSS 7th grade, Middle School - Earth and Space Science 2 (Earth's Systems), 2, Construct an explanation based on evidence for how geosciences processes have changed Earth's surface at varying time and spatial scales
  - NGSS 8th grade, Middle School - Earth and Space Science 3 (Earth and Human Activity), 4: Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems

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Cross Cutting Concepts provide context for application through ideas, common language, and intellectual tools. The following crosscutting concepts are woven throughout the NatureBridge program outline described in this sample itinerary:

- *Patterns*
- *Cause and Effect*
- *Scale, proportion, and quantity*
- *Systems and system models*
- *Structure and function*
- *Stability and change*

Science and Engineering Practices provide students with the opportunity to engage with the the practices of science inquiry and apply their knowledge to meaningful problems. All NatureBridge programs focus on four of the science practices with opportunities to highlight other practices when applicable.

- Asking questions
- Planning and carrying out investigations
- Analyzing and interpreting data
- Constructing Explanation

The Social and Emotional Learning Core Competencies is a set of four fundamental skill sets that help students connect with themselves and others and that support environmental literacy. The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines SEL as "the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions" (CASEL, 2018). NatureBridge has adapted the five core competencies into four core competencies that students practice throughout our programs, including the program outlined in this document. The NatureBridge four **SEL Core Competencies** are:

- *Empowerment:* Self-confidence, Perseverance
- *Personal and Social Responsibility:* Perspective-taking, Empathy, Appreciating diversity, Responsible decision making
- *Relationship Skills:* Effective communication, Active listening, Respect for others
- *Critical thinking:* Identifying problems, Analyzing problems, Evaluation, Solving problems

CASEL. (2018) *What is SEL?* Retrieved March 2, 2018, from Collaborative for Academic, Social, and Emotional Learning https://casel.org/what-is-sel/

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CSBA Sample

Board Bylaw

Board Member Electronic Communications

BB 9012
Board Bylaws

***Note: The following optional Board bylaw should be modified to reflect district practice. The Brown Act (Government Code 54950-54963) requires that Governing Board members conduct district business at properly noticed and agendized public meetings. In general, Board members should keep in mind that, for purposes of the Brown Act, electronic communications are subject to the same conditions and the same rules of confidentiality that are applicable to other forms of communication, such as individual conversations, telephone calls, or paper copies of documents. However, the ease with which electronic communication can be shared and forwarded requires extra caution. ***

***Note: Furthermore, although Board members are not considered employees, there may be tax implications if the district provides Board members with laptop computers or subsidies for an Internet connection. In some circumstances, such provision or reimbursement may be considered a taxable benefit. Also see AR 3513.1 - Cellular Phone Reimbursement. ***

The Governing Board recognizes that electronic communication is an efficient and convenient way for Board members to communicate and expedite the exchange of information within the district and with members of the public. Board members shall exercise caution so as to ensure that electronic communications are not used as a means for the Board to deliberate outside of an agendized Board meeting nor to circumvent the public's right to access records regarding district business.

(cf. 1100 - Communication with the Public)
(cf. 9000 - Role of the Board)
(cf. 9322 - Agenda/Meeting Materials)

***Note: Government Code 54952.2 defines a "meeting" as any congregation of a majority of the members of the Board at the same time and place to hear, discuss, or deliberate upon any item that is within the subject matter jurisdiction of the Board. Government Code 54952.2 prohibits a serial meeting, defined as a series of communications involving a majority of the Board to discuss, deliberate, or take action on any item of district business outside of an authorized meeting. Thus, a series of emails, as well as other electronic communications such as postings on an online forum, that ultimately include a majority of the Board could lead to a Brown Act violation. While the safest course of action is to not send an email to another Board member that, if forwarded, could lead to a discussion about district business by a majority of the Board, given the prevalence of email, such a practice may not be practical. However, in order to help prevent an inadvertent violation, Board members may wish to consider including a "do not reply/forward alert" in the subject line of emails, as appropriate. ***

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

(cf. 9320 - Meetings and Notices)

***Note: CSBA's Agenda Online is an electronic board meeting agenda service for use by districts and county offices of education which allows development of and access to Board meeting agendas, supporting documents, and minutes from any computer that has Internet access. Further information can be found on CSBA's web site. ***

Examples of permissible electronic communications concerning district business include, but are not limited to, dissemination of Board meeting agendas and agenda packets, reports of activities from the Superintendent, and reminders regarding meeting times, dates, and places.

