

**Twin Hills Union School District
Board of Trustees Regular Meeting
June 24, 2025
Agenda**

Location: Apple Blossom Elementary School | Room #13

Start Time: 4:30PM

PUBLIC ACCESSIBILITY & PARTICIPATION NOTICE

ADA Compliance: In accordance with Government Code § 54954.2(a) and the Americans with Disabilities Act of 1990 (42 U.S.C. § 12132), the Twin Hills Union School District will, upon request, make this agenda available in appropriate alternative formats for individuals with disabilities. Anyone requiring disability-related modifications or accommodations to participate in the meeting, or an alternative agenda format, should contact Laurie Brown, Administrative Assistant, at the Twin Hills Union School District Office, 700 Watertrough Road, Sebastopol, CA 95472, or by phone at (707) 823-0871.

Hybrid Meeting Participation: In compliance with the Brown Act and AB 2449, the Twin Hills Union School District Board of Trustees provides opportunities for public participation in meetings either in person or virtually via Zoom. The Zoom link and call-in information are provided within this agenda.

Availability of Agenda Materials: All open session documents distributed to the Board of Trustees in connection with this meeting are available for public review at the Twin Hills Union School District Office during regular business hours. The full agenda and supporting materials are also posted online at www.twinhillsusd.org prior to the meeting, in accordance with the Brown Act.

A. FORMAL OPENING

1. Call Session To Order
2. Roll Call
3. Pledge of Allegiance
4. Approval of the Agenda
5. Public Comment on Closed Session Agenda

The Board welcomes public comment on items listed on the Closed Session agenda. This time is designated specifically for input related to those matters the Board will be discussing in Closed Session, in accordance with the Brown Act. Comments must be limited to items listed on the Closed Session portion of the agenda. The Board President may set reasonable time limits per speaker or topic to ensure all who wish to speak have the opportunity.

B. RECESS TO CLOSED SESSION

1. Public Employee Appointment/Employment
Pursuant to Government Code § 54957
Title: Certificated Employee – Conditional Leave Request
2. Public Employee Appointment/Employment
Pursuant to Government Code § 54957
Title: District Administrator – Terms of Continued Employment

C. RECONVENE TO OPEN SESSION

~ 4:50 PM

1. Report of Action Taken in Closed Session

D. PUBLIC COMMENT OPEN SESSION

The Board of Trustees values public input and welcomes community participation in its meetings. Members of the public may address the Board on matters within the Board's jurisdiction. The Board President may set reasonable time limits to ensure all voices are heard, particularly when many wish to speak. Comments must remain respectful and focused on school district business. Disruptive, hateful, or unrelated remarks will not be permitted.

**Twin Hills Union School District
Board of Trustees Regular Meeting
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Public Comment on Non-Agenda Items:

Individuals wishing to speak on topics not listed on the agenda may do so at this time. Speakers are limited to three minutes each. In accordance with the Brown Act, the Board cannot engage in substantive discussion or take action on non-agenda items, although Board members may ask brief clarifying questions. Written or video-recorded comments may also be submitted to the Board no later than 5:00 p.m. the day prior to the meeting and will be acknowledged during this portion of the agenda.

Public Comment on Agenda Items:

Members of the public wishing to speak on a specific agenda item will have an opportunity to do so at the time the item is addressed. The Board President will recognize speakers following Board discussion of the item and prior to any final action.

E. PUBLIC HEARING

A Public Hearing is an opportunity for members of the community to provide input, ask questions, and offer comments on specific educational plans or actions being considered by the Board of Trustees. Public Hearings are required by California Education Code to ensure transparency and encourage stakeholder engagement. No action will be taken during the hearing itself; formal adoption may follow at a subsequent meeting.

1. **Public Hearing on 2025-26 Local Control Accountability Plans (LCAP) and Local Performance Indicator Self-Reflection** Public Hearing
 - A. Apple Blossom Elementary
 - B. Twin Hills Charter Middle School
 - C. Orchard View School
 - D. SunRidge School

2. **Public Hearing on 2025-26 Proposed Budget** Public Hearing

Including Assigned & Unassigned Ending Fund Balance
Reserve Detail (Exhibit B): EC 42127(a)(2)(B)&(C)

3. **Public Hearing on Twin Hills Union School District 2025-2026 Instructional Continuity Plan (ICP)** Public Hearing

The ICP, a new requirement, outlines how the District will ensure access to instruction, technology, communication, student wellness, and support services in the event of an emergency-related school closure.

F. FORMAL CLOSING

1. Next Regular Board Meeting: June 26, 2025 @ 4:30 pm (Apple Blossom School)
2. Motion to Adjourn

VIRTUAL ATTENDANCE INSTRUCTIONS | Join Meeting Via Zoom:
<https://twinhillsusd-org.zoom.us/j/82250386047?pwd=940cDzyclTXfr6kMbgrSVUQkaT8Qc.1>
Meeting ID: 822 5038 6047 Passcode: 460042
One tap mobile: +16694449171,82250386047#,,,*,460042# US

(Posted 06/20/25)

Local Control and Accountability Plan 2025-26

Including:

- * 2025-26 LCFF Budget Overview for Parents**
- * 2024-25 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: 2025-26

LEA contact information:

Dana Pedersen

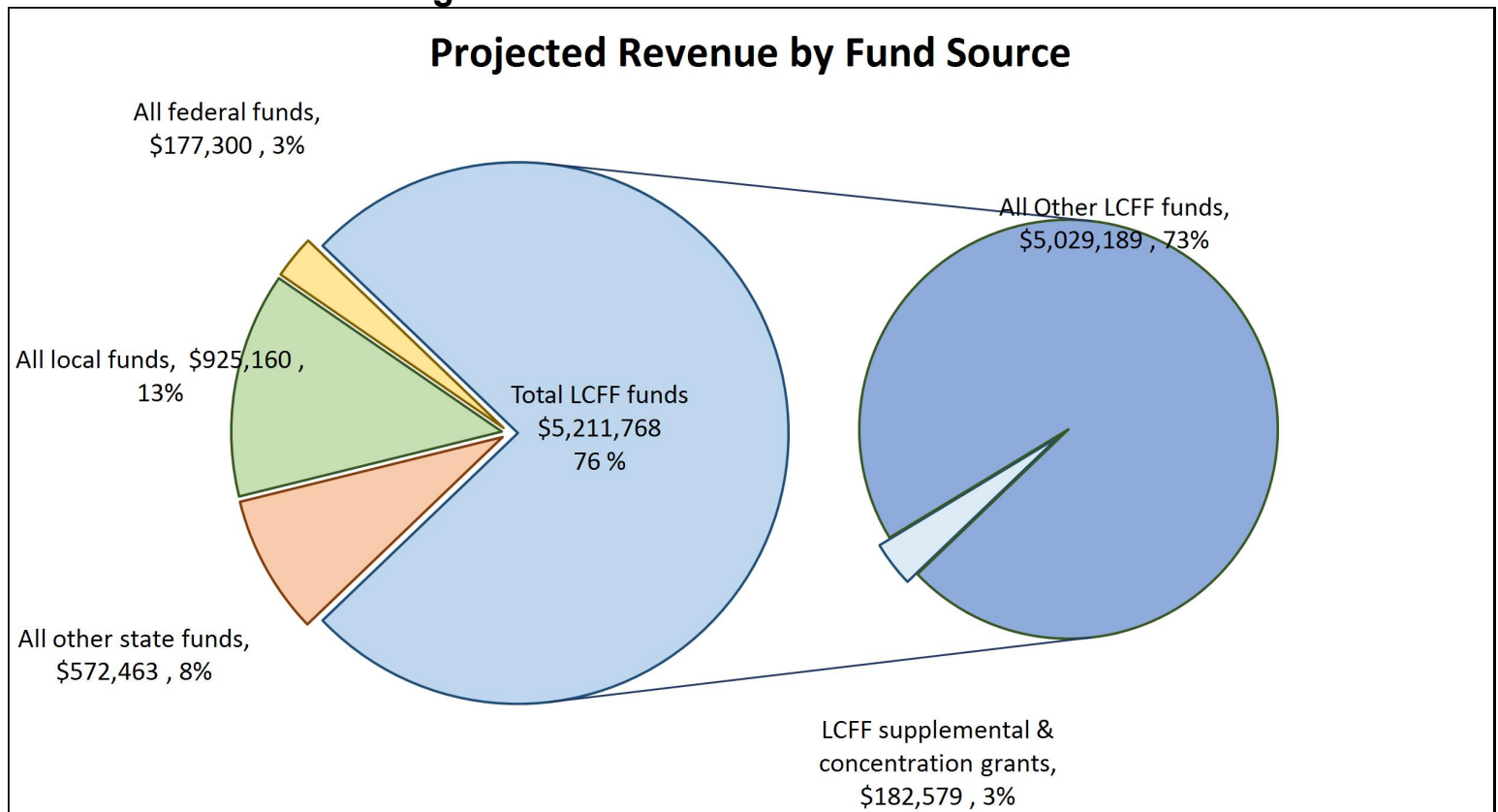
Superintendent

dpedersen@twinhillsusd.org

(707) 823-0871

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

Budget Overview for the 2025-26 School Year

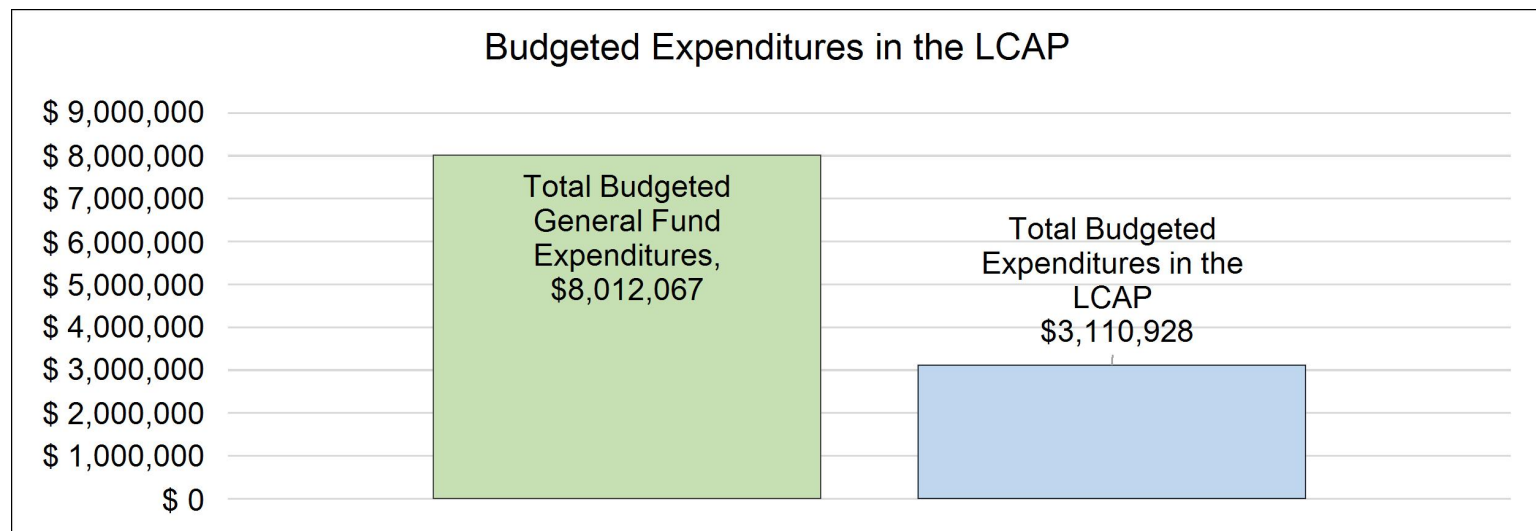


This chart shows the total general purpose revenue Twin Hills Union School District (Apple Blossom School) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Twin Hills Union School District (Apple Blossom School) is \$6,886,691, of which \$5,211,768 is Local Control Funding Formula (LCFF), \$572,463 is other state funds, \$925,160 is local funds, and \$177,300 is federal funds. Of the \$5,211,768 in LCFF Funds, \$182,579 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 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Twin Hills Union School District (Apple Blossom School) plans to spend \$8,012,067 for the 2025-26 school year. Of that amount, \$3,110,928 is tied to actions/services in the LCAP and \$4,901,139 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 salaries 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 25-26 includes all this information in detail.

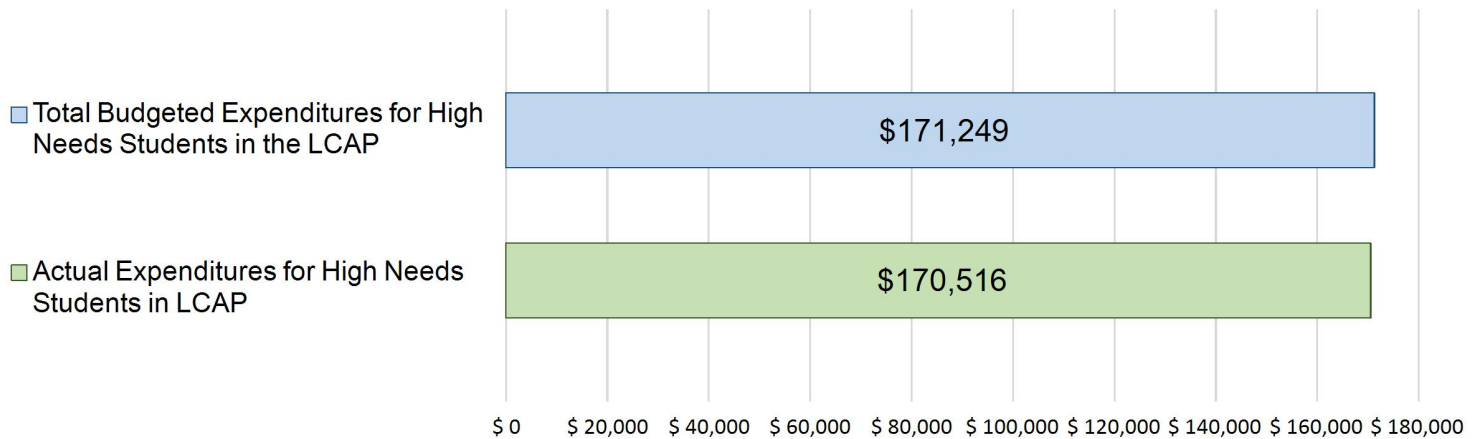
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Twin Hills Union School District (Apple Blossom School) is projecting it will receive \$182,579 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 \$182,579 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 2024-25

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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 2024-25, Twin Hills Union School District (Apple Blossom School)'s LCAP budgeted \$171,249 for planned actions to increase or improve services for high needs students. Twin Hills Union School District (Apple Blossom School) actually spent \$170,516 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$733 had the following impact on Twin Hills Union School District (Apple Blossom School)'s ability to increase or improve services for high needs students:

The \$171,249 represents the amount of high needs funding expected at the start of the fiscal year, the final amount of \$170,516, is the updated amount as the 24-25 school year comes to a close. The small reduction in dollars is due to reduced ADA resulting in a reduced funding amount.

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)	Dana Pedersen Superintendent	dpedersen@twinhillsusd.org (707) 823-0871

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

This LCAP serves as Twin Hills Union School District LCAP. The following schools are part of the district: Apple Blossom, Orchard View, SunRidge, Twin Hills Charter Middle. Apple Blossom is the only non-charter school in the district and is the only school included in this plan.

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 288 students in these student groups: 29% of students are socioeconomically disadvantaged, 5% are English Learners, 0.3% foster youth, and 8% 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.

Our district does not have any schools identified for the Equity Multiplier. The LCAP serves as the Apple Blossom's strategic plan.

Reflections: Annual Performance

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

LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG)

Our District has unexpended LREBG funds. Our LREBG funded action is found in Goal 1 Action 11: Counselor

Goal 1 Action 11: Counselor

This action utilizes \$24,261 in LREBG Funds. Counseling is an evidence-based practice to support academic learning recovery and student social and emotional well-being. This action is listed under category "(C) Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, **counseling**, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. This includes evidence-based resources for reducing chronic absenteeism." The metrics that will be used to monitor the impact of the action includes: Chronic Absenteeism and the ELA/Math Academic Indicators on the CA Dashboard.

2024 CA DASHBOARD

SUCCESES based on 2024 CA Dashboard and Local Data

State indicators where the LEA/School received "green" or "blue" performance level on the 2024 Dashboard for "all students"

- There were no indicators where the LEA/School received "green" or "blue" performance level on the 2024 Dashboard for "all students"

Student groups within the School/LEA that received "green" or "blue" performance level on one or more state indicators on the 2024 Dashboard:

- Hispanic (Apple Blossom, Suspension Rate, Blue)
- Students with Disabilities (Apple Blossom, Chronic Absenteeism, Green)
- White (Apple Blossom/District, Chronic Absenteeism, Green)
- Socio-economically disadvantaged (District, Mathematics, Green)

The following local indicators were at the "standard met" level.

- Basic Services
- Implementation the Academic Standards
- Parent and Family Engagement
- Local Climate Survey
- Access to Broad Course of Study

CHALLENGES based on 2024 CA Dashboard and Local Data:

Overall indicators where the School/LEA received the lowest performance level ('red') on the 2024 Dashboard for "all students"

- There were no overall indicators where the School/LEA received the lowest performance level ('red') on the 2024 Dashboard for "all students"

Student groups within the School/LEA that received the lowest performance level ('red') on one or more state indicators on the 2024

Dashboard:

- Student with Disabilities (Apple Blossom/District, Suspension Rate, Red)
- White (District, Suspension Rate, Red)

References

Twin Hills Union Elementary:

<https://www6.cde.ca.gov/californiamodel/studentgroupsreport?&year=2024&cdcode=4970961&scode=&reporttype=schools>

Apple Blossom: <https://www6.cde.ca.gov/californiamodel/studentgroupsreport?&year=2024&cdcode=&scode=6093140&reporttype=sgroups>

ADDRESSING THE NEED

Our district is addressing the identified needs of student groups, and/or schools within the LCAP based on this data in the following LCAP actions:

- 2.1 Social Emotional Learning (SEL) Support Programs
- 2.6 Student Safety

REQUIRED ACTIONS

The State of California requires the following actions to be included in a district LCAP:

- Students with Disabilities Required Action is found under action 1.3 Special Education Teacher/Instructional Assistants
- English Learners and Long-Term English Learners Required Action is found under action 1.13 EL Coordinator (Please note Apple Blossom only has 15 English Learners)
- Technical Assistant Required Actions: N/A for our district
- LREBG Action: 1.11 Counselor (if additional funds are provided)
- Equity Multiplier: N/A for our district
- 2023 CA Dashboard Required Actions: N/A for our district (no red indicators)
- 2024 CA Dashboard Required Actions are found under: 2.1 Social Emotional Learning (SEL) Support Programs and 2.6 Student Safety

The section below is based on the 2023 CA Dashboard and remains unchanged during the three-year LCAP cycle:

CHALLENGES based on 2023 CA Dashboard and Local Data:

- There were no overall indicators where the School/LEA received the lowest performance level ('red') on the 2023 Dashboard for "all students"
- There were no student groups within the School/LEA that received the lowest performance level ('red') on one or more state indicators on the 2023 Dashboard:

We continue to work on attendance by educating families about chronic absentees, tardies, short term independent study options and more. We communicate regularly about attendance and look for ways to reward and acknowledge the improvement.