***Note: The prohibitions in the Brown Act apply only to discussions regarding district business. Like other citizens, Board members are permitted to use email to discuss personal, nondistrict matters. ***

In addition, Board members may use electronic communications to discuss matters that do not pertain to district business, regardless of the number of Board members participating in the discussion.

***Note: The following optional paragraph may be revised to reflect district practice. Many districts have established bylaws or other protocols describing how the Board has agreed to handle questions, concerns, or complaints received from members of the community. For example, see BB 9200 - Limits of Board Member Authority and BP 1112 - Media Relations. ***

Board members shall make every effort to ensure that their electronic communications conform to the same standards and protocols established for other forms of communication. A Board member may respond, as appropriate, to an electronic communication received from a member of the community and should make clear that his/her response does not necessarily reflect the views of the Board as a whole. Any complaint or request for information should be forwarded to the Superintendent in accordance with Board bylaws and protocols so that the issue may receive proper consideration and be handled through the appropriate district process. As appropriate, communication received from the media shall be forwarded to the designated district spokesperson.

(cf. 1112 - Media Relations)
(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 3320 - Claims and Actions Against the District)

(cf. 9005 - Governance Standards)
(cf. 9121 - President)
(cf. 9200 - Limits of Board Member Authority)

***Note: Electronic communications received and sent by Board members are subject to disclosure upon request pursuant to the California Public Records Act (CPRA) (Government Code 6250-6270) depending on the content of the communication and whether it is "prepared, owned, used, or retained" by the district in its normal course of business. District legal counsel should be consulted as appropriate. Also see BP/AR 1340 - Access to District Records and BP/AR 3580 - District Records. ***

***Note: In City of San Jose v. Superior Court, the California Supreme Court held that a public official's communications about public business, even if sent or received on the official's personal account or device, are public records and are not categorically excluded from disclosure under the CPRA. The court observed that the CPRA requires public agencies to use "reasonable effort" to locate existing records in response to a public records request, but that such searches need not be extraordinary or intrusive. For further information, see CSBA's Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications. ***

To the extent possible, electronic communications regarding any district-related business shall be transmitted through a district-provided device or account. When any such communication is transmitted through a Board member's personal device or account, he/she shall copy the communication to a district electronic storage device for easy retrieval.

(cf. 1340 - Access to District Records)
(cf. 3580 - District Records)

Legal Reference:
EDUCATION CODE
35140 Time and place of meetings
35145 Public meetings
35145.5 Agenda; public participation; regulations
35147 Open meeting law exceptions and applications
GOVERNMENT CODE
6250-6270 California Public Records Act
11135 State programs and activities, discrimination
54950-54963 The Ralph M. Brown Act, especially:
54952.2 Meeting, defined
54953 Meetings to be open and public; attendance
54954.2 Agenda posting requirements, board actions
COURT DECISIONS
City of San Jose v. Superior Court (2017) 2 Cal.5th 608

Management Resources:
CSBA PUBLICATIONS
Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications, March 2017
The Brown Act: School Boards and Open Meeting Laws, rev. 2014
ATTORNEY GENERAL PUBLICATIONS
The Brown Act: Open Meetings for Legislative Bodies, 2003
WEB SITES
CSBA: http://www.csba.org
CSBA, Agenda Online:
http://www.csba.org/ProductsAndServices/AllServices/AgendaOnline.aspx
California Attorney General's Office: http://oag.ca.gov

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Twin Hills Union School District

Superintendent and Board Action Plan - 2024/25

Twin Hills Vision

Our Vision is a community where all children feel loved, respected, welcomed, and encouraged to develop to their fullest potential.

Twin Hills Mission

Our mission is to work together to build a safe, respectful, and nurturing environment focused on maximizing each child's sense of well-being and acquiring skills for life and learning.

GOAL 1 - Academics: Each of our four schools is conducive to learning in its unique way. Implement effective teaching methods such that the academic progress of our students improves annually and compares favorably to neighboring districts. The curriculum offers arts and enrichment opportunities comparable to or greater than those in neighboring districts.

ACTION STEPS	RESPONSIBILITY	RESOURCES	TIMELINE	COMMENTS
1) Academic Rigor, Excellence, and Innovation: Provide a monthly report at each regularly scheduled board meeting highlighting academic rigor, excellence, or innovation within the District. Reports include student and/or teacher participants to bring specific examples of academic rigor, excellence, and innovation into the board room. Draw from a wide range of grade levels and subject areas to highlight each school in the Twin Hills K-12 program (e.g., science labs, career technical education, athletics, foreign language, fine arts, project-based instruction).	Superintendent Board President	None	Begin 9/24 board meeting	This monthly highlight could be a positive way to begin each board meeting.

2. Exceptional Student Education (ESE): Conduct a district-wide review of programs to ensure that all students are provided with an educational program that will maximize each student's continuous academic growth, nurture his/her diverse social and emotional development needs, and recognize and enhance individual strengths and interests. To attain this, provide students with a differentiated core curriculum designed to give depth and complexity in thinking and opportunities for novelty and in-depth research while nurturing student's social and emotional well-being.	Superintendent - with support from the administrative team	None	Winter 24/25	
3.In collaboration with the OV Advisory Board develop a plan that identifies the resources needed (staffing, facilities, funding etc.) that assures the stability and growth of Orchard View. The plan shall be based on the resources needed to continue to offer the hybrid model at least 2 days a week for all students. The plan will also include the additional resources needed to enroll all students on the waiting list and will leverage existing District resources at the Apple Blossom campus and elsewhere. Submit the plan to the Board of Trustees for review and approval.	OV Advisory Board, and Superintendent	Existing District staff	August 1, 2024	This Action Step will be integrated into the WASC and charter renewals.

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Goal 2- School Culture: Our students' social and emotional learning improves annually and compares favorably to neighboring districts and county-wide. Students feel safe and supported to learn and grow. Nourishing food is available; physical activity is promoted. Facilities are well-maintained, comfortable, and appropriate for learning. Students of all demographics, languages, and abilities are supported.

ACTION STEPS	RESPONSIBILITY	RESOURCES	TIMELINE	COMMENTS
1) **School Safety:** Using the North Bay Security report authored by Bill Welch as a basis, report to the Board the implementation of safety recommendations, disaggregated by school site. Provide a written review of the status of Twin Hills implementing these recommendations and identify any outstanding recommendations.	Superintendent - with support from the administrative team	North Bay Security report	August Board meeting 2024	
2) Facilities Master Plan: Locate and evaluate the relevance of the latest Twin Hills Facilities Master Plan. Provide the Board with an analysis of the Plan's status and a written recommendation for ensuring that the District has a current Facilities Master Plan that identifies areas of concern and recommendations to maintain and enhance district facilities through the year 2035. Include recommendations for the expenditure of the remaining Measure M funds.	Superintendent - with support from the Business Manager and facility staff	Yet to be determined	Begin Winter 24/25	
3) School Counseling: Review all district-funded counseling services available to Twin Hills students, disaggregated by school site. Provide a written report summarizing the findings of the review, including a written analysis of the availability, utilization, and effectiveness of the Twin Hills counseling services compared with state and local standards for similar school districts. Make recommendations for future decision-making.	Superintendent -with support from the counseling staff	None	August '24	The superintendent and site admin will share the road map for student services for the 24/25 school year.
4) Student Screen Use: Review policies related to student use of smartphones, tablets and other screens. Assess current policies in light of the	Board of Trustees District Leadership Team	None	Winter '24	