We continue to work on our school culture in building an Apple Blossom family of support while we build our MTSS strategies and options for struggling learners.

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
Parents	<p>Process of Engagement: Monthly Education Foundation Meetings - discussion with principal and parents regarding enrichment opportunities and school culture, Youth Truth Survey, Iced Tea with Mrs. E - informal opportunity to meet with the principal to discuss anything about the school - 3 sessions, once per trimester</p> <p>Influence: Discussions this year focused on safety, parking lot, food service, enrichment (specifically Spanish), and after school support for homework (found in LCAP Action 2.6 Student Safety, 1.7 Enrichment Programs)</p>
Students	<p>Process of Engagement: Informal lunch meetings, once a month, Principal visits to the classroom, Informal chats on the playground, Notes to the principal with ideas, Student Council (3rd, 4th, 5th)</p> <p>Influence: Student engagement opportunities (Spirit week, clubs), Enrichment, asking student feedback (found in LCAP Action 1.7 Enrichment Programs)</p>
Teachers	<p>Process of Engagement: Discussions at staff meetings about plans, ideas and goals for the future years. Staff meetings are on Wednesday afternoons. We meet every Wednesday for something.</p>

Educational Partner(s)	Process for Engagement
	Influence: Exploring new math programming, more professional development opportunities (specific school based, SCOE), scheduling (protected time).
Principals and Administrators	<p>Process of Engagement: Monthly Leadership Meetings, informal meetings</p> <p>Influence: Honor scheduling wishes, piloting programming, open door policy</p>
Other School Personnel	<p>Meetings with the classified staff. Informal dropins in the office to discuss concerns and ideas.</p> <p>Influence: Recess and behavior, policies and procedures. Input and training for scheduling of important events on campus.</p>
Local Collective Bargaining Units	<p>District/Union meetings happen regularly - at least once a month</p> <p>Influence: Exploring new math programming, more professional development opportunities (specific school based, SCOE), scheduling (protected time).</p>
Parent Advisory Committee	<p>Process for Engagement: Twin Hills Apple Blossom Foundation Meetings Monthly- Second Monday Foundation Meeting serves as our Parent Advisory Committee</p> <p>Influence: Looking at way to support implementation of priorities. Assemblies, Field Trips, and Enrichments have been prioritized (found in LCAP Actions 1.7 Enrichment Programs)</p>
English Language Parent Advisory	<p>N/A</p> <p>Not required as the district does not have at least 50 students who are English learners.</p>

Educational Partner(s)	Process for Engagement
SELPA	<p>Process for Engagement: The superintendent consulted with its special education local plan area administrator to determine that specific actions for individuals with exceptional needs (Students with Disabilities) are included and are consistent with strategies included in the annual assurances support plan for the education of individuals with exceptional needs (Students with Disabilities).</p> <p>Influence: No requested changes made</p>
Community (Public Notification)	<p>Types of Engagement: Public Notification (through SCOE June 2025)</p> <p>Process for Engagement: The superintendent notified members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP using the most efficient method of notification possible (does not need to be printed or mailed).</p> <p>Influence: No changes were requested.</p>
Governing Board/Community (Public Hearing)	<p>Process for Engagement: The governing board held one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. (The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the local control and accountability plan or annual update to the local control and accountability plan was available for public inspection. The public hearing was held at the same meeting as the public hearing for Budget Adoption)</p> <p>Influence: No changes were requested.</p>
Governing Board (Adoption: Public Meeting)	<p>Process for Engagement: The governing board adopted the LCAP in a public meeting. This meeting was held after, but not on the same day as, the public hearing. This meeting was the same meeting that the governing board adopted a budget.</p> <p>Influence: No changes were requested.</p>

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.

LCAP engagement supported 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. The 2025-2026 LCAP is in year 2 of a 3-year LCAP cycle. No major changes were made to the 2025-2026 LCAP goals and actions. The following is a list of changes to the actions

- Action 1.11 Deleted "Updated to all students for 23-24 as we recover from COVID." as this changed to a contributing action.
- Action 1.1 Deleted " ...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." as this changed to a contributing action.
- Action 1.4 changed the title to "Grade level collaborative planning" to "Collaborative Planning" . Changed "Grade Level collaborative planning will occur weekly, and once a trimester may include a half day of release time." to "Collaborative planning occurs with staff regularly."
- 1.16 "Technology Instructional Assistant" changed to "Technology Support" and change "1.16 Technology Instructional Assistant 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. We continue to provide devices and technical support as needed to staff and students." to "1.16 Continue to provide devices and technical support as needed to staff and students."
- Changed "1.15 Math Intervention Program" to "1.15 Math Intervention". Changed "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. " to "1.15 Provide additional targeted support for students in mathematics as funding allows."
- "2.1 Continue to provide SEL programs and implement with fidelity: Toolbox; Lifeskills and Peaceful playground." was changed to "2.1 Continue to provide SEL programs and implement with fidelity (examples: Toolbox, Zones of Regulation)"

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.	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 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed based on local assessment data and educational partner 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 Unduplicated Pupil Count 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 % met or exceed the standard **Metric modified see prompt #4**	22-23 Apple Blossom 53% ELA (3rd-5th) 44% Math (3rd-5th) 54% Science (5th) District 66% ELA (3rd-8th,11th) 48% Math (3rd-8th,11th)	23-24 Apple Blossom 46% ELA (3rd-5th) 42% Math (3rd-5th) 32% Science (5th) District 61% ELA (3rd-8th,11th)		Increase by 2% number of students who Met or Exceeded Standard.	Apple Blossom Decreased 7% Decreased 2% Decreased 22% District Decreased 5% Decreased 1% Decreased 3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		54% Science (5th, 8th,12th)	47% Math (3rd-8th,11th) 51% Science (5th, 8th,12th)			
1.2	CAASPP % not met **Metric modified see prompt #4**	22-23 Apple Blossom 20% ELA (3rd-5th) 16% Math (3rd-5th) 4% Science (5th)	23-24 Apple Blossom 28% ELA (3rd-5th) 20% Math (3rd-5th) 5% Science (5th)		Decrease the number of students who were Standard Not Met by 3%.	Apple Blossom Increased 8% Increased 4% Increased 1%
1.3	English Learner Progress Indicator (ELPI) (CA Dashboard) % percentage of English Learners making progress towards English language proficiency or maintaining the highest level.	22-23 69%	23-24 69%		Maintain high levels of at least 55%, ideally 65% or greater.	Maintained high levels above 65%
1.4	Reclassification Rate % of Ever- EL's considered RFEP **Metric modified see prompt #4**	22-23 46%	23-24 37%		Maintain above 35% or have less than 5 LTELs	Maintain above 35%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	<p>Appropriately Assigned Teachers (CA Dashboard-Twin Hills Union) % Clear Credential (comparison to state)</p> <p>**Metric modified see prompt #4**</p>	<p>21-22 (2023 Dashboard) 100% (Above State Average)</p>	<p>22-23 (2024 Dashboard) 94% (Above State Average)</p>		<p>Maintain 100% of teachers as highly qualified.</p> <p>Maintain above state average</p>	<p>Decreased by 6%</p> <p>Maintained above state average</p>
1.6	<p>Standards Aligned Instructional Materials (CA Dashboard-Local Indicator)</p> <p>% of students without access to their own copies of standards-aligned instructional materials for use at school and at home</p> <p>**Metric modified see prompt #4**</p> <p>**Note that the wording "without" is how it is listed on the CA dashboard**</p>	<p>23-24 0%</p>	<p>24-25 0%</p>		Maintain 0%	Maintained 0%
1.7	<p>Physical Fitness Test (SARC) Apple Blossom (5th Grade)</p> <p>Average participation rate of all five fitness components.</p>	<p>22-23 Apple Blossom (5th Grade) 98%</p>	<p>23-24 Apple Blossom (5th Grade) 90%</p>		95%+	Decreased 8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Metric modified see prompt #4					
1.8	<p>Course Access including EL Measured by Williams.</p> <p>% of students who have access to core academic subjects (English, Math, Science, Social Studies, Visual and Performing Arts, Health, Physical Education)</p> <p>**Metric modified see prompt #4**</p>	23-24 100%	24-25 100%		Maintain 100%	Maintained 100%
1.9	Unduplicated Pupil Count access to intervention and support as measured by trimester progress and data meetings.	23-24 100%	24-25 100%		Maintain 100%	Maintained 100%
1.10	<p>Common Core State Standard Implementation, Teacher staff meeting input.</p> <p>% of ELA/ELD, Math, and NGSS CCSS fully implemented as documented by teacher survey or input at staff meeting.</p>	23-24 100%	24-25 100%		Maintain 100%	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Broad Course of Study (Local Data) % of students, including unduplicated and students with exceptional needs have access to the broad course of study.	23-24 100%	24-25 100%		Maintain 100%	Maintained 100%

Goal Analysis [2024-25]

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.

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:

- 1.1 Highly Qualified Teachers: Fully Implemented. 100% of all teachers are highly qualified as per Human Resources Department.
- 1.2 Reading Intervention Teacher: Fully Implemented. We have 2, .5 RTI teachers who work with grade levels (one in k-3 and on in 4-5) to support struggling students during school designated times.
- 1.3 Special Education Teacher/Instructional Assistants: Fully Implemented. We have a 1.0 special education teacher with one full time instructional aide. We have 2 part time instructional aides that split time between supporting the special education teacher in the classroom and services as 1-1 support for students. We have one designated 1-1 instructional aide.
- 1.5 Math Support via Online Programs: Fully Implemented. All students have access to different math programs - Dreambox and IXL.
- 1.6 Reading Support via Online programs: Fully Implemented. We use Lexia in Kindergarten through 3rd grade.
- 1.7 Enrichment Programs: Fully Implemented. We offer art, music for 3-5, music for TK-2 and PE. We also offer garden for all with a garden teacher, but do not have an additional garden assistant. We work with the National Academy of Athletics for our PE program. Expenses for PE now included
- 1.8 Professional Development: Fully Implemented. Teachers are using the Common Core State Standards in their curriculum. We are currently working toward looking at new curriculums in ELA .
- 1.9 1:1 Chromebooks for All Student: Fully Implemented. All students have access to chromebooks in K-5 and ipads in TK/K (when appropriate). We also have the ability to loan chromebooks to all students if families are interested and if requested
- 1.10 Instructional Materials: Fully Implemented. Provided standards aligned instructional materials.

- 1.11 Counselor: Fully Implemented. We have a .6 counselor 3 days a week. The middle school counselor supports our campus when needed on the other days. Our counselor also provides our ERMHS support for students with IEPs 1 day a week. We have staff trained to do SEL work with classes and our PIP (Primary Intervention Program) Program as needed to support students in need.
- 1.12 Instructional Assistants: Partially Implemented We have IAs in classrooms to support all academics.
- 1.13 EL Coordinator: Partially Implemented. We have an EL Coordinator that is shared with the middle school who supports our EL students and helps all staff with communication home.
- 1.14 Redesignated EL Student Support*: Fully Implemented. RFEP students are in the same rigorous instructional program as all students. We do monitor their progress.
- 1.16 Technology Instructional Assistant: Fully Implemented We do not currently have this position.
- 1.17 Reading and Intervention Coordinator*: Fully Implemented. Our Intervention Teacher also holds this role.

Modified Actions

- Instead of "1.4 Grade Level collaborative planning will occur weekly, and once a trimester may include a half day of release time." We meet every Wednesday on a rotating basis for 1. Staff Meetings, 2. Grade Level Meetings, 3. Cross Grade Level Meetings, and 4. Common Planning Time/Other Needs. This model better suited the needs of our staff.

Non-Implemented Actions

- 1.15 Math Intervention Program: This position was not filled due to budget constraints. It had no planned expenses for the 2024-2025 school year.
- 1.16 Technology Instructional Assistant: As we have become 1:1 device users, the district technology coordinator supports staff as needed. We continue to provide devices and technical support as needed to staff and students. However, the Technology Instructional Assistant is no longer a funded position.
- 1.18 After School Learning Extension: Planned: This did not happen for the 2024-2025 school year, but we hope to utilize ELOP funds to implement this programming in future years.

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.

The following were the material differences between Budgeted Expenditures and Estimated Actual Expenditures or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services:

- 1.1 Highly Qualified Teachers: No material differences
- 1.2 Reading Intervention Teacher: No material differences
- 1.3 Special Education Teacher/Instructional Assistants: No material differences
- 1.4 Grade level collaborative planning: Budget is 25% of sub costs but they did not hire subs, they used early release day, Wednesday, for their planning.
- 1.5 Math Support via Online Programs: No material differences

- 1.6 Reading Support via Online programs: Cost for Lexia and IXL on-line licenses has increased and we increased the number of students that can use this software.
- 1.7 Enrichment Programs: Enrichment programs originally budgeted did not include hiring of .40 fte art teacher or the cost to hire a firm for physical education.
- 1.8 Professional Development: Original budget includes costs for professional development based on the contract, actual amount spent is less.
- 1.9 1:1 Chromebooks for All Student: No material differences
- 1.10 Instructional Materials: Did not spend full amount originally budgeted.
- 1.11 Counselor: Counselor FTE increased by .40 FTE (original budget .50 fte, had .90 fte for year)
- 1.12 Instructional Assistants: No material differences
- 1.13 EL Coordinator: No material differences
- 1.14 Redesignated EL Student Support*: No material differences
- 1.15 Math Intervention Program: No material differences
- 1.16 Technology Instructional Assistant: No material differences
- 1.17 Reading and Intervention Coordinator*: No material differences
- 1.18 After School Learning Extension: No material differences

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

The overall effectiveness of each action towards making progress toward the goal can be demonstrated by the following quantitative or qualitative outcomes:

1.1 Highly Qualified Teachers

Highly qualified teachers are essential for delivering effective instruction, inspiring student learning, and improving academic outcomes. Their expertise, training, and commitment ensure that all students receive a high-quality education that meets diverse learning needs and prepares them for future success. This action demonstrated strong effectiveness based on the following metrics:

- The percentage of appropriately credentialed teachers (94% for the LEA) is above the state average (83%) and the county average (83%) according to the CA Dashboard.

1.2 Reading Intervention Teacher and 1.17 Reading and Intervention Coordinator

[Contributing]

Reading intervention teachers are vital for helping students who struggle with literacy build essential reading skills and gain confidence. Through targeted, personalized instruction, they close learning gaps, support academic progress, and ensure all students have the foundation needed for success across all subjects. This action demonstrated strong effectiveness based on the following metrics:

- Local Assessment Data

We use Lexia as a progress monitoring tool to make sure we are identifying the right students for intervention. We also use STAR Renaissance as our benchmark tests 3-4 times per year to check on overall progress. Both of these data sets help us monitor student progress or struggles throughout the year.

Data demonstrating continued need and areas of extra attention include:

-CAASPP ELA data did not improve from 2023 to 2024. We are hopeful the data from 2024 to 2025 will show growth.

1.3 Special Education Teacher/Instructional Assistants

Providing support services for students with disabilities and those not meeting academic standards is essential for promoting equity and ensuring all students have the opportunity to succeed. These services address individual learning needs, remove barriers, and offer targeted instruction and resources to help students reach their full potential and meet grade-level expectations. This action demonstrated strong effectiveness based on the following metrics:

- 2% increase in the percent of students with disabilities who met or exceeded the standard for English Language Arts (District: 2023:30% 2024:32%).
- Significant increase in the distance from standard met on the CA Dashboard for students with disabilities (Apple Blossom: 22 point increase from 2023 to 2024: District 26 point increase from 2023 to 2024)

1.5 Math Support via Online Programs

Online math programs like DreamBox and IXL are effective tools for supporting student learning by offering personalized, adaptive instruction that meets individual needs. These platforms provide engaging practice, real-time feedback, and data to inform instruction, helping students build math skills at their own pace and reinforcing classroom learning. This action demonstrated strong effectiveness based on the following metrics:

- Local Assessment Data

These two programs are used as extension or reteaching opportunities in the classroom. Teachers are using the data to pull small groups to reteach/directly teach material to students in small groups based on data collected after students use the programs.

Data demonstrating continued need and areas of extra attention include:

- CAASPP Math data did not improve from 2023 to 2024. We are hopeful the data from 2024 to 2025 will show growth.

1.6 Reading Support via Online programs

Lexia is highly effective in supporting emerging readers by providing personalized, adaptive instruction in foundational literacy skills. It offers targeted practice, real-time feedback, and progress monitoring, helping students develop phonemic awareness, vocabulary, and comprehension at their own pace, leading to stronger reading proficiency. This action demonstrated strong effectiveness based on the following metrics:

- As mentioned above, we look at students overall progress and pull small groups for intervention based on data. For example - We have used Lexia all year and out of 44 2nd graders, we are still looking at 5 currently needing urgent intervention. The other 39 have made tremendous progress throughout the year.

1.7 Enrichment Programs

Art, music, and other enrichment classes are effective in fostering creativity, critical thinking, and emotional expression. These programs enhance student engagement, support social-emotional development, and contribute to a well-rounded education that strengthens skills beyond academics, preparing students for diverse future opportunities. This action demonstrated strong effectiveness based on the following metrics:

- Chronic Absenteeism decreased by 15% from 2023 CA Dashboard to 2024 CA Dashboard.

- Offered: We currently offer art, music, garden, PE, and library. Students in 4th and 5th grades can also participate in drama at the middle school throughout the year. We are hoping to add Spanish into the mix soon.

1.8 Professional Development *AND* 1.4 Grade level collaborative planning

Professional learning is highly effective in improving teaching practices by equipping educators with up-to-date knowledge, skills, and strategies related to the Common Core State Standards. Ongoing professional development fosters collaboration, enhances instructional quality, and ultimately leads to improved student outcomes and a stronger school community. This action demonstrated strong effectiveness based on the following metrics:

- Teachers and support staff were provided with individualized professional development experiences.
- Principal gathered input from staff members regarding professional development opportunities.
- We meet every Wednesday on a rotating basis for 1. Staff Meetings, 2. Grade Level Meetings, 3. Cross Grade Level Meetings, and 4. Common Planning Time/Other Needs

1.9 1:1 Chromebooks for All Student

Providing Chromebooks for all students is effective in enhancing learning by increasing access to digital resources, enabling personalized instruction, and supporting collaboration. This technology fosters digital literacy, engagement, and equitable opportunities, preparing students for success in a technology-driven world. This action demonstrated strong effectiveness based on the following metrics:

- 100% of students have access to chromebooks

1.10 Instructional Materials

Instructional materials are essential for delivering effective teaching and supporting student learning. Quality materials provide clear guidance, resources, and content aligned with standards, helping educators engage students and ensure consistent, meaningful instruction across all classrooms. This action demonstrated strong effectiveness based on the following metrics:

- 0 Williams Complaints
- 100% of students have access to standards-aligned instructional materials

1.11 Counselor

Counseling in schools is vital for supporting students' mental health, emotional well-being, and academic success. School counselors provide guidance, help manage stress, address personal challenges, and promote social-emotional skills, creating a safe and supportive environment where students can thrive. This action demonstrated strong effectiveness based on the following metrics:

- Youth Truth Student Survey: 51% of students reported positively to, "When you are upset, is there an adult from school you can talk to?" which is a 3% increase.
- Youth Truth Family Survey: 83% of families reported positively to, "My school provides the guidance necessary to help my child succeed." which is a 7% increase and 2% higher than the county average.

1.12 Instructional Assistants

Instructional assistants are effective in supporting underachieving students in math and ELA by providing targeted, small-group or one-on-one help. Their support reinforces classroom instruction, addresses individual learning gaps, and boosts student confidence, leading to improved academic performance and engagement. This action demonstrated strong effectiveness based on the following metrics:

- Local Assessment Data

- IAs support intervention in the classroom. They work with small groups and can help monitor Lexia use as well.

1.13 EL Coordinator

[Contributing]

Additional support for English learners is crucial for helping them develop language skills needed to access the curriculum fully. This support promotes academic success, boosts confidence, and ensures equitable opportunities for participation and achievement in school.

This action demonstrated strong effectiveness based on the following metrics:

- 69% of English Learners are making progress towards English language proficiency or maintaining the highest level according to the English Learner Progress Indicator (ELPI) on the 2024 CA Dashboard.
- Low number of Long-Term English Learners

1.14 Redesignated EL Student Support

[Contributing]

Additional support for RFEP students is important to ensure they continue to build academic skills and maintain their English proficiency. This support helps prevent learning gaps, promotes long-term success, and ensures they remain confident and engaged as they transition to mainstream instruction. This action demonstrated strong effectiveness based on the following metrics:

- "RFEP" students are scoring higher than "English Only" on English Language Arts for the 2023-2024 CAASPP (RFEP: 83% met or exceeded, EO: 63% met or exceeded for the district)

The following actions were not implemented this year and do not have effectiveness or ineffectiveness data.

- 1.15 Math Intervention Program
- 1.16 Technology Instructional Assistant
- 1.18 After School Learning Extension

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.

There were no changes to planned goal or actions for the coming year.

The following changes were made to the target outcomes:

- 1.1 CAASPP: Increase by at least 2% (instead of 5%) is a more realistic target

The following changes were made to the metrics:

- Metric 1.1 CAASPP: Change Baseline to be 2022-2023 and Year 1 to be 2023-2024 to ensure data was available for preview during educational partner engagement sessions. District Data was added.
- Metric 1.1 CAASPP/1.2 CAASPP: % met or exceeded and % not met were separated into two different metrics.
- Metric 1.3 English Learner Progress Indicator: The previous metric labeled "ELPAC/Reclassification Rate" or "# of students who increased in 1 level on the ELPAC" was changed to the CA Dashboard Indicator "English Learner Progress Indicator" and a separate metric labeled "Reclassification Rate" was created as metric 1.4.

- Metric 1.4 Reclassification Rate.
- Metric 1.5 Highly Qualified Teachers: changed to % clear credential to match what is on the CA Dashboard
- Metric 1.6 Standards Aligned Instructional Materials was modified to "% of students without access to their own copies of standards-aligned instructional materials for use at school and at home" to align with what is listed on the CA Dashboard.
- Metric 1.7 Physical Fitness Test changed to "Average participation rate of all five fitness components". Change Baseline to be 2022-2023 and Year 1 to be 2023-2024 to ensure data was available for preview during educational partner engagement sessions.
- Metric 1.8 moved % of students who have access to core academic subjects (English, Math, NGSS, Social Studies) and music, art, PE, library. Redefined course access to state language of "(English, Math, Science, Social Studies, Visual and Performing Arts, Health, Physical Education) " instead of "(English, Math, NGSS, Social Studies) and music, art, PE, library"
- Metric 1.9 adjusted to a percentage in the baseline and year 1 column.
- Metric 1.10 deleted "An EL Instructional Assistant, 1.0 FTE, hired to support EL access to core ELA and ELD standards." as it belongs as an action and not a metric.

The following changes were made to the actions:

- Action 1.11 Deleted "Updated to all students for 23-24 as we recover from COVID." as this changed to a contributing action. Deleted "peaceful playground"
- Action 1.1 Deleted " ...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." as this changed to a contributing action.
- Action 1.4 changed the title to "Grade level collaborative planning" to "Collaborative Planning" . Changed "Grade Level collaborative planning will occur weekly, and once a trimester may include a half day of release time." to "Collaborative planning occurs with staff regularly."
- 1.16 "Technology Instructional Assistant" changed to "Technology Support" and change "1.16 Technology Instructional Assistant 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. We continue to provide devices and technical support as needed to staff and students." to "1.16 Continue to provide devices and technical support as needed to staff and students."
- Changed "1.15 Math Intervention Program" to "1.15 Math Intervention". Changed "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. " to "1.15 Provide additional targeted support for students in mathematics as funding allows."

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Teachers	1.1 Highly Qualified teachers in all classrooms	\$1,791,299.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Reading Intervention Teacher	1.2 ELA RtI (Response to Intervention) 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.	\$66,669.00	Yes
1.3	Special Education Teacher/Instructional Assistants	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.	\$236,844.00	No
1.4	Collaborative planning	1.4 Collaborative planning occurs with staff regularly.	\$11,200.00	No
1.5	Math Support via Online Programs	1.5 Dreambox, IXL and other online math programs for all students including SWD.	\$7,500.00	No
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.	\$13,700.00	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.	\$195,885.00	No
1.8	Professional Development	1.8 Teachers will develop and implement units/lesson development with Common Core State Standards using existing curriculum and exploring new adoptions, Professional development will continue to support this work.	\$31,588.00	No

Action #	Title	Description	Total Funds	Contributing
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.	\$84,894.00	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. **LREBG Action: Learning Recovery and Emergency Block Grant (LREBG) Action (see "Reflections: Annual Performance" for more detail**	\$56,248.00	Yes
1.12	Instructional Assistants	1.12 Provide instructional assistant for support services to underachieving students in math and ELA.	\$18,256.00	Yes
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.	\$79,621.00	Yes
1.14	Redesignated EL Student Support	1.14 Redesignated EL students receive the same rigorous instructional program that is offered to all students. Monitor achievement and differentiate as needed.	\$0.00	Yes
1.15	Math Intervention Program	1.15 Provide additional targeted support for students in mathematics as funding allows.	\$0.00	No
1.16	Technology Support	1.16 We continue to provide devices and technical support as needed to staff and students.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.17	Reading and Intervention Coordinator	1.17 Reading support and Coordination of SSTs and referrals for struggling learners.	\$35,899.00	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	\$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.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 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. 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 (Students)	23-24 98% response rate 97% of students who responded reported feeling safe on campus all or most of the time (62% all, 35% sometimes).	24-25 100% response rate 92% of students who responded reported feeling safe on campus all or most of the time (52% all, 40% sometimes).		Maintain > 95% response rate Decrease the "Sometimes" % by 3% moving into the "All" category.	Increased response rate by 2% Increased "sometimes" by 5% but decreased "all" by 10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Youth Truth Survey (Parents)	<p>23-24 54% response rate</p> <p>85% of parents who responded believe that the learning environment for their students is a safe one.</p> <p>70% of parents feel engaged with the school</p>	<p>24-25 58% response rate</p> <p>83% of parents who responded believe that the learning environment for their students is a safe one.</p> <p>73% of parents feel engaged with the school</p>		<p>Increase to 60% response rate</p> <p>Increase the number of parents who believe the learning environment for their students is a safe one by 5%</p> <p>Increase the number of parents who feel engaged with the school by 5%</p> <p>Focusing on unduplicated and students with exceptional needs.</p>	<p>Increased response rate by 2%</p> <p>Decreased 2%</p> <p>Increased 3%</p>
2.3	<p>FIT (Facilities Inspection Tool) Survey</p> <p>Overall Rating</p> <p># of instances where facilities do not meet the "Good Repair" standard (including deficiencies and extreme deficiencies)</p>	<p>23-24 All ratings are good.</p> <p>0 instances where facilities do not meet the "Good Repair" standard (including deficiencies and extreme deficiencies)</p>	<p>24-25 All ratings are good.</p> <p>Overall Exemplary Rating</p> <p>0 instances where facilities do not meet the "Good Repair" standard (including deficiencies and</p>		<p>Maintain "Good" FIT ratings. A "Good" Rating means: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and</p>	<p>All ratings are good.</p> <p>Maintained 0 instances where facilities do not meet the "Good Repair" standard (including deficiencies and extreme deficiencies)</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			extreme deficiencies)		tear, and/or in the process of being mitigated.	
2.4	Attendance Rate (Local Data)	23-24 94%	24-25 94% (Aug-May)		94%+	Maintained 94%
2.5	PARENT INPUT Parent Input as measured by participation in meetings/events on campus and surveys. **metric adjusted see prompt #4*	23-24 3 sessions of Iced Tea with Mrs. E were held for parents YouthTruth Survey Count 82 responses	24-25 3 sessions of Iced Tea with Mrs. E were held for parents YouthTruth Survey Count 79 responses		3 or more Iced Tea with Mrs. E Increase YouthTruth Survey responses	Maintained 3 Iced Tea's Decreased survey count by 3
2.6	PARENT PARTICIPATION-UNDUPLICATED / EXCEPTIONAL NEEDS Due to the small sample size (as a rural/small district) we will use schoolwide data % who feel engaged with their students' school (Youth Truth). **metric adjusted see prompt #4*	Jan 2024 69%	Jan 2025 73%		Increase by 2%	Increased 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Suspension Rate (CA Dashboard)	22-23 Apple Blossom 0.3% District 0.6%	23-24 Apple Blossom 2% District 2.6%		Continue to hold a 1% or less suspension rate.	Apple Blossom Increased 1.7% District Increased 2% However, still below 3%
2.8	Expulsion Rate (District) (Dataquest) % of student expelled *metric modified, see prompt #4 below*	22-23 0%	23-24 0%		Continue to hold a 1% or less expulsion rate.	Maintained 0%
2.9	Youth Truth Survey (Staff)	23-24 77% response rate 86% of the staff members who responded feel safe from harm while at school. 87% of the staff who responded feel that students are safe from violence while at school.	24-25 80% response rate 94% of the staff members who responded feel safe from harm while at school. 79% of the staff who responded feel that students are safe from violence while at school.		80% response rate Increase those who feel safe by 2%	Increased 3% (met target outcome) Increased 8% Decreased 8%
2.10	Chronic Absenteeism (CA Dashboard)	22-23 Apple Blossom 27%	23-24 Apple Blossom 12%		Decline by 3% each year, ideally below 10%	Decreased 15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	metric modified, see prompt #4 below	District 27%	District 12%			

Goal Analysis [2024-25]

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.

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:

- 2.2 Attendance: Partially implemented. We have been monitoring attendance and sending out letters every trimester about attendance policies and procedures. We've included attendance information in monthly newsletters as well. We will start formal truancy letters soon.
- 2.3 Social Emotional Support - Primary Intervention Program (PIP): Fully Implemented. Offered PIP program to students K-3.
- 2.4 Parent Outreach: Partially implemented. We have not been as consistent with ELAC this year, but we have started the Principals Iced with Me - Monthly meetings with parents and teachers.
- 2.5 Custodial Services: Fully Implemented. We have an amazing custodial team that takes pride in our campus and keeping up with the necessary cleaning routines.
- 2.6 Student Safety: Fully Implemented. We have yard duty at recess and lunch, and during morning drop off, on the yard and after school. While we have yard duty during each time, we could use more in certain locations at different times of day.

Implementation Challenges, Modified Implementation

- 2.1 Social Emotional Learning (SEL) Support Programs: Partially implemented. We provided social emotional learning programs (Toolbox and Zones of Regulation). However, we did not utilize Soul Shoppe, Peaceful Playground, and Peacemakers.

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.

The following were the material differences between Budgeted Expenditures and Estimated Actual Expenditures or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services:

- 2.1 Social Emotional Learning (SEL) Support Programs: No material differences
- 2.2 Attendance: No material differences
- 2.3 Social Emotional Support - Primary Intervention Program (PIP): No material differences

- 2.4 Parent Outreach: No material differences
- 2.5 Custodial Services: No material differences
- 2.6 Student Safety: Updated amount to include all yard supervision by adding TK personnel

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

The overall effectiveness of each action towards making progress toward the goal can be demonstrated by the following quantitative or qualitative outcomes:

2.1 Social Emotional Learning (SEL) Support Programs and 2.3 Social Emotional Support - Primary Intervention Program (PIP)

Social-emotional learning (SEL) is essential in schools for helping students develop the skills to manage emotions, build positive relationships, and make responsible decisions. SEL fosters a supportive school climate, enhances student well-being, and improves academic performance by promoting self-awareness, empathy, and resilience. These actions group together demonstrated strong effectiveness based on the following metrics:

- Youth Truth Student Survey: 43% of students reported positively, "Can you be yourself with other students?" which is a 2% increase.
- Youth Truth Student Survey: 51% of students reported positively to, "When you are upset, is there an adult from school you can talk to?" which is a 3% increase.
- Youth Truth Family Survey: 83% of families reported positively to, "My school provides the guidance necessary to help my child succeed." which is a 7% increase and 2% higher than the county average.

Data demonstrating continued need and areas of extra attention include:

- Increase in suspension rate from 2023 CA Dashboard to 2024 CA Dashboard. However, the suspension rate was still below 3%.

2.2 Attendance

Improving attendance efforts is crucial for student success, as consistent attendance supports academic achievement and engagement. By addressing barriers and promoting the value of being in school every day, these efforts help create a positive learning environment where all students can thrive. This action demonstrated strong effectiveness based on the following metrics:

- Chronic Absenteeism decreased 15% from 2023 Dashboard to 2024 Dashboard.
- Attendance Rate maintained 94%

2.4 Parent Outreach

Parent engagement is vital for student success, as it fosters strong home-school partnerships that support learning and development. When parents are actively involved, students show improved academic performance, better behavior, and increased motivation. Engaged families help create a supportive and connected school community. This action demonstrated strong effectiveness based on the following metrics:

- We held three Principal Iced Tea with Me Sessions for drop in time with the with parents and the Principal.
- Youth Truth Family Survey: 73% of parents feel engaged with the school which is a 3% increase.
- Parents participate in parent conferences

2.5 Custodial Services

Custodial services are essential for maintaining a clean, safe, and healthy school environment. By ensuring that facilities are well-maintained and hygienic, custodial staff support student and staff well-being, reduce the spread of illness, and create a positive atmosphere that is conducive to learning and teaching. This action demonstrated strong effectiveness based on the following metrics:

- FIT Report
- 0 instances where facilities do not meet the "Good Repair" standard (including deficiencies and extreme deficiencies).

2.6 Student Safety

Providing campus supervision is essential for ensuring student safety, promoting positive behavior, and creating a secure, orderly environment. Active supervision helps prevent incidents, supports a respectful school culture, and allows students to feel safe and focused on learning. This action demonstrated strong effectiveness based on the following metrics:

- Youth Truth Student Survey: 100% response rate, which is a 2% increase. Additionally, 92% of students who responded reported feeling safe on campus all or most of the time (52% all, 40% sometimes). This shows an increase in "sometimes" of 5% and "all" a decrease of 10%.
- Youth Truth Family Survey: 58% response rate, which is a 2% increase. Additionally, 83% of parents who responded believe that the learning environment for their students is a safe one, which is a 2% decrease from last year.
- Youth Truth Staff Survey: 80% response rate which is a 3% increase. 94% of the staff members who responded feel safe from harm while at school which is an 8% increase.

Data demonstrating continued need and areas of extra attention include:

- Youth Truth Staff Survey: 79% of the staff who responded feel that students are safe from violence while at school.
- Increase in suspension rate from 2023 CA Dashboard to 2024 CA Dashboard.
- Student with disabilities Suspension Rate was at the "Red" level on the 2024 CA Dashboard

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.

There were no changes to planned goal, actions, or target outcomes.

The following changes were made to the metrics:

- 2.4 Attendance including Chronic Absenteeism. Modified to focus solely on attendance rate for this metric and added the metric 2.10 Chronic Absenteeism
- 2.7 Suspension Rate. Added District data
- 2.8 Expulsion Rate: Placed the "% of student expelled " in the metric column and included the percentage only in the year column in order to make the data more clear.

The following changes were made to the actions

- "2.1 Continue to provide SEL programs and implement with fidelity: Toolbox; Lifeskills and Peaceful playground." was changed to "2.1 Continue to provide SEL programs and implement with fidelity (examples: Toolbox, Zones of Regulation)"

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.