latest research on the impact of technology usage by students as described in recent research findings (e.g., *The Anxious Generation* by Jonathan Haidt). Identify any gaps between current policy and recommendations made in response to the latest research on student screen use. Determine if additional efforts need to be made by the District to reduce the negative impact of technology on the well being of students.				
5) Culture Analysis: Using disaggregated data from Youth Truth and/or other sources, including surveys created by site administrators, provide a written and verbal board report on the current status of District culture by school, with recommendations for future decision-making. Include disaggregated data by school, grade, parents, students, and staff. Include all Youth Truth, or site created survey response comments in the report to the Board.	Superintendent - with support from administrative and counseling staff	Youth Truth data	Fall '24	Site administrators report that they are, will be, or want to create their own surveys because the Youth Truth Surveys would not provide them specific enough information.
6) School Safety—Rusted Tanks: Contract with a licensed expert to identify the contents of two large rusted tanks adjacent to student walkways on the Apple Blossom campus. Assess the potential risk to students/staff safety. Create a written plan of action with timelines for Board review to facilitate the removal of the tanks, as appropriate.	Superintendent - with support from the facilities staff	Yet to be determined	Completed before the start of the 24/25 school year	One of the tanks holds the water for our irrigation. Regarding the other tank, Brian Higgins is getting quotes on removal.

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Goal 3 - Enrollment: The number of children enrolled at the four schools remains stable or increases. Attendance rates meet or exceed county-wide rates.

ACTION STEPS	RESPONSIBILITY	RESOURCES	TIMELINE	COMMENTS
1) Student Attendance Rates: Design and implement a comprehensive program to increase student attendance rates. Research those strategies used by other California districts that have successfully raised rates following the pandemic. Involve all staff members, including certificated, counseling, classified, and administrative staff, in a well-articulated program to engage with parents of non-attending students. Implement intervention strategies that immediately identify non-attendance patterns and track improvement on a student-by-student basis. Continue these efforts until attendance rates reach pre-pandemic levels. Update District-wide Illness Policy using CDC and other health guidelines to provide clarity around illnesses (ie. when to stay home, when to come to school, and how long to remain home), particularly related to Covid-19 vs common colds. Provide a quarterly written report to the Board to communicate the effectiveness of the various intervention strategies.	Superintendent - with support from all staff	No financial resources Reallocation of staff focus	Fall '24	
2. Student Enrollment Increasing enrollment requires a comprehensive approach that involves collaboration among various stakeholders, including school administrators, teachers, parents, community leaders, and policymakers. Action Steps: • Develop Targeted Marketing Campaigns • Provide IT/Website Support for each site to update their websites to provide updated	Superintendent - with support from district office staff	None	Winter '24/25	

information to current families and attract new families. • Enhance Outreach to Parents and Guardians • Collaborate with Local Community • Improve School Facilities and Infrastructure • Expand Educational Offerings: Introduce new academic programs, extracurricular activities, and specialized services to meet students' diverse needs and interests. Consider offering magnet programs, career and technical education pathways, dual enrollment options, and enrichment programs. • Enhance Student Support Services • Monitor and Evaluate Progress: Regularly monitor enrollment data, demographic trends, and stakeholder feedback to assess recruitment strategies' effectiveness. Adjust tactics as needed and continuously strive to improve enrollment outcomes.				
3. Charter Renewal: Develop a detailed plan for the terms of the Orchard View and Sunridge charter renewals in 2025 for consideration by the THUSD School Board. The plan shall include but not be limited to, the allocation methodology that will be used in determining the funds allocated to each school during the term of the charter as well as the costs to each school for District overhead and other expenses unique to their remaining dependent charters at TUHSD. Support services from the District for each school will be identified as well as any associated costs (excluding costs included in the District overhead) related to each service. The availability of District school facilities for each school as well as rental cost assistance will be included.	Superintendent	Superintendent and existing District	September Board meeting	A presentation by a charter attorney and representative from Capital Advisors would be valuable.

Goal 4 - Work Culture: Our teachers and staff are very satisfied with their working conditions and the support they receive so that we can maintain a steady workforce and they can be more effective educators.

ACTION STEPS	RESPONSIBILITY	RESOURCES	TIMELINE	COMMENTS
1) Personnel Practices: Research and review all Twin Hills personnel practices to ensure adherence to the California Education Code. Work with district legal counsel as needed to establish best practices that attract and retain the highest quality staff to the District.	Superintendent Human Resources Staff	Legal consultation costs as needed	Summer '24	
2) Exit Interviews: Research best practices for conducting exit interviews of staff and families leaving the District. Implement a system that effectively gathers written data from departing families and staff and makes recommendations to the Board based on this data. Provide the Board with the source documents for review. Quarterly report to the Board the results of this information and include recommendations of improvement.	Superintendent Human Resources Staff	None	Winter '24/25	
3) Staff Handbook: Identify the most recent edition of the Twin Hills staff handbook. Update the document to reflect current laws, policies, expectations, and procedures. Once updated, bring the draft handbook to the Board for approval. Ensure all employees are issued a copy of the handbook following board approval.	Superintendent Board President Human Resources Staff	None	Summer '24	
4)**Staff Engagement:** Implement a staff engagement survey conducted by the end of the calendar year each year to assess the staff's level of satisfaction. Identify areas where improvement is needed and develop a written report on the findings and actions to address the issues that emerge. Report both the findings of the surveys, disaggregated by site, and the written report to the Board.	Superintendent	None	Fall '24	