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 (examples: Toolbox, Zones of Regulation)	\$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 - Primary Intervention Program (PIP)	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.	\$23,900.00	No
2.5	Custodial Services	2.5 Provide Custodial Services. Site and grounds maintenance not included.	\$338,371.00	No
2.6	Student Safety	2.6 Provide Campus Supervision	\$96,754.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$182,579	\$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
4.991%	0.000%	\$0.00	4.991%

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	<p>Action: Reading Intervention Teacher</p> <p>Need: We have a need to support our struggling learners. This action is improving the services for our unduplicated student groups by providing a reading intervention teacher that gives us the extra expertise for someone to push-in and pull-out to provide extra 1-1 or small group strategic support for learners.</p>	This Action, Action 1.2 - 1.2, meets the goals for unduplicated pupils in State and Local priority areas by providing an ELA Rtl leveled support program for intervention that challenges to meet individual student learning goals. This action is provided on an LEA-wide basis because of the large student population in need of support. 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.	<ul style="list-style-type: none"> • CAASPP ELA % Met or Exceeded • CAASPP ELA # at Level 1 • CA Dashboard ELA Academic Indicator

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
	<p>Our CAASPP data, as previously outlined in Goal 1.1, indicates that this action is needed.</p> <p>Scope: LEA-wide</p>		
1.11	<p>Action: Counselor</p> <p>Need: "Two decades of research confirm that evidence-based SEL contributes to important student outcomes, including academic attainment (on average SEL programs improved students' academic performance by 11 percent) and "improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school" (Durlak et al., 2011). Social and emotional competencies are essential to college and career readiness and success and also associated with longer term benefits, such as improved economic mobility and decreased likelihood of being incarcerated. In sum, SEL is an essential piece of the developmental and societal puzzle in ensuring more equitable outcomes for our children and young people." Educational partner engagement sessions have demonstrated a need to support students socially, emotionally, and mentally</p> <p>Scope:</p>	<p>This action addresses this need by providing needed counseling support and social-emotional learning activities for students with the ultimate goal of improving student outcomes.</p> <p>This action is provided on an LEA-wide basis to maximize impact in improving Social-Emotional data for all students. This action will create the opportunity to improve CA dashboard data for low-income students, English Learners, and Foster Youth because counseling is specifically designed to address these student groups' identified needs.</p>	<ul style="list-style-type: none"> • Youth Truth Data Questions • Chronic Absenteeism Rate (CA Dashboard) • Suspension Rate (CA Dashboard)

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
	LEA-wide Schoolwide		
1.12	<p>Action: Instructional Assistants</p> <p>Need: Our low-income and English Learners (EL) students are scoring lower than "all students" in ELA and Math. (2024 Baseline data: SED: ELA 44 points below standard, Math 31 points below standard EL: ELA 69 points below standard, Math 45 points below standard, All students: ELA 10 points below standard, Math 17 points below standard</p> <p>Scope: LEA-wide</p>	<p>This action addresses this need by providing additional academic support through instructional assistants to students who are struggling in order to improve outcomes.</p> <p>This action is provided on an LEA-wide basis to maximize impact in improving CA Dashboard Academic Indicators for all students. This action will create the opportunity to improve CA dashboard data for low-income students, English Learners, and Foster Youth because the action is designed to address these student groups' identified needs.</p>	<ul style="list-style-type: none"> • CA Dashboard Data for ELA (SED, EL, All) • CA Dashboard Data for Math (SED, EL, All) • English Learner Progress Indicator (ELPI)
1.13	<p>Action: EL Coordinator</p> <p>Need: An EL Coordinator gives our English language learners the best support in navigating both languages. This action is improving the services for our unduplicated student groups by giving targeted support to our language learning students in ELA and the ELPAC. This person helps support them with good strategies inside/outside of the classroom while also give them designated ELPAC practice. Our ELPAC/Reclassification Rate data, as previously outline in Goal 1.2, indicates that this action is needed.</p>	<p>This Action, Action 1.13 - 1.13, meets the goals for unduplicated pupils in State and Local priority areas by providing an 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. This action is provided on an LEA-wide basis because we have a student population in need of an EL Coordinator.</p>	<p>- English Learner Progress Indicator (ELPI)</p>

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
	Scope: LEA-wide		
1.14	Action: Redesignated EL Student Support Need: Support for our English language learners in navigating both languages. This action is improving the services for our unduplicated student groups by supporting them with good strategies inside/outside of the classroom while also give them designated ELPAC practice. Our ELPAC/Reclassification Rate data, as previously outline in Goal 1.2, indicates that this action is needed. Scope: LEA-wide	This Action, Action 1.14 - 1.14, meets the goals for unduplicated pupils in State and Local priority areas by making sure that Redesignated EL students receive the same rigorous instructional program that is offered to all students. Monitor achievement and differentiate as needed. This action is provided on an LEA-wide basis because we have a student population in need of an EL Coordinator.	<ul style="list-style-type: none"> • CAASPP ELA % Met or Exceeded • CAASPP ELA # at Level 1 • CA Dashboard ELA Academic Indicator
1.17	Action: Reading and Intervention Coordinator Need: Helps provide families and staff with support. This action is improving the services for our unduplicated student groups as this is part of the MTSS journey. Our CAASPP data, as previously outlined in Goal 1.1, indicates that this action is needed. Scope:	This Action, Action 1.17 - 1.17, meets the goals for unduplicated pupils in State and Local priority areas by making sure that Reading support and Coordination of SSTs and referrals for struggling learners happen. This action is provided on an LEA-wide basis because we have a student population in need of an SSTs.	<ul style="list-style-type: none"> • CAASPP ELA % Met or Exceeded • CAASPP ELA # at Level 1 • CA Dashboard ELA Academic Indicator

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
	LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

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	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 certificated staff providing direct services to students	N/A	N/A

2025-26 Total Planned 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	\$3,658,090	182,579	4.991%	0.000%	4.991%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,818,913.00	\$178,653.00	\$0.00	\$113,362.00	\$3,110,928.00	\$2,795,957.00	\$314,971.00

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	Ongoing	\$1,791,299.00	\$0.00	\$1,791,299.00				\$1,791,299.00	
1	1.2	Reading Intervention Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Apple Blossom Elem	Ongoing	\$66,669.00	\$0.00	\$32,052.00	\$0.00		\$34,617.00	\$66,669.00	
1	1.3	Special Education Teacher/Instructional Assistants	Students with Disabilities Below proficient	No			All Schools	Ongoing	\$236,844.00	\$0.00	\$181,752.00			\$55,092.00	\$236,844.00	
1	1.4	Collaborative planning	All	No			All Schools	Ongoing	\$11,200.00	\$0.00	\$11,200.00				\$11,200.00	
1	1.5	Math Support via Online Programs	All Students with Disabilities EL , SPED	No			All Schools	Ongoing	\$0.00	\$7,500.00	\$7,500.00				\$7,500.00	
1	1.6	Reading Support via Online programs	All	No			All Schools	Ongoing	\$0.00	\$13,700.00	\$13,700.00				\$13,700.00	
1	1.7	Enrichment Programs	All	No			All Schools	Ongoing	\$91,983.00	\$103,902.00	\$161,983.00	\$33,902.00			\$195,885.00	
1	1.8	Professional Development	All	No			All Schools	Ongoing	\$14,288.00	\$17,300.00		\$20,288.00		\$11,300.00	\$31,588.00	
1	1.9	1:1 Chromebooks for All Student	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.10	Instructional Materials	All	No			All Schools	Ongoing	\$0.00	\$84,894.00	\$3,275.00	\$69,266.00		\$12,353.00	\$84,894.00	
1	1.11	Counselor	English Learners Foster Youth	Yes	LEA-wide School	English Learners Foster Youth	Specific Schools: Apple	Ongoing	\$56,248.00	\$0.00	\$16,751.00	\$39,497.00			\$56,248.00	

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
			Low Income		wide	Low Income	Blossom									
1	1.12	Instructional Assistants	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Apple Blossom	Ongoing	\$18,256.00	\$0.00	\$18,256.00				\$18,256.00	
1	1.13	EL Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Apple Blossom Elem	Ongoing	\$74,321.00	\$5,300.00	\$79,621.00				\$79,621.00	
1	1.14	Redesignated EL Student Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Apple Blossom Elem	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.15	Math Intervention Program	Students with identified needs.	No			All Schools	Ongoing	\$0.00	\$0.00		\$0.00			\$0.00	
1	1.16	Technology Support	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.17	Reading and Intervention Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Apple Blossom Elem	Ongoing	\$35,899.00	\$0.00	\$35,899.00				\$35,899.00	
1	1.18	After School Learning Extension	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.1	Social Emotional Learning (SEL) Support Programs.	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.2	Attendance	All	No			All Schools	Ongoing	\$0.00	\$2,300.00	\$2,300.00				\$2,300.00	
2	2.3	Social Emotional Support - Primary Intervention Program (PIP)	All Students with SEL needs	No				Ongoing	\$17,225.00	\$2,775.00	\$20,000.00				\$20,000.00	
2	2.4	Parent Outreach	All	No				Ongoing	\$0.00	\$23,900.00	\$8,200.00	\$15,700.00			\$23,900.00	
2	2.5	Custodial Services	All	No				Ongoing	\$284,971.00	\$53,400.00	\$338,371.00				\$338,371.00	

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	2.6	Student Safety	All	No				Ongoing	\$96,754.00	\$0.00	\$96,754.00				\$96,754.00	

2025-26 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
\$3,658,090	182,579	4.991%	0.000%	4.991%	\$182,579.00	0.000%	4.991 %	Total:	\$182,579.00
								LEA-wide Total:	\$182,579.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$16,751.00

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	English Learners Foster Youth Low Income	Specific Schools: Apple Blossom Elem	\$32,052.00	
1	1.11	Counselor	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Apple Blossom	\$16,751.00	
1	1.12	Instructional Assistants	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Apple Blossom	\$18,256.00	
1	1.13	EL Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Apple Blossom Elem	\$79,621.00	
1	1.14	Redesignated EL Student Support	Yes	LEA-wide	English Learners Low Income	Specific Schools: Apple Blossom Elem	\$0.00	
1	1.17	Reading and Intervention Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Apple Blossom Elem	\$35,899.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,785,209.00	\$3,045,112.00

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	\$1,599,654.00	\$1,708,937
1	1.2	Reading Intervention Teacher	Yes	\$138,748.00	\$139,103
1	1.3	Special Education Teacher/Instructional Assistants	No	\$215,849.00	\$224,893
1	1.4	Grade level collaborative planning	No	\$10,500.00	\$0
1	1.5	Math Support via Online Programs	No	\$6,500.00	\$6,633
1	1.6	Reading Support via Online programs	No	\$2,500.00	\$11,070
1	1.7	Enrichment Programs	No	\$117,273.00	\$210,082
1	1.8	Professional Development	No	\$28,763.00	\$5,819
1	1.9	1:1 Chromebooks for All Student	No	\$0.00	\$0
1	1.10	Instructional Materials	No	\$69,119.00	\$55,870
1	1.11	Counselor	No	\$54,158.00	\$91,988

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	\$0.00	\$0
1	1.13	EL Coordinator	Yes	\$77,318.00	\$75,542
1	1.14	Redesignated EL Student Support	Yes	\$0.00	\$0
1	1.15	Math Intervention Program	No	\$0.00	\$0
1	1.16	Technology Instructional Assistant	No	\$0.00	\$0
1	1.17	Reading and Intervention Coordinator	Yes	\$46,590.00	\$49,408
1	1.18	After School Learning Extension	No	\$0.00	\$0
2	2.1	Social Emotional Learning (SEL) Support Programs.	No	\$0.00	\$0
2	2.2	Attendance	No	\$2,300.00	\$2,280
2	2.3	Social Emotional Support - Primary Intervention Program (PIP)	No	\$20,000.00	\$17,144
2	2.4	Parent Outreach	No	\$22,000.00	\$26,320
2	2.5	Custodial Services	No	\$305,276.00	\$323,269
2	2.6	Student Safety	No	\$68,661.00	\$96,754

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)

2024-25 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)
\$170,516	\$171,249.00	\$170,516.00	\$733.00	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	\$47,341.00	\$71,230		
1	1.13	EL Coordinator	Yes	\$77,318.00	\$75,542		
1	1.14	Redesignated EL Student Support	Yes	\$0.00	\$0.00		
1	1.17	Reading and Intervention Coordinator	Yes	\$46,590.00	\$23,744		

2024-25 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)
\$170,516	\$170,516	0	100.000%	\$170,516.00	0.000%	100.000%	\$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 and Senate Bill 153, Chapter 38, Statutes of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) 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\(d\)](#) 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](#);
 - **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](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **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\(b\)\(1\)](#) 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.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• 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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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:

- 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 the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

2025-26 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Twin Hills Union School District (Apple Blossom School)	Dana Pedersen Superintendent	dpedersen@twinhillsusd.org (707) 823-0871

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
22-23	16.6	94%	0%	0%	6.0%	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)

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.

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

Practices	Rating Scale Number
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)

- 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.

- 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.

- 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
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 incredibly 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,
School Safety
92% of students feel safe on campus (compared to 97% in 2023-2024, and compared to 61% for the county in 2024-2025)

Student Connectedness
24% responded positively to the question "Do you like going to school?" (compared to 29% in 2023-2024, and compared to 33% for the county in 2024-2025)
82% responded positively to the overall category of "Engagement" (compared to 87% in 2023-2024, and compared to 84% for the county in 2024-2025)

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					

Coordinating Instruction	1	2	3	4	5
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).					

Coordinating Services	1	2	3	4	5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Local Control and Accountability Plan 2025-26

Including:

- * 2025-26 LCFF Budget Overview for Parents**
- * 2024-25 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: 2025-26

LEA contact information:

Shawna Whitiestine

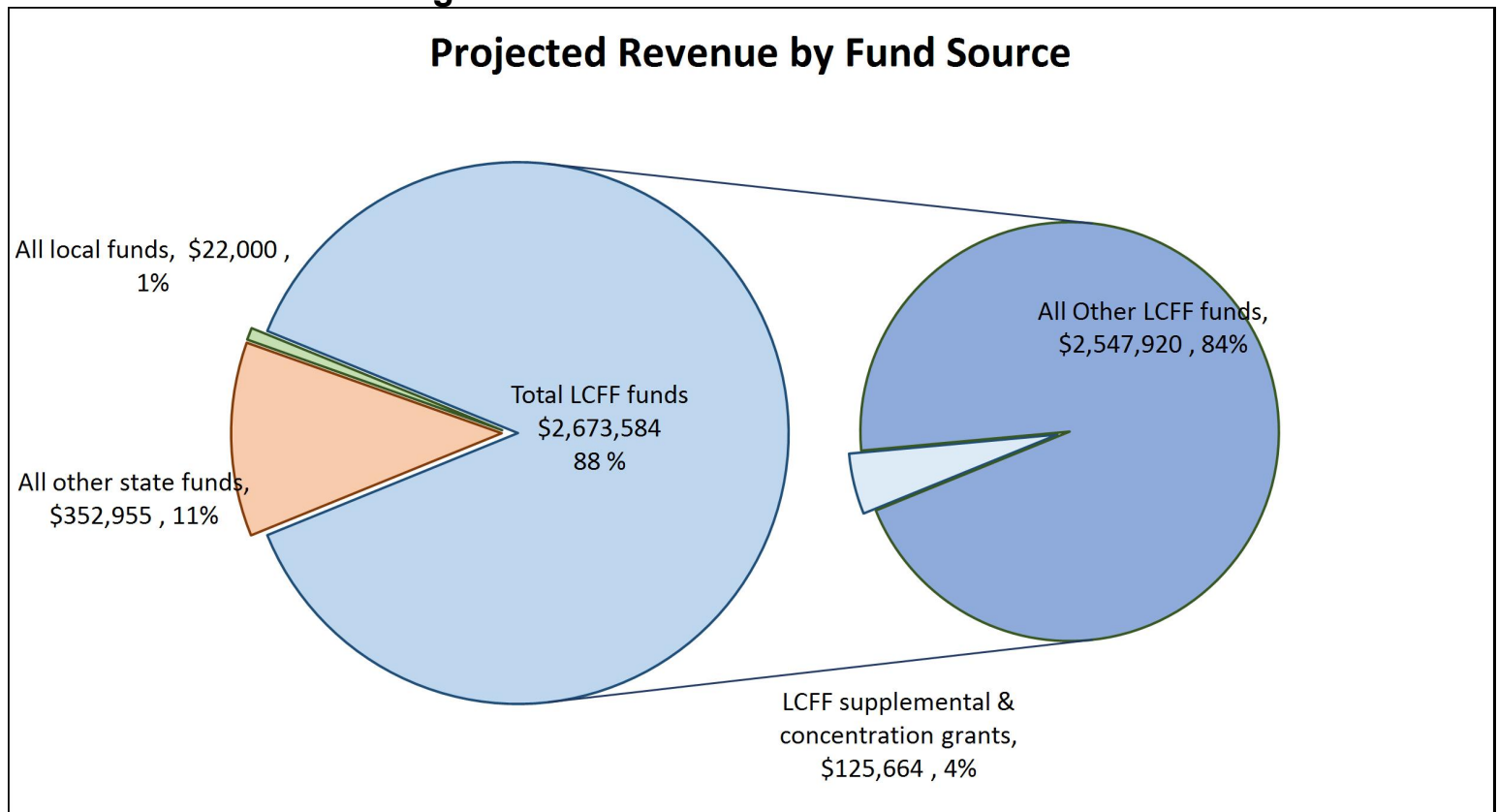
Principal

swhitiestine@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 2025-26 School Year

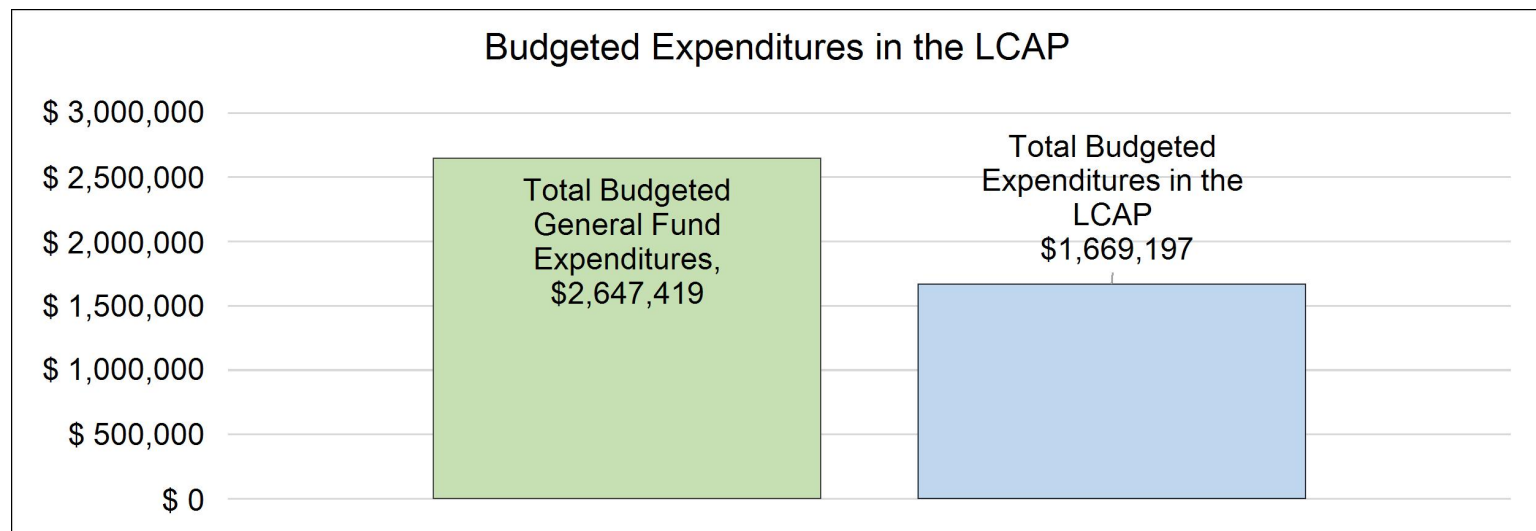


This chart shows the total general purpose revenue Twin Hills Charter Middle School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Twin Hills Charter Middle School is \$3,048,539, of which \$2,673,584 is Local Control Funding Formula (LCFF), \$352,955 is other state funds, \$22,000 is local funds, and \$ is federal funds. Of the \$2,673,584 in LCFF Funds, \$125,664 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 2025-26. 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 \$2,647,419 for the 2025-26 school year. Of that amount, \$1,669,197 is tied to actions/services in the LCAP and \$978,222 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

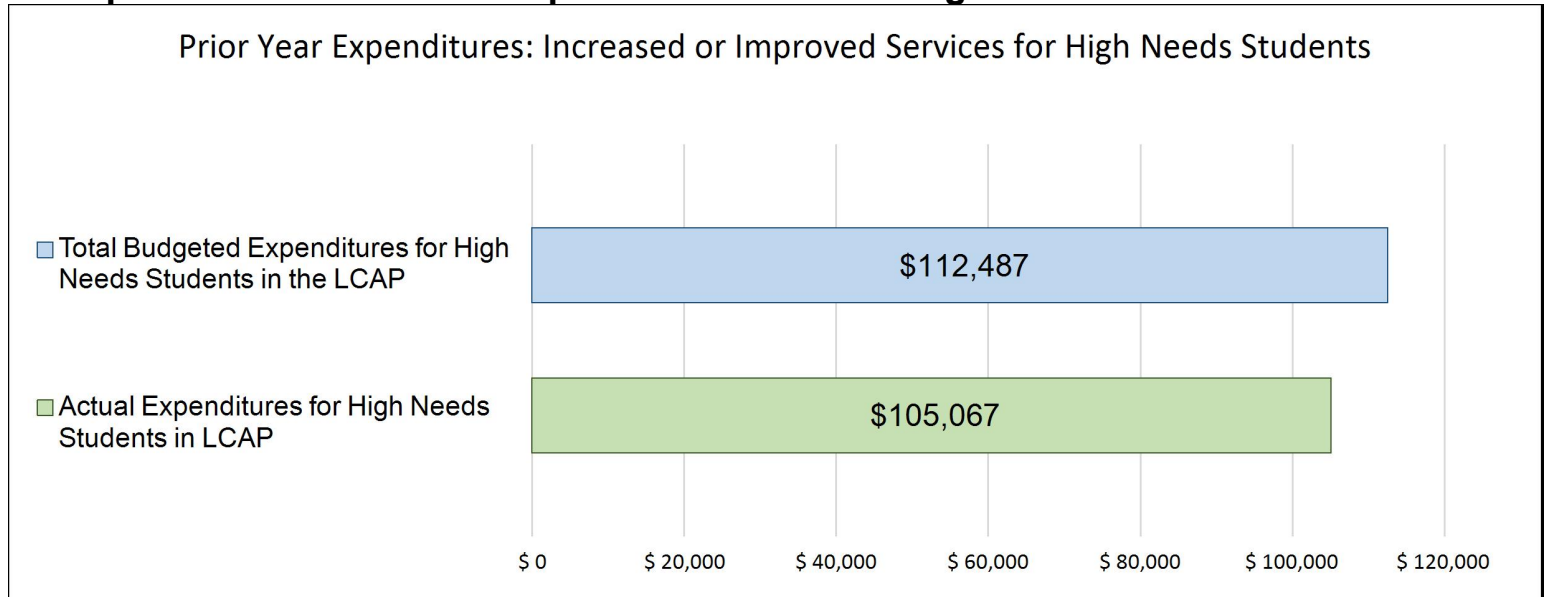
The LCAP includes specific funding for specific actions. The balance of the budget over the LCAP expenses detailed here include costs for administrative and classified staff that support all students as well as supplies and services. Please see the adopted budget for further details.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Twin Hills Charter Middle School is projecting it will receive \$125,664 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 \$125,664 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 2024-25



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 2024-25, Twin Hills Charter Middle School's LCAP budgeted \$112,487 for planned actions to increase or improve services for high needs students. Twin Hills Charter Middle School actually spent \$105,067 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$7,420 had the following impact on Twin Hills Charter Middle School's ability to increase or improve services for high needs students:

The cost of the actual expenditures to increase services for high needs students was actually lower than projected at adopted budget and the difference did not impact the planned actions to increase these services because the services were still provided, but just at a lower cost to the school.



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 [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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 26% of students are socioeconomically disadvantaged, less than 5% are English Learners, and 14% students with disabilities. Demographics: White 64%; Hispanic 24%; Multiple 11%. 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.

No equity multiplier in the Twin Hills Union School District (including charters).

Reflections: Annual Performance

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

LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG)

Our District has unexpended LREBG funds. Our LREBG funded action is found in Goal 1 Action 11: Increased Counselor Time and Advisory Program

Goal 1 Action 11: School counselor

This action utilizes \$15,368 in LREBG Funds. Counseling is an evidence-based practice to support academic learning recovery and student social and emotional well-being. This action is listed under category "(C) Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, **counseling**, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. This includes evidence-based resources for reducing chronic absenteeism." The metrics that will be used to monitor the impact of the action includes: Chronic Absenteeism and the ELA/Math Academic Indicators on the CA Dashboard.

SUCSESSES based on 2024 CA Dashboard and Local Data

In 2023, the student demographic groups of White and Hispanic were in the orange. Now they are in the yellow.

State indicators where the LEA/School received "green" or "blue" performance level on the 2024 Dashboard for "all students"

- English Language Arts (Green)
- Mathematics (Green)

Student groups within the School/LEA that received "green" or "blue" performance level on one or more state indicators on the 2024 Dashboard:

- Socioeconomically Disadvantaged (English Language Arts-Green)
- White (English Language Arts-Green, Mathematics-Green)

The following local indicators were at the "standard met" level.

- Basic Services
 - Implementation the Academic Standards
 - Parent and Family Engagement
 - Local Climate Survey
 - Access to Broad Course of Study
-

CHALLENGES based on 2024 CA Dashboard and Local Data:

Indicators where the School/LEA received the lowest performance level ('red") on the 2024 Dashboard for "all students"

- None

Student groups within the School/LEA that received the lowest performance level ('red') on one or more state indicators on the 2024 Dashboard:

- None

Reference: <https://www6.cde.ca.gov/californiamodel/studentgroupsreport?&year=2024&cdcode=&scode=6052302&reporttype=sgroups>

2024 Required Actions

- Differentiated Assistance 2024 (not applicable)
 - Equity Multiplier Goal (not applicable)
 - Learning Recovery Emergency Block Grant Goal and/or Actions: Goal 1 Action 11: Increased Counselor Time and Advisory Program
 - ELs over 30 (not applicable)
 - LTELs if over 15 (not applicable)
-

2023 Required Actions

Twin Hills Charter Middle School did not have any student demographic groups in the red. Therefore, no required actions are necessary.

The section below is based on the 2023 CA Dashboard and remains unchanged during the three-year LCAP cycle:

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.

Stable Enrollment: Despite a general trend of declining enrollments in nearby districts, Twin Hills Charter Middle School has maintained stable enrollment numbers. Projected enrollment shows a growth of approximately 15% for the 25-26 school year. 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 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.

Technical Assistance (Differentiated Assistance) is not applicable to Twin Hills Charter Middle School based on the 2023 and 2024 dashboard.

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
Parents	Youth Truth Survey, Spring Survey to gather needed information for LCAP, monthly newsletters, and monthly Second Cup of Coffee meetings
Students	Youth Truth Survey, Student Leadership Meetings, Affinity Group/Student Interest Groups offered regularly, and Informal polls on social media
Teachers	Youth Truth Survey, Spring Survey to gather needed information for LCAP, weekly staff meetings, 1:1 meetings, regular drop in discussions, and regular open communication
Principal	Monthly collaborative meetings, open direct communication, and drop in meetings with other stakeholders including district board meetings
Other School Personnel	Monthly classified meetings, 1:1 meetings, regular drop in discussions, and regular open communication
Twin Hills Teacher Association (THTA)	Teachers are actively engaged in the bargaining process
Parent Advisory Committee (PAC)	Quarterly collaborative meetings with PAC to discuss school opportunities, needs, and improvements
English Language Advisory Committee (ELAC)	Quarterly collaborative meetings with ELAC to discuss school opportunities, needs, and improvements
Special Education Local Plan Area Administrator (SELPA)	Provide LCAP for review to the SELPA administrator for review and insight
Leadership Team (site based)	Bi-Monthly collaborative meetings with LT to discuss school opportunities, needs, and improvements

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

LCAP engagement supported 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. During the 2024-2025 LCAP cycle significant work was done to update and revise the LCAP based on educational partner feedback. The 2025-2026 LCAP is in year 2 of a 3-year LCAP cycle. No major changes were made to the 2025-2026 LCAP goals and actions.

The following action/descriptions were updated to reflect corrected action language.

Action 1.5 Professional Development to support Curriculum Planning and Student Engagement: Added "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." This language was under "1.6 Technology to Support Learning."

Action 1.6 "Technology to Support Learning"

Added the following language " Implement technology to access information and produce work." This language was from the 23-24 LCAP.

Action 1.10 "Increased Counselor Time and Advisory Program" changed back to the correct title "Rigorous Instructional Program with Support for Redesignated English Learners." from the 2023-2024 LCAP

Action 1.3 Special Education Services was changed to "1.3 Intervention Services"

"1.3 Provide intervention services for students with disabilities and other students not meeting standards. 1.4 special education teachers with 1 full time assistant and 2 additional part time assistants. Amount shown is part of the overall contribution for special education estimated at \$250,000." was changed to "1.3 Provide intervention services to students not meeting standards."

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

An explanation of why the LEA has developed this goal.

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

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 (CA Dashboard) Distance from Standard Met (Performance Color)	2022-2023 ELA: 44 above (Green) Math: 12 above (Blue) Science: 1 below	2023-2024 ELA: 37 above (Green) Math: 8 above (Green) Science: 0 (at standard)		Increase by 3 points or maintain "above" status and/or performance color of green or blue.	ELA: Decreased 7 points Math: Decreased 4 point Science: N/A Maintained "Above" and performance color of green or blue.
1.2	Chronic Absenteeism	2023 CDE Dashboard Report 20% chronic absenteeism rate in 2023.	2024 CDE Dashboard Report 12% chronic absenteeism rate in 2024.		10% or less	Decreased 8%
1.3	EL Access to CA Standards including ELD Standards	2023-2024 Local Indicator Report: 100% of EL students have access to EL standards	2024-2025 Local Indicator Report: 100% of EL students have access to EL standards		100% of EL students have access to EL standards	Maintained 100%
1.4	Student Access to Instructional materials	2023-2024 Local Indicator Report: 100% of students have access to instructional materials 100% of students with Chromebooks	2024-2025 Local Indicator Report: 100% of students have access to instructional materials 100% of students with Chromebooks		100% of students have access to a broad course of study.	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Facilities in Good Repair	Met based upon 2023-2024 FIT Report	Met based upon 2024-2025 FIT Report		Continue to meet or exceed expectations	Maintained "Met" status
1.6	Implementation of Academic Content Standards	2023-2024 Local Indicator Report: 100% of teachers with high levels of efficacy in teaching CA Content Standards	2024-2025 Local Indicator Report: 100% of teachers with high levels of efficacy in teaching CA Content Standards		Maintain 100%	Maintained 100%
1.7	Properly Credentialed Teachers	2023-2024 DataQuest Report: 100% of teachers are properly credentialed	2024-2025 DataQuest Report: 100% of teachers are properly credentialed		Maintain 100%	Maintained 100%
1.8	Access to/Enrollment in a broad course of study	2023-2024 Local Indicator Report: 100% of students are enrolled in a broad course of study	2024-2025 Local Indicator Report: 100% of students are enrolled in a broad course of study		Maintain 100%	Maintained 100%
1.9	Access to/Enrollment in programs services developed and provided to unduplicated pupils and individuals with exceptional needs	2023-2024 100% of English learners, low-income students, and foster youth are provided with access to legally required programs and services and have access to additional services as needed.	2024-2025 100% of English learners, low-income students, and foster youth are provided with access to legally required programs and services and have access to		Maintain 100%	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			additional services as needed.			
1.10	Percentage of ELs who made progress toward English proficiency on the ELPAC	2023-2024 Aeries Report: Fewer than 11 students - data not displayed for privacy	2024-2025 Fewer than 11 students - data not displayed for privacy		If applicable, TBD	N/A
1.11	English Learner Reclassification Rate % of Ever-ELs who are considered RFEP (reclassified)	2023-2024 52%	2024-2025 60%		50%+	Increased 8%
1.12	Other Pupil outcomes available in the subject areas (STAR Reading and Math)	January 2024 STAR Scores: ELA- 6th grade- 71% at or above standard 7th grade- 66% at or above standard 8th grade- Not available Math- 6th grade- 63% at or above standard 7th grade- 64% at or above standard 8th grade- Not available	January 2025 STAR Scores: ELA 6th grade- 81% at or above standard 7th grade- 87% at or above standard 8th grade- 84% at or above standard Math- 6th grade- 56% at or above standard 7th grade- 76% at or above standard 8th grade- 69% at or above standard		2026-2027 STAR Scores: ELA All grades at 90% at or above standard Math- All grades at 80% at or above standard	ELA 6th: Increased 10% 7th: Increased 21% 8th: N/A Math 6th: Decreased 7% 7th: Increased 12% 8th: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	Attendance Rate	2023-2024 P2 ADA Report 94.17% Attendance	2024-2025 P2 ADA Report 93.23% Attendance		By 2026-2027 perform at a 96% rate	Decreased 1%
1.14	CAASPP-Student Group Hispanic (CA Dashboard) Distance from Standard Met	2022-2023 ELA: 23 above Math: 22 below Science: N/A	2023-2024 ELA: 8 above Math: 23 below Science: 8 below		Increase by 3 points or maintain "above" status and/or performance color of green or blue.	ELA: Decreased 15 points Math: Decreased 1 point Science: N/A
1.15	CAASPP-Student Group Socio-economically disadvantaged (CA Dashboard) Distance from Standard Met	2022-2023 ELA: 23 above Math: 10 below Science: N/A	2023-2024 ELA: 25 above Math: 15 below Science: 5 below		Increase by 3 points or maintain "above" status and/or performance color of green or blue.	ELA: Increased 2 points Math: Decreased 5 point Science: N/A
1.16	CAASPP-Student Group White (CA Dashboard) Distance from Standard Met	2022-2023 ELA: 46 above Math: 19 above Science: N/A	2023-2024 ELA: 42 above Math: 9 above Science: 1 above		Increase by 3 points or maintain "above" status and/or performance color of green or blue.	ELA: Decreased 4 points Math: Decreased 10 point Science: N/A

Goal Analysis [2024-25]

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.

Successful Implementation-

- 1.1 Highly Qualified teachers in all classrooms- 100% are assigned appropriate credentials
- 1.2 Provide Academic Support Programs- Academic support classes are provided at all grade levels
- 1.3 Special Education Services- All students with IEPs are receiving intervention supports and services
- 1.4 Collaborative Team Planning Time- Collaborative planning occurs 3-4 times per month in the afternoons
- 1.7 Standards Aligned Instructional Materials- 100% of students and staff have access to standards aligned curriculum
- 1.9 Intervention classes for extra support in ELA and Math- Academic support classes are provided at all grade levels

- 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.
- 1.10 Increased Counselor Time and Advisory Program was offered to students
- 1.11 Increased Counselor Time and Advisory Program- All students have access to a full time school counselor and advisory classes with SEL curriculum

Implementation Challenges-

- 1.5 Professional Development to support Curriculum Planning and Student Engagement- Prof. Develop. was offered to staff. Many staff members took the opportunity to attend various workshops; However not all staff did due to a variety reasons (time, availability, interest, etc.)
- 1.6 Technology to Support Learning- Prof. Develop. around technology was offered to staff. Many staff members took the opportunity to learn new approaches; However not all staff did due to a variety reasons (time, availability, interest, etc.)
- 1.8 Standards Aligned Instructional Materials- 100% of ELD students have access to standards aligned curriculum; Inconsistent access to adult support for ELD students
- 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.

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.

Expenditure Differences:

- 1.1 Highly Qualified teachers in all classrooms-no material difference
- 1.2 Provide Academic Support Programs- no material difference
- 1.3 Special Education Services- due to counseling services increasing, no amount is entered
- 1.4 Collaborative Team Planning Time- Substitute time is budgeted but instead early release day hours were used
- 1.5 Professional Development to support Curriculum Planning and Student Engagement-No funds originally budgeted, used categorical funds for professional development
- 1.6 Technology to Support Learning-no material difference
- 1.7 Standards Aligned Instructional Materials-did not spend full amount originally budgeted
- 1.8 Standards Aligned Instructional Materials- did no spend full amount originally budgeted
- 1.9 Intervention classes for extra support in ELA and Math- no material difference
- 1.10 Increased Counselor Time and Advisory Program-no material difference
- 1.11 Increased Counselor Time and Advisory Program- FTE for counselor increased by .20 FTE

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

- 1.1 Highly Qualified teachers in all classrooms- EFFECTIVE 100% are assigned appropriate credentials
- 1.2 Provide Academic Support Programs- EFFECTIVE Academic support classes are provided at all grade levels
- 1.3 Special Education Services- EFFECTIVE 100% of students with IEPs are receiving intervention supports and services
- 1.4 Collaborative Team Planning Time- EFFECTIVE Collaborative planning occurs 3-4 times per month in the afternoons

1.5 Professional Development to support Curriculum Planning and Student Engagement- SOMEWHAT EFFECTIVE Prof. Develop. was offered to staff. Many staff members took the opportunity to attend various workshops and for those who attended the professional development was effective; However not all staff did due to a variety reasons (time, availability, interest, etc.)

1.6 Technology to Support Learning- SOMEWHAT EFFECTIVE Prof. Develop. around technology was offered to staff. Some staff members took the opportunity to learn new approaches and for those who attended the professional development was effective; However not all staff did due to a variety reasons (time, availability, interest, etc.)