Goal 5—Finances: The District operates in a financially sustainable manner. Its administrative services are cost-effective and reflect best practices among similar-sized Districts. The District incorporates emerging best practices on an ongoing basis, leading to annual increases in the percentage of revenue spent in the classroom.

ACTION STEPS	RESPONSIBILITY	RESOURCES	TIMELINE	COMMENTS
1) Fiscal Stability: In light of significant deficit spending in '23/24, develop a 3-year plan to ensure maintenance of a 17% financial reserve, as directed by the Board, while ensuring that resources at schools are adequate to attract and retain students. Provide written strategies to the Board that outline specific actions to be taken in the coming and subsequent year to achieve this outcome.	Superintendent - with support from the Business Manager	None	November '24	
2) **Budget Development**: Investigate top-performing districts to identify optimal methods for crafting forthcoming Twin Hills budgets. Incorporate a board-endorsed budget timeline. Additionally, provide an extensive written assessment of the District's procedure for distributing discretionary funding to individual schools (funds not allocated to approved staffing levels) and the protocol for school principals to access these discretionary funds.	Superintendent Business Manager	None	Board Approval of budget calendar in January '25	
3) District Consolidation: Begin comprehensive research and analysis pertaining to the merits of district consolidation. Create a Board Subcommittee to establish the steps for completing the research. Collaborate with SCOE to garner support for an outside study on consolidation. Establish a working group to include representatives from appropriate neighboring districts. Keep the Board, union and the public apprised as the process progresses.	Superintendent Board Sub-committee	Yet to be determined	Begin in Fall '24	Consolidation discussions will likely take considerable time.

4) District Transportation: Work closely with West Sonoma County Transportation to develop a long-range, cost-effective plan for the future of District transportation services. Provide a written report to the Board with specific recommendations for reducing expenditures by 25%, 50%, 75%, and 100% from current levels. Provide to the Board any possible negative consequences for incrementally reducing transportation services.	Superintendent Business Manager	None	Fall '24	

GOAL 6 - Community Engagement: Engage with parents, community members, and stakeholders to build support and trust. Prioritize efforts to involve the community in decision-making and communication.

ACTION STEPS	RESPONSIBILITY	RESOURCES	TIMELINE	COMMENTS
1) Board Policy Revisions: Review and update all board policies to conform to current laws and legal precedent. Establish an ad hoc board sub-committee to review each section of the board policy book, recommending new and updated policies to the entire board. Contract with CSBA to support this effort.	Superintendent Board President	Contract with CSBA (approx $4000)	Begin Summer '24	This complex project will likely take a full year but is imperative for the future health of the District.
2) District Promotional Materials: Improve the professional image of the district's promotional materials, including the district and each school's website. Identify a member(s) of the Twin Hills community with expertise in marketing to review and make recommendations for substantial improvements to the Twin Hills promotional materials. Ideally, find a marketing expert who would be willing to volunteer support to the District. Present a written report to the Board on the findings and recommendations	Superintendent	None	Fall '24	

3) Awareness and Involvement in District Board meetings: Provide a ~~monthly~~ parent letter following each board meeting summarizing updates from ~~each meeting~~, **quarterly** and providing the date of the next board meeting, including the "highlight" (listed in the very first Action Step). **Research alternative venues for holding board meetings to increase a welcoming tone to families and staff who wish to attend (in person or virtually)**.	**Superintendent and?**	**None**	**Aug '24**	**Increased transparency and communication with families will help them feel involved, heard, and respected, in addition to increasing retention. This will also provide direction and a regularity to Superintendent communication to families.**

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