1.7 Standards Aligned Instructional Materials- EFFECTIVE 100% of students and staff have access to standards aligned curriculum

1.8 Standards Aligned Instructional Materials- EFFECTIVE. All instructional materials are aligned to the standards.

1.9 Intervention classes for extra support in ELA and Math- EFFECTIVE Academic support classes are provided at all grade levels

1.10 Increased Counselor Time and Advisory Program-EFFECTIVE. All students had access to counseling services and advisory classes with adopted social-emotional curriculum.

1.11 Increased Counselor Time and Advisory Program-EFFECTIVE All students have access to a full time school counselor and advisory classes with SEL curriculum

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.

Added metric 1.5 through 1.13 to include required metrics. Updated verbiage on all metrics to match required metrics. Included updated target outcome to match. Action 1.8 was changed so the phrasing matches the description.

The following action/descriptions were updated to reflect corrected action language.

Action 1.5 Professional Development to support Curriculum Planning and Student Engagement: Added "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." This language was under "1.6 Technology to Support Learning."

Action 1.6 "Technology to Support Learning"

Added the following language " Implement technology to access information and produce work." This language was from the 23-24 LCAP.

Action 1.10 "Increased Counselor Time and Advisory Program" changed back to the correct title "Rigorous Instructional Program with Support for Redesignated English Learners." from the 2023-2024 LCAP

Action 1.3 Special Education Services was changed to "1.3 Intervention Services"

"1.3 Provide intervention services for students with disabilities and other students not meeting standards. 1.4 special education teachers with 1 full time assistant and 2 additional part time assistants. Amount shown is part of the overall contribution for special education estimated at \$250,000." was changed to "1.3 Provide intervention services to students not meeting standards."

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Teachers in all classrooms	1.1 Highly Qualified teachers in all classrooms	\$1,172,456.00	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	Intervention Services	1.3 Provide intervention to students not meeting standards.	\$51,034.00	Yes
1.4	Collaborative Team Planning Time	1.4 Grade Level and department collaborative planning	\$6,950.00	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. Teachers will develop and implement units/lesson development with Common Core State Standards using existing curriculum and exploring new adoptions, Professional development will continue to support this work.	\$6,200.00	No
1.6	Technology to Support Learning	1.6 Implement technology to access information and produce work.	\$6,400.00	No
1.7	Standards Aligned Instructional Materials	1.7 Continue to provide standards aligned instructional materials in all academic classrooms	\$28,558.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	N/A	1.8 N/A (see above)		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 \$74,572, amount showing is amount contributing to UPC, amount paid with Base LCFF funds is not included.	\$37,286.00	Yes
1.10	Rigorous Instructional Program with Support for Redesignated English Learners.	1.10 Provide to RFEP ELs a rigorous instructional program that is offered to all students including support programs. Monitor achievement and differentiate as needed.		Yes
1.11	1.11 Increased Counselor Time and Advisory Program	<p>1.11 1.0% Counselor. Actual cost for counselor over \$100k, less than 50% is paid by LCFF funds. The amount paid using Supplemental Funds is shown. The amount paid using Base LCFF funds is not shown. Counselor is partially funded by Mental Health and Learning Recovery EMBG funds.</p> <p>**LREBG Action: Learning Recovery and Emergency Block Grant (LREBG) Action (see "Reflections: Annual Performance" for more detail**</p>	\$70,812.00	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.	Broad Goal

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	Sense of Safety	Spring 2024 Youth Truth Data: 96% of parents feel like their child is safe from violence at school.	Spring 2025 Youth Truth Data: 97% of parents feel like their child is safe from violence at school.		90% or higher for all questions.	1% increase 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
		<p>71% of students feel safe during school</p> <p>88% of staff feel safe from harm while at school</p>	<p>91% of students feel safe from harm on school property outside of school building</p> <p>80% of staff feel safe from harm while at school</p>			<p>20% increase of students feel safe from harm on school property outside of school building</p> <p>8% decrease of staff feel safe from harm while at school</p>
2.2	Suspension/Expulsion Rate	CDE Dashboard 2023: Suspension Rate 2.9% Expulsion Rate = 0	CDE Dashboard 2024: Suspension Rate 3.7% Expulsion = 0		2% or less suspension rate	Suspension Rate: Increased 0.8% Expulsion: Maintained 0
2.3	<p>Efforts to seek parent input in decision-making: Parent Involvement/parent survey</p> <p># parents/guardians responded to YouthTruth Survey</p>	2023-2024 74 Responses	2024-2025 87 responses		100+ surveys	Increased 13
2.4	Promotion Statistics (Aeries Report)	2023-2024 Aeries Report: Rate of student completion of 8th grade with no more than 5% not meeting all promotion criteria.	2024-2025 Aeries Report: Rate of student completion of 8th grade with 0% not meeting all promotion criteria.		Less than 3%	Decreased 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Drop Out Rate	2023-2024 Aeries Report: 0% Drop out rate	2024-2025 Aeries Report: 0% Drop out rate		Maintain 0% Drop out rate	Maintained 0%
2.6	<p>Promote parental participation in programs for unduplicated pupils and individuals with exceptional needs</p> <p>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.</p>	<p>2022-2023 CA Dashboard</p> <p>"Full Implementation and Sustainability"</p>	<p>2023-2024 CA Dashboard</p> <p>"Full Implementation"</p> <p>2024-2025 CA Dashboard</p> <p>"Full Implementation and Sustainability"</p>		"Full Implementation and Sustainability"	Maintained ""Full Implementation and Sustainability"
2.7	Sense of Connectedness	<p>Spring 2024 Youth Truth Data</p> <p>83% of parents feel engaged with the school</p> <p>72% of students enjoy school</p> <p>90% of staff are proud of the school.</p>	<p>Spring 2025 Youth Truth Data:</p> <p>83% of parents feel engaged with the school</p> <p>31% of students enjoy school</p> <p>92% of staff are proud of the school.</p>		<p>85% of parents feel engaged with the school</p> <p>80% of students enjoy school</p> <p>95% of staff are proud of the school.</p>	<p>Maintained % of parents feel engaged with the school</p> <p>Decreased 41% of students enjoy school</p> <p>Increased 2% of staff are proud of the school.</p>

Goal Analysis [2024-25]

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.

Successful Implementation-

2.1 Safe School Environment. Provided a safe school environment with existing character building and support programs such as reward activities, teacher mentoring of students and safe schools programs.

2.2 Monitor students attendance. Monitored student attendance and completed SARB process as needed.

2.3 Parent Volunteer Program, Outreach, ELAC, Parent Council. Continued parent and community volunteer program, outreach, and education, ELAC, Education activities, Site Council.

2.4 Custodial Services Provide Custodial Services

2.5 Campus Supervision Provide Campus Supervision

Implementation Challenges, Modify Implementation, Non Implemented Actions

-All actions were implemented.

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

Expenditure Differences

2.1 Safe School Environment- No material differences

2.2 Monitor students attendance- No material differences

2.3 Parent Volunteer Program, Outreach, ELAC, Parent Council- No material differences

2.4 Custodial Services- No material differences

2.5 Campus Supervision- No material differences

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

2.1 Safe School Environment- EFFECTIVE- All student and staff safety drills were performed successfully and with fidelity; 100% implementation of SEL curriculum (Character Strong)

2.2 Monitor students attendance- EFFECTIVE- Chronic Absenteeism dropped 8%

2.3 Parent Volunteer Program, Outreach, ELAC, Parent Council- EFFECTIVE- Increased involvement in parent volunteers, outreach, and parent council (ELAC is an area we are working on participation as it has not been highly attended)

2.4 Custodial Services- EFFECTIVE Our facilities continue to meet the FIT report and are score positively on parent surveys

2.5 Campus Supervision-EFFECTIVE Continue to provide successful campus supervision

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.

Added metric 2.6 and 2.8 to include required metrics. Updated verbiage on all metrics to match required metrics. Included updated target outcome data to match.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Safe School Environment.	2.1 Continue to provide a safe school environment with existing character building and support programs such as reward activities, teacher mentoring of students and safe schools programs.	\$0.00	No
2.2	Monitor students attendance.	2.2 Monitor student attendance and complete SARB process as needed.	\$1,700.00	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.	\$16,250.00	No
2.4	Custodial Services	2.4 Provide Custodial Services	\$200,679.00	No
2.5	Campus Supervision	2.5 Provide Campus Supervision	\$70,872.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$125,664	\$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
4.932%	0.000%	\$0.00	4.932%

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: See description for Action 1.2 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	<p>Action: Intervention Services</p> <p>Need: See description for Action 1.3</p> <p>Scope: LEA-wide Schoolwide</p>	See Goal 3	Enrollment in these programs
1.9	<p>Action: Intervention classes for extra support in ELA and Math</p> <p>Need: See description for Action 1.9</p> <p>Scope: LEA-wide Schoolwide</p>	See Goal 2	Staff, student, and family surveys
1.10	<p>Action: Rigorous Instructional Program with Support for Redesignated English Learners.</p> <p>Need: See description for Action 1.10</p>	See description for Action in 1.10	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
	Scope: LEA-wide Schoolwide		
1.11	Action: 1.11 Increased Counselor Time and Advisory Program Need: See description for Action 1.11 Scope: LEA-wide Schoolwide	See description for Action 1.11	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: 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: Intervention	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
	<p>Services</p> <p>Need: See description for Action 1.3</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
1.9	<p>Action: Intervention classes for extra support in ELA and Math</p> <p>Need: See description for Action 1.9</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	See description for Action 1.9	See Goal 1 Metrics
1.10	<p>Action: Rigorous Instructional Program with Support for Redesignated English Learners.</p> <p>Need: See description for Action 1.10</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	See description for Action 1.10	See Goal 1 Metrics
1.11	<p>Action:</p>	See description for Action 1.11	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
	1.11 Increased Counselor Time and Advisory Program Need: See description for Action 1.11 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.

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.

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	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 certificated staff providing direct services to students	N/A	N/A

2025-26 Total Planned 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	\$2,547,920	\$125,664	4.932%	0.000%	4.932%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,583,871.00	\$85,326.00	\$0.00	\$0.00	\$1,669,197.00	\$1,571,654.00	\$97,543.00

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					\$1,172,456.00	\$0.00	\$1,172,456.00				\$1,172,456.00	
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	Intervention Services	English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			\$51,034.00	\$0.00	\$51,034.00				\$51,034.00	
1	1.4	Collaborative Team Planning Time	All	No					\$6,950.00	\$0.00	\$6,950.00				\$6,950.00	
1	1.5	Professional Development to support Curriculum Planning and Student Engagement	All	No					\$3,665.00	\$2,535.00		\$6,200.00			\$6,200.00	
1	1.6	Technology to Support Learning	All	No					\$0.00	\$6,400.00		\$6,400.00			\$6,400.00	
1	1.7	Standards Aligned Instructional Materials	All	No					\$0.00	\$28,558.00		\$28,558.00			\$28,558.00	

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	N/A	All	No												
1	1.9	Intervention classes for extra support in ELA and Math	English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			\$30,286.00	\$7,000.00	\$30,286.00	\$7,000.00			\$37,286.00	
1	1.10	Rigorous Instructional Program with Support for Redesignated English Learners.	English Learners Foster Youth Low Income	Yes	LEA-wide School wide 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 School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			\$70,812.00	\$0.00	\$44,344.00	\$26,468.00			\$70,812.00	
2	2.1	Safe School Environment.	All	No					\$0.00	\$0.00	\$0.00				\$0.00	
2	2.2	Monitor students attendance.	All	No					\$0.00	\$1,700.00	\$1,700.00				\$1,700.00	
2	2.3	Parent Volunteer Program, Outreach, ELAC, Parent Council.	All	No					\$0.00	\$16,250.00	\$5,550.00	\$10,700.00			\$16,250.00	
2	2.4	Custodial Services	All	No					\$165,579.00	\$35,100.00	\$200,679.00				\$200,679.00	
2	2.5	Campus Supervision	All	No					\$70,872.00	\$0.00	\$70,872.00				\$70,872.00	

2025-26 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
\$2,547,920	\$125,664	4.932%	0.000%	4.932%	\$125,664.00	0.000%	4.932 %	Total:	\$125,664.00
								LEA-wide Total:	\$125,664.00
								Limited Total:	\$125,664.00
								Schoolwide Total:	\$125,664.00

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	Intervention Services	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$51,034.00	
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		\$30,286.00	
1	1.10	Rigorous Instructional Program with Support for Redesignated English Learners.	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		\$44,344.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,407,259.00	\$1,347,205.00

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	\$970,915.00	\$971,350.00
1	1.2	Provide Academic Support Programs	Yes	\$0.00	\$0.00
1	1.3	Special Education Services	Yes	\$42,853.00	
1	1.4	Collaborative Team Planning Time	No	\$5,845.00	\$0.00
1	1.5	Professional Development to support Curriculum Planning and Student Engagement	No	\$0	\$1,214.00
1	1.6	Technology to Support Learning	No	\$5,660.00	\$7,327
1	1.7	Standards Aligned Instructional Materials	No	\$18,200.00	\$6,125
1	1.8	Standards aligned Instructional Materials	No	\$36,990.00	\$0.00
1	1.9	Intervention classes for extra support in ELA and Math	Yes	\$42,555.00	\$47,950
1	1.10	Increased Counselor Time and Advisory Program	Yes	\$0	\$0
1	1.11	1.11 Increased Counselor Time and Advisory Program	Yes	\$27,079.00	\$43,182

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Safe School Environment.	No		\$0.00
2	2.2	Monitor students attendance.	No	\$1,600.00	\$1,633.00
2	2.3	Parent Volunteer Program, Outreach, ELAC, Parent Council.	No	\$15,400.00	\$14,731.00
2	2.4	Custodial Services	No	\$185,524.00	\$195,456.00
2	2.5	Campus Supervision	No	\$54,638.00	\$58,237.00

2024-25 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)
\$105,067	\$112,487.00	\$105,067.00	\$7,420.00	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	\$42,853.00	\$18,343		
1	1.9	Intervention classes for extra support in ELA and Math	Yes	\$42,555.00	\$49,597		
1	1.10	Increased Counselor Time and Advisory Program	Yes				
1	1.11	1.11 Increased Counselor Time and Advisory Program	Yes	\$27,079.00	\$37,127		

2024-25 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)
\$2,004,327	\$105,067	0.00	5.242%	\$105,067.00	0.000%	5.242%	\$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 and Senate Bill 153, Chapter 38, Statutes of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) 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\(d\)](#) 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](#);
 - **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](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **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\(b\)\(1\)](#) 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.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• 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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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:

- 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 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)**



2025-26 Local Performance Indicator Self-Reflection

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

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
2022-2023	12.8	85	9.3%	0%	3.4%	2.3%	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)

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)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
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					5
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

Practices	Rating Scale Number
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)

- 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.

- 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.

- 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.	5
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 2025 Youth Truth and local LCAP surveys the LEA students feel safe at school. This raised 9% from the previous year. The sense of connectedness is monitored by the YT question of "Do students enjoy school?" 31% of the students answered positively.

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 feel safe both inside their classes and around campus. The percentage dipped slightly in the bathroom. This appears to be steady across all ethnicities and the LGBTQ population.

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 mentioned 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)

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

Local Control and Accountability Plan 2025-26

Including:

- * 2025-26 LCFF Budget Overview for Parents**
- * 2024-25 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: 2025-26

LEA contact information:

Maura DuVall

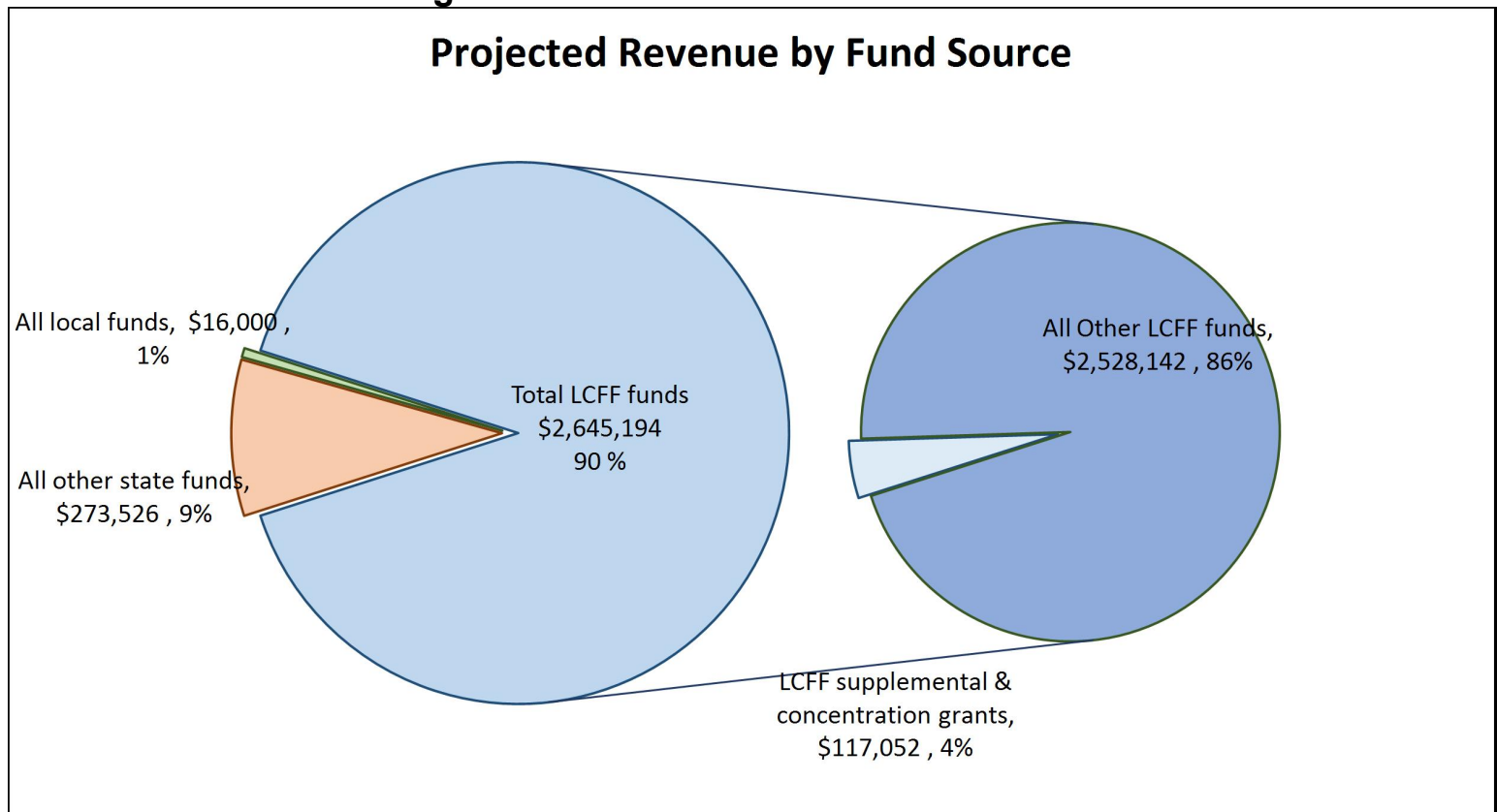
Director

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 2025-26 School Year

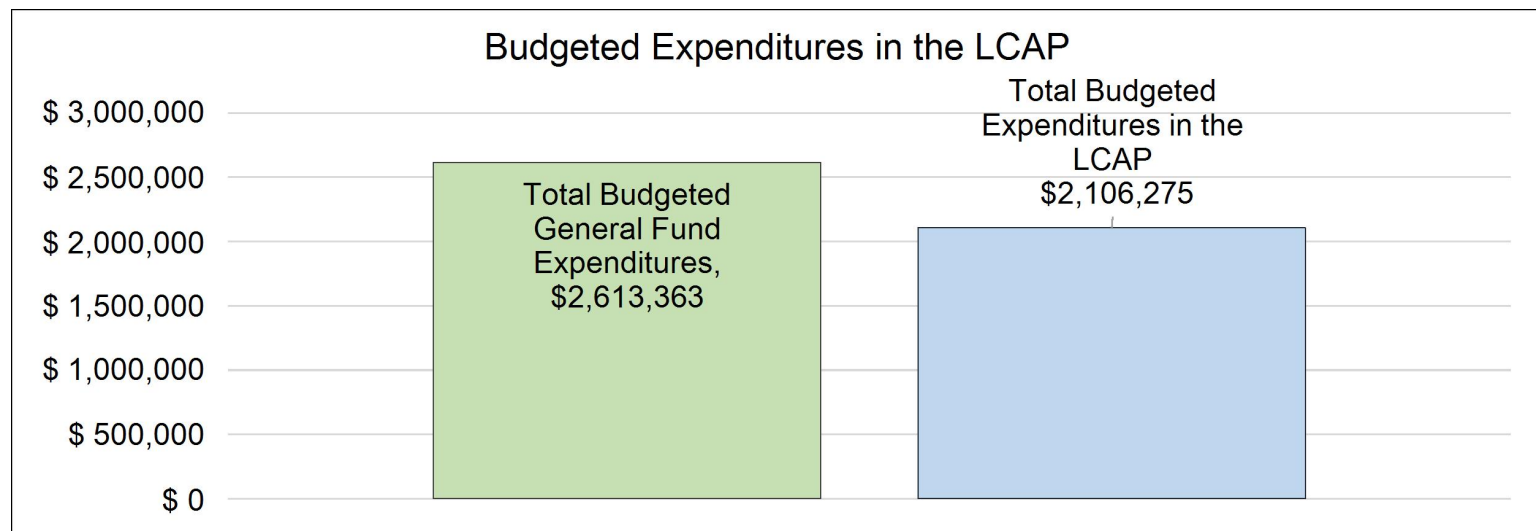


This chart shows the total general purpose revenue Orchard View School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Orchard View School is \$2,934,720, of which \$2,645,194 is Local Control Funding Formula (LCFF), \$273,526 is other state funds, \$16,000 is local funds, and \$ is federal funds. Of the \$2,645,194 in LCFF Funds, \$117,052 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 2025-26. 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 \$2,613,363 for the 2025-26 school year. Of that amount, \$2,106,275 is tied to actions/services in the LCAP and \$507,088 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

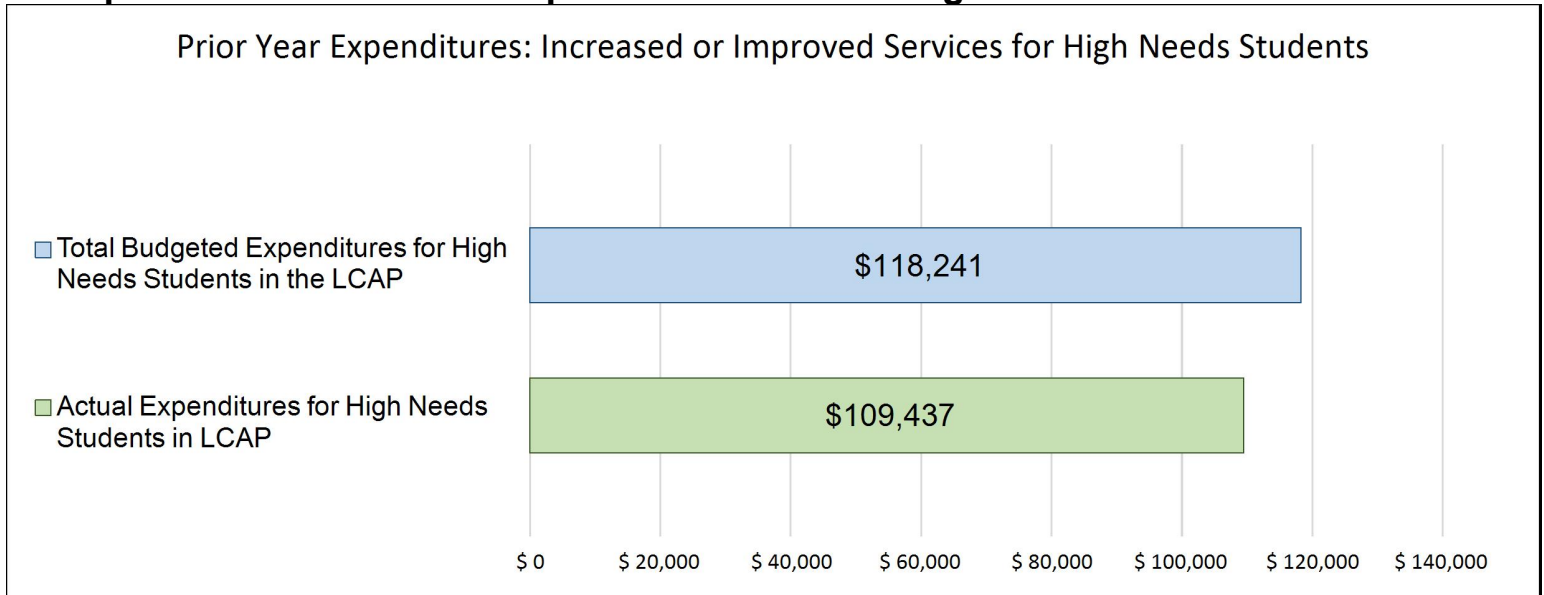
The LCAP includes specific funding for specific actions. The balance of the budget over the LCAP expenses detailed here include costs for administrative and classified staff that support all students as well as supplies and services. Please see the adopted budget for further details.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Orchard View School is projecting it will receive \$117,052 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 \$117,052 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 2024-25



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 2024-25, Orchard View School's LCAP budgeted \$118,241 for planned actions to increase or improve services for high needs students. Orchard View School actually spent \$109,437 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$8,804 had the following impact on Orchard View School's ability to increase or improve services for high needs students:

The cost of the actual expenditures to increase services for high needs students was actually lower than projected and the difference did not impact the planned actions to increase these services because the services will still be provided, but just at a lower cost to the school.

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 [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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.

LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG)
Our District has unexpended LREBG funds. Our LREBG funded action is found in Goal 1 Action 12: Counseling Services

Goal 1 Action 12: Counseling Services
This action utilizes \$13,088 in LREBG Funds. Counseling is an evidence-based practice to support academic learning recovery and student social and emotional well-being. This action is listed under category "(C) Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, **counseling**, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. This includes evidence-based resources for reducing chronic absenteeism." The metrics that will be used to monitor the impact of the action includes: Chronic Absenteeism and the ELA/Math Academic Indicators on the CA Dashboard.

2024 CA DASHBOARD

SUCCESSIONS based on 2024 CA Dashboard and Local Data
State indicators where the LEA/School received "green" or "blue" performance level on the 2024 Dashboard for "all students"

- Chronic Absenteeism Rate (Blue)
- Suspension Rate (Blue)

Student groups within the School/LEA that received "green" or "blue" performance level on one or more state indicators on the 2024 Dashboard:

- Socioeconomically Disadvantaged (Suspension Rate, Blue)
- Hispanic (Suspension Rate, Blue)
- White (Suspension Rate, Blue; Chronic Absenteeism, Blue)

The following local indicators were at the "standard met" level.

- Basic Services
- Implementation the Academic Standards
- Parent and Family Engagement
- Local Climate Survey
- Access to Broad Course of Study

CHALLENGES based on 2024 CA Dashboard and Local Data:

Overall indicators where the School/LEA received the lowest performance level ('red') on the 2024 Dashboard for “all students”

- There were no overall indicators where the School/LEA received the lowest performance level ('red') on the 2024 Dashboard for “all students”

Student groups within the School/LEA that received the lowest performance level ('red') on one or more state indicators on the 2024 Dashboard:

- There were no student groups that received the lowest performance level ('red') on the 2024 Dashboard for “all students”

References

-<https://www6.cde.ca.gov/californiamodel/studentgroupsreport?&year=2024&cdcode=&scode=4930319&reporttype=sgroups>

ADDRESSING THE NEED

Orchard View just finished an intensive WASC Accreditation Process. Throughout this process the visiting committee concurred with the priorities we established in our LCAP and emphasized the following areas:

- Strengthening College and Career Readiness Supports
- Increasing Academic Rigor and Student Opportunities
- Improving Transparent Communication with the District Around Resources and Planning

The following are priority areas from 2023-2024

- 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.

REQUIRED ACTIONS

The State of California requires the following actions to be included in a district LCAP:

- Students with Disabilities Required Action is found under action 1.3 Special Education Support
- LREBG Action: 1.12 Counselor (if additional funds are provided)
- English Learners and Long-Term English Learners Required Action N/A for our school/LEA (we only have less than 15 English Learners)
- Technical Assistant Required Actions: N/A for our district
- Equity Multiplier: N/A for our district
- 2023 CA Dashboard Required Actions: N/A for our LEA (no red indicators)
- 2024 CA Dashboard Required Actions: N/A for our LEA (no red indicators)

The section below is based on the 2023 CA Dashboard and remains unchanged during the three-year LCAP cycle:

CHALLENGES based on 2023 CA Dashboard and Local Data:

Overall indicators where the School/LEA received the lowest performance level ('red') on the 2024 Dashboard for “all students”

- There were no overall indicators where the School/LEA received the lowest performance level ('red') on the 2024 Dashboard for “all students”

Student groups within the School/LEA that received the lowest performance level ('red') on one or more state indicators on the 2024 Dashboard:

- There were no student groups that received the lowest performance level ('red') on the 2024 Dashboard for “all students”

References

-<https://www6.cde.ca.gov/californiamodel/studentgroupsreport?year=2023&cdcode=&scode=4930319>

Reflections: Technical Assistance

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

Not Applicable

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
Teachers, Other school personnel, Local bargaining units of the LEA	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/ Administrators	Strategic Planning Sessions: Principals and administrators participated in strategic planning sessions where they could share their insights on school operations and instructional leadership.
Parents/Family/Parent Advisory Committee/ Schoolsite Councils / School Plans	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.

Educational Partner(s)	Process for Engagement
Community (Public Notification)	<p>Types of Engagement: Public Notification (through SCOE June 2025)</p> <p>Process for Engagement: The superintendent notified members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP using the most efficient method of notification possible (does not need to be printed or mailed).</p> <p>Influence: No changes were requested</p>
Governing Board/Community (Public Hearing)	<p>Public Hearing</p> <p>Process for Engagement: The governing board held one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. (The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the local control and accountability plan or annual update to the local control and accountability plan was available for public inspection. The public hearing was held at the same meeting as the public hearing for Budget Adoption)</p> <p>Influence: No changes were requested.</p>
Governing Board (Adoption: Public Meeting)	<p>Board Meeting</p> <p>Process for Engagement: The governing board adopted the LCAP in a public meeting. This meeting was held after, but not on the same day as, the public hearing. This meeting was the same meeting that the governing board adopted a budget.</p> <p>Influence: No changes were requested.</p>

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

LCAP engagement supported 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. During the 2024-2025 LCAP cycle significant work was done to update and revise the LCAP based on educational partner feedback. The 2025-2026 LCAP is in year 2 of a 3-year LCAP cycle. No major changes were made to the 2025-2026 LCAP goals and actions.

In response to the exceptional work on the WASC Report and the recommendations from the WASC Visiting Committee, the following actions have been incorporated into the LCAP.

-1.2 Academic Support: "Expand intervention strategies; provide focused, specific professional development for teachers in independent study setting; and update curriculum. (WASC Action)"

-1.5 Enrichment Courses "Increasing Academic Rigor and Student Opportunities (WASC Visiting Committee Recommendation)"

- Action 2.1 "Behavior Guidelines" was changed to 2.1 "Safety and Connectedness"
- 2.1 Safety and Connectedness Introduce more SEL programs, increase student participation in clubs and events, and focus on building a welcoming school climate. (WASC Action)
- 2.1 Safety and Connectedness Strengthen mental health outreach and monitor the effectiveness of programs through surveys and data analysis. (WASC Action)
- 2.3 "Stakeholder Involvement" was changed to "Educational Partner Engagement"
- 2.7 "Physical Environment: Explore options for additional meeting space, field use, and seating options. (WASC Action)" was added
- 3.1 College and Career Counseling. Added "Integrate career exploration into the K-12 curriculum (WASC Action)" and "Strengthening College and Career Readiness Supports (WASC Visiting Committee Recommendation)"

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Achievement 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	2022-2023 ELA 63% Math 38%	2023-24 ELA 63% Math 44%		Increase by 2-3% each year or maintain 65%+	ELA: Maintain 63% Math: Increased 6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Highly Qualified Teachers	100% of teachers are highly qualified	100% of teachers are highly qualified during the 2024-25 school year.		Maintain 100% of teachers are highly qualified	Maintained 100%
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.	85% of teachers participated in two Professional Development trainings.		70% of teachers participate in professional development related to state standards and effective instructional strategies.	Increased 25%
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 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	Increased 15%
1.5	Academic Support and Intervention Effectiveness	40% of students identified as needing additional academic support received targeted interventions	75% of students identified as needing additional academic support received targeted interventions.		50% of students identified as needing additional academic support receive targeted interventions	Increased 35%

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	Class of 2023 40% of graduating students met A-G requirements	Class 2024 19% of the Class of 2024 met A-G requirements		50% of graduating students met A-G requirements	Decreased 21%
1.7	Pupil Engagement	100% of students will have access to a broad course of study.	100%		Maintain 100% of students have access to a broad course of study.	Maintained 100%
1.8	Digital Literacy and Technology	All students will have access to technology devices and instruction.	100%		Maintain all students will have access to technology devices and instruction.	Maintained 100%
1.9	English Learner Progress Indicator	N/A Fewer than 11 students - data not displayed for privacy	N/A Fewer than 11 students - data not displayed for privacy		N/A	N/A
1.10						

Goal Analysis [2024-25]

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.

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:

- 1.1 Highly Qualified Teachers: Fully Implemented. We have highly qualified teachers in all classrooms

- 1.2 Academic Support: Partially Implemented: Math Tutorial; Study Hall (explore improving this model); one to one instruction (all programming); college counseling (provided by teacher of record), subject matter one to one support through Edgenuity.
- 1.3 Special Education Support*: Fully Implemented : All students with disabilities offered services.
- 1.5 Enrichment Courses: Fully Implemented : All students have access to a broad selection of enrichment courses
- 1.6 Curriculum Development: Fully Implemented: All teachers are currently developing units and lessons.
- 1.7 Technology: Fully Implemented: All students have access to Chromebooks and Hotspots. All teachers are incorporating technology instruction into their classes.
- 1.8 Curriculum/Instructional Materials: Fully Implemented: All curriculum is standards based.
- 1.9 Online Math*: Fully Implemented: Edgenuity tutoring offered on demand. Teachers using IXL rather than Dreambox.
- 1.10 Homework Support: Fully Implemented: Students have access to support through Edgenuity.
- 1.11 Instructional Program: Fully Implemented: All students receive rigorous instructional program which is monitored and differentiated by Supervising Teachers.
- 1.12 Counseling Services*: Fully Implemented: All a-g courses are available to students.

Implementation Challenges

- 1.4 Curriculum Planning: Partially Implemented: We continued to work on providing grade level curriculum and course planning including a-g classes, however, we still have a lot to do around this action.a-g classes updated during the window provided.

Modified Implementation, Non-Implemented Actions

-All actions were implemented as described and there were no 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.

The following were the material differences between Budgeted Expenditures and Estimated Actual Expenditures or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services:

- 1.1 Highly Qualified Teachers: No material differences
- 1.2 Academic Support: Additional supports provided using categorical funding
- 1.3 Special Education Support*: No material differences
- 1.4 Curriculum Planning: Actual cost for this is less than originally budgeted
- 1.5 Enrichment Courses: No material differences
- 1.6 Curriculum Development: No material differences
- 1.7 Technology: Lottery used to purchase additional equipment
- 1.8 Curriculum/Instructional Materials: No material differences
- 1.9 Online Math*: No material differences
- 1.10 Homework Support: No material differences
- 1.11 Instructional Program: No material differences
- 1.12 Counseling Services*: Actual cost for this is less than originally budgeted

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

The overall effectiveness of each action towards making progress toward the goal can be demonstrated by the following quantitative or qualitative outcomes:

1.1 Highly Qualified Teachers

Highly qualified teachers are essential for student success, as they bring deep content knowledge, effective teaching strategies, and the ability to foster critical thinking and engagement. Their expertise directly impacts student achievement, motivation, and long-term educational outcomes. Data that demonstrates effectiveness of this action includes:

- Regular student-teacher meetings and individual Work Records ensure personalized learning, addressing each student's unique goals and progress. (WASC Report)
- 100% of teachers are highly qualified during the 2024-25 school year.
- 85% of teachers participated in two Professional Development trainings which is a 25% increase.

1.2 Academic Support

Academic support is crucial for helping students reach their full potential, as it provides personalized guidance, reinforces learning, and addresses individual challenges, leading to improved performance, confidence, and long-term educational success. Data that demonstrates effectiveness of this action includes

- OVS emphasizes equity by providing individualized learning plans tailored to each student's needs and supports, such as additional tutorials and homeroom support sessions for independent study students?. (WASC Report)
- 75% of students identified as needing additional academic support received targeted interventions which is a 35% increase.

1.3 Special Education Support*

Special education support is vital to ensure that all students, regardless of their abilities, have equal access to learning opportunities. It provides tailored instruction and resources that help students thrive academically, socially, and emotionally. Data that demonstrates effectiveness of this action includes

- 75% of students identified as needing additional academic support received targeted interventions which is a 35% increase.
- Youth Truth Family Survey: 71% of families that have a Special Education student responded that, "My school provides the guidance necessary to help my child succeed."

1.4 Curriculum Planning

Grade-level curriculum and course planning, including A-G classes, are essential for ensuring students meet academic standards and are prepared for college and career pathways. They provide a structured, rigorous foundation that supports progression, equity, and long-term success. Data that demonstrates effectiveness of this action includes

- The school demonstrates strong collaboration among staff and leadership, using data-driven approaches to assess student needs, determine strategies, and monitor outcomes. Weekly meetings and shared instructional resources reflect this commitment. (WASC report)

- 100% of curriculum units are aligned with Common Core State Standards and other relevant state standards
- CAASPP ELA: Distance from Standard 12 points below standard (Orange)

1.5 Enrichment Courses

Enrichment courses are important because they enhance student learning by fostering creativity, critical thinking, and exploration beyond core subjects. They help develop well-rounded individuals and support personal growth, engagement, and lifelong learning. Data that demonstrates effectiveness of this action includes

- 93% of students are enrolled in an on campus class.

1.6 Curriculum Development

Developing and implementing units and lessons aligned with the Common Core State Standards ensures consistency, rigor, and relevance in instruction. Using existing curriculum while exploring new adoptions allows for continuous improvement, and ongoing professional development supports teachers in delivering high-quality, standards-based education. Data that demonstrates effectiveness of this action includes

- The curriculum incorporates real-world data, current events, and global studies, connecting learning to local and global issues, such as through CalEnviroScreen projects and cultural exchanges. This approach enhances student engagement and broadens their worldview (WASC Report)
- 100% of curriculum units are aligned with Common Core State Standards and other relevant state standards

1.7 Technology

Technology and digital citizenship are essential in the classroom to prepare students for a connected world. Integrating technology enhances learning and engagement, while teaching digital citizenship ensures students use digital tools responsibly, ethically, and safely. Data that demonstrates effectiveness of this action includes:

- The use of Chromebooks and digital resources helps students access across all content areas, fostering college and career readiness by building digital literacy skills necessary for modern learning environments?. (WASC Report)
- OVS leverages various digital tools, including Desmos for math exploration, Google Classroom for assignment access, and digital simulations in science. The flipped classroom model and recorded video lessons support diverse learning needs and promote independent study? (WASC Report)
- Platforms such as Google Docs and Desmos provide immediate feedback, enhancing the learning experience and enabling prompt corrections. (WASC Report)

1.8 Curriculum/Instructional Materials

Standards-aligned instructional materials are crucial for ensuring that teaching and learning are focused, consistent, and meet educational goals. They support high-quality instruction and help all students achieve academic success. Data that demonstrates effectiveness of this action includes:

-100% of curriculum units are aligned with Common Core State Standards and other relevant state standards

1.9 Online Math*

Online math instruction has proven effective in enhancing student learning outcomes, especially when integrated with adaptive technologies and personalized learning approaches. Data that demonstrates effectiveness of this action includes:

- CAASPP Math:44% Standard Met/Exceeded which is a 6% increase

1.10 Homework Support

Homework support is important because it reinforces classroom learning, builds student confidence, and helps develop strong study habits. It ensures that students have the guidance they need to complete assignments successfully and stay on track academically. Data that demonstrates effectiveness of this action includes

- Youth Truth Student Survey: 63% of MS students responded, "How many of your teachers are willing to give extra help on school work if you need it?" which is 8% higher than the county average.
- Youth Truth Student Survey: 82% of HS students responded, "How many of your teachers are willing to give extra help on school work if you need it?" which is 21% higher than the county average.

1.11 Instructional Program

Rigorous instruction and differentiation are essential for student success, as they challenge learners to think critically while meeting diverse needs. This approach ensures that all students are engaged, supported, and able to reach their full academic potential. Data that demonstrates effectiveness of this action includes

- OVS's variety of assessment methods offers a comprehensive understanding of student progress, aiding in data-informed instructional decisions. (WASC Report)
- Youth Truth Student Survey: 63% of MS students responded, "My teachers explain things in a way that I understand." which is 8% higher than the county average.

Data demonstrating continued need and areas of extra attention include:

- Youth Truth Student Survey: 51% of HS students responded, "My teachers explain things in a way that I understand." which is 6% lower than the county average.

1.12 Counseling Services*

Data that demonstrates effectiveness of this action includes:

- 100% of students had access to counseling services

Data demonstrating continued need and areas of extra attention include:

- Youth Truth Student Survey: 33% of MS students responded, "When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it." which is 19% lower than the county average.
- Youth Truth Student Survey: 43% of HS students responded, "When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it." which is 6% lower than the county average.

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.

There were no changes to planned goal, or target outcomes for the coming year.

The following changes were made to the metrics

- Metric 1.1 was adjusted to reflect publicly available data. The following was deleted "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: Baseline: 50% of students achieved proficiency or above on the Mathematics portion of the CAASPP in the previous school year."

The following changes were made to the actions:

- 1.2 Academic Support: Added WASC Action "Expand intervention strategies; provide focused, specific professional development for teachers in independent study setting; and update curriculum. (WASC Action)"
- 1.5 Enrichment Courses: Added WASC Action "Increasing Academic Rigor and Student Opportunities (WASC Visiting Committee Recommendation)
- 1.3 Special Education Services was changed to "1.3 Intervention Services" 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 \$310,000, this form will not allow both regular LCFF and Supplemental grant funds on the same action item, the amount shown is supplemental funding only. was changed to "1.3 Provide intervention services to students not meeting standards."

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Teachers	1. 1 Highly Qualified teachers in all classrooms	\$1,539,881.00	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. -Expand intervention strategies; provide focused, specific professional development for teachers in independent study setting; and update curriculum. (WASC Action)	\$52,439.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Intervention Services	1.3 Provide intervention services to students not meeting standards.	\$31,721.00	Yes
1.4	Curriculum Planning	1.4. Continue to provide grade level curriculum and course planning including a-g classes.	\$4,275.00	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. -Increasing Academic Rigor and Student Opportunities (WASC Visiting Committee Recommendation)	\$246,928.00	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.	\$6,365.00	No
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.	\$29,628.00	No
1.9	Online Math	1.9. Provide Edgenuity and instructional services for math.	\$85,331.00	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

Action #	Title	Description	Total Funds	Contributing
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.	\$0.00	No
1.12	Counseling services	1.12 Counselor services provided through Presence. Services paid for using Learning Recovery Emergency Block Grant Funds (R7435). **LREBG Action: Learning Recovery and Emergency Block Grant (LREBG) Action (see "Reflections: Annual Performance" for more detail**	\$16,060.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Climate and Culture 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 (CA Dashboard)	2022-23 1.3% Yellow Level	2023-2024 0% Blue Level		Suspension rate returns to blue.	Decreased 1.3% Improved to "Blue" level
2.2	School climate and wellness surveys (Youth Truth Data) School Safety Students: "I feel safe during school"	2023-24: Students: 6-8: 92% 9-12: 91% Parents	2024-2025 Students: 6-8: 79% 9-12: 85% Parents		90%+	Students: 6-8: Decreased 13% 9-12: Decreased 6% Parents

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Parents: "My child's learning environment is safe" Staff: "I feel safe from harm while at my school."	94% Staff N/A	98% Staff 100%			Increased 4% Staff Baseline Established
2.3	Parent engagement and attendance. School climate and wellness surveys	2023-24: 78% of parents involved in school activities in grades 9-12. 69% of parents involved in school activities in grades 6-8.	2024-2025 Parents remain involved in the education model.		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	2023-2024 Maintain Good rating.	2024-2025 Maintain Good rating.		Maintain Good rating.	Maintained Good Rating
2.5	Attendance (Local Data)	2023-24: 97% attendance rate	2024-2025 98% (August -March)		Maintain attendance rate above 97%	Increased 1%
2.6	Graduation Rate (CA Dashboard)	2022-23: 89% 2021-2022 97% 2018-2019 94%	2023-2024 88%		Graduation rate increase to 95%	Decreased 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Expulsion Rate (Dataquest)	2022-23: 0%	2023-2024 0%		Maintain less than 1%	Maintained 0%
2.8	High School Dropout Rate (Dataquest)	2022-23: 11%	2023-2024 13%		Less	Increased 2%

Goal Analysis [2024-25]

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.

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:

- 2.1 Behavior Guidelines: Fully Implemented: Behavior guidelines have been updated to add use of Generative AI and a Study Hall Contract
- 2.2 Student Attendance: Fully Implemented: Attendance is monitored and reported.
- 2.3 Stakeholder Involvement: Fully Implemented: Parent participation has grown significantly this year by increasing meetings to twice monthly.
- 2.4 Custodial Services: Fully Implemented. Custodial services were provided
- 2.5 Campus Supervision: Fully Implemented. campus supervision was provided
- 2.6 Citizenship: Partially Implemented: some resources were provided for students and parents about cyberbullying and becoming good digital citizens.

Implementation Challenges, Modified Implementation, Non-Implemented Actions

-All actions were implemented as described and there were no 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.

The following were the material differences between Budgeted Expenditures and Estimated Actual Expenditures or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services:

- 2.1 Behavior Guidelines: No material difference
- 2.2 Student Attendance: No material difference
- 2.3 Stakeholder Involvement: No material difference
- 2.4 Custodial Services: No material difference
- 2.5 Campus Supervision: No material difference
- 2.6 Citizenship: No material difference

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

The overall effectiveness of each action towards making progress toward the goal can be demonstrated by the following quantitative or qualitative outcomes:

2.1 Behavior Guidelines

When expectations are clearly communicated and consistently enforced, students are more likely to make positive choices, reducing disruptions and improving overall school climate. Data that demonstrates effectiveness of this action includes:

- A strong emphasis on respect, professionalism, and trust in the school culture, supported by behavioral policies and a clean, safe campus. (WASC Report)
- Decrease in the suspension rate and return to the "Blue" performance level
- Maintained 0% Expulsion Rate

2.2 Student Attendance

Monitoring student attendance is crucial for academic success, as consistent attendance is closely linked to engagement and achievement. It helps identify patterns of absenteeism early, allowing for timely support and intervention. Data that demonstrates effectiveness of this action includes:

- 2024-2025 Attendance rate for Months 1-5 is 97.88%

2.3 Stakeholder Involvement

When families are actively involved in their children's education, it leads to improved student performance, better behavior, and increased motivation. Data that demonstrates effectiveness of this action includes:

- The school prioritizes family involvement and a collaborative environment through orientations, Parent Square communication, Advisor Committee, and events like Climate Action Night and potluck gatherings.? (WASC Report)
- Youth Truth Family Survey: 65% of families report that, "I feel engaged with my school." which is 5% more than the county average.

2.4 Custodial Services

Custodial services are essential for maintaining a clean, safe, and healthy school environment. They support student and staff well-being,

prevent the spread of illness, and create a space that is conducive to learning and teaching. Data that demonstrates effectiveness of this action includes:

- The FIT rating remained consistently good, indicating that the actions to maintain and improve school facilities were effective.

2.5 Campus Supervision

Supervision and a positive school climate are crucial for fostering a safe, supportive, and effective learning environment. Effective supervision ensures student safety, promotes good behavior, and enhances academic performance by providing consistent oversight and guidance. A positive school climate, characterized by mutual respect, inclusivity, and a strong sense of community, encourages student engagement, reduces disciplinary issues, and supports emotional and social development. Together, these elements create a nurturing atmosphere that enables students to thrive academically and personally. Data that demonstrates effectiveness of this action includes:

- As reported on the Youth Truth Family Survey, 98% of families feel OVS has a safe learning environment which is 24% higher than the county average.
- As reported on the Youth Truth Family survey, 77% of families report that "My child is safe from bullying during school" which is 12% higher than the county average.
- As reported on the Youth Truth Staff survey, 89% of staff report that "Students are safe from bullying at my school." which is 41% higher than the county average.

2.6 Citizenship

Providing resources on cyberbullying and digital citizenship promotes respectful online behavior, protects student well-being, and empowers families to address and prevent harmful digital interactions. Data that demonstrates effectiveness of this action includes:

- As reported on the Youth Truth Family survey, 77% of families report that "My child is safe from bullying during school".
- As reported on the Youth Truth Staff survey, 89% of staff report that "Students are safe from bullying at my school." which is 41% higher than the county average.

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.

There were no changes to planned goal, metrics, or target outcomes for the coming year

The following changes were made to the actions:

- Action 2.1 "Behavior Guidelines" was changed to 2.1 "Safety and Connectedness"
- 2.1 Safety and Connectedness Introduce more SEL programs, increase student participation in clubs and events, and focus on building a welcoming school climate. (WASC Action)
- 2.1 Safety and Connectedness Strengthen mental health outreach and monitor the effectiveness of programs through surveys and data analysis. (WASC Action)
- 2.3 "Stakeholder Involvement" was changed to "Educational Partner Engagement"
- 2.7 "Physical Environment: Explore options for additional meeting space, field use, and seating options. (WASC Action)" was added

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Safety and Connectedness	<p>2.1. Continue to communicate clear expectations for school behavior and expectations for on-site class and meeting norms.</p> <p>-Introduce more SEL programs, increase student participation in clubs and events, and focus on building a welcoming school climate. (WASC Action)</p> <p>-Strengthen mental health outreach and monitor the effectiveness of programs through surveys and data analysis. (WASC Action)</p>		No
2.2	Student Attendance	2.2. Continue to monitor student attendance.	\$4,800.00	No
2.3	Educational Partner Engagement	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.	\$2,700.00	No
2.4	Custodial Services	2.4. Continue to provide custodial services	\$23,746.00	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
2.7	Physical Environment	Explore options for additional meeting space, field use, and seating options. (WASC Action)	\$0.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	College and Career 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.	120 students participate in personal development and leadership programs.		125 students participate in personal development and leadership programs.	Decreased 57 students
3.2	Textbook Assistance SRJC course enrollment	100% of students in grades 10-12 have access to textbook assistance.	100% of students in grades 10-12 have access to		Maintain 100% access to textbook assistance for	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			textbook assistance.		Santa Rosa Junior College courses.	
3.3	College and Career Awareness College and career survey Staff agenda and PLC notes	75% of classes include college and career awareness.	75% of classes include college and career awareness.		100% of classes include college and career awareness in curriculum.	Maintained 75%
3.4	Academic Counseling School calendar Appointment calendar	100% of students grades 9-12 have access to academic counseling.	100% of students grades 9-12 have access to academic counseling.		Maintain 100% of students in grades 9-12 have access to academic counseling.	Maintained 100%
3.5	Family Communication	100% of families have access to communication portals through Aeries, Google Classrooms and the school website.	100% of families have access to communication portals through Aeries, Google Classrooms and the school website and ParentSquare.		Maintain 100% of families have access to communication portals through Aeries, Google Classrooms and the school website.	Maintained 100%
3.6	COLLEGE AND CAREER INDICATOR (CA Dashboard) # and % "prepared"	2022-2023 19%	2023-2024 19%		Increase 2% each year	Maintained 19%
3.7	AP EXAMS (3 or higher) Enrollment and % of students who passed the AP Exam with a score of 3 or higher	2022-2023 0	2023-2024 0		Please note Dual Enrollment is utilized instead of AP.	Maintained 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	DUAL ENROLLMENT	2023-2024 Spring: 35 Fall: 26	2024-2025 Spring: 36 Fall: 31		Maintain high levels	Spring: Increased 1 Fall: Increased 5
3.9	CTE % who successfully completed CTE Pathway requirement	2022-2023 0%	2023-2024 0%		N/A	Maintained 0%
3.10	CTE and A-G % of students who have completed a-g AND CTE Pathway requirements	2022-2023 0%	2023-2024 0%		N/A	Maintained 0%

Goal Analysis [2024-25]

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.

Orchard View made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:

- 3.1 College and Career Counseling: Partially Implemented. Supervising Teachers providing college and career counselors until position is filled.
- 3.2 College and Career Outreach: : Partially Implemented. Supervising Teachers work with families to provide college and career outreach.
- 3.3 Textbook Assistance SRJC Dual Enrollment: Fully Implemented All students in grades 10-12 received textbook assistance.
- 3.4 Community Involvement: Fully Implemented. All high school students have access to community involvement projects.
- 3.5 CTE Courses: Fully Implemented. 85 students have signed up for CTE classes at the SRJC.
- 3.6 ADA Complaint Website: Fully Implemented. New website is available to parents and students.

Implementation Challenges, Modified Implementation, Non-Implemented Actions

-All actions were implemented as described and there were no 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.

The following were the material differences between Budgeted Expenditures and Estimated Actual Expenditures or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services:

- 3.1 College and Career Counseling: No amount originally budgeted, as year ends over \$16,000 actually spent on a firm providing this service using categorical funding
- 3.2 College and Career Outreach, no material difference
- 3.3 Textbook Assistance SRJC Dual Enrollment, no material difference
- 3.4 Community Involvement, no material difference
- 3.5 CTE Courses: Grant funds of \$11,000 received and spent on special CTE program
- 3.6 ADA Complaint Website, no material difference

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

The overall effectiveness of each action towards making progress toward the goal can be demonstrated by the following quantitative or qualitative outcomes:

3.1 College and Career Counseling

College and career counseling is essential for guiding students toward informed decisions about their futures. It helps them explore opportunities, set goals, and develop the skills needed for success in higher education and the workforce. Data that demonstrates effectiveness of this action includes:

- 100% of students grades 9-12 have access to academic counseling.

3.2 College and Career Outreach

Providing outreach and targeted college and career counseling for first-generation college students is crucial to bridging access gaps. It empowers them with the knowledge, support, and resources needed to navigate the college process confidently and achieve long-term success. Data that demonstrates effectiveness of this action includes:

- College and career awareness incorporated into classes.

3.3 Textbook Assistance SRJC Dual Enrollment

Providing textbook assistance for students in grades 10–12 concurrently enrolled in college classes at Santa Rosa Junior College is essential to ensure equitable access to higher education. It removes financial barriers, supports academic success, and encourages continued participation in advanced learning opportunities. Data that demonstrates effectiveness of this action includes:

- 100% of students in grades 10-12 had access to textbook assistance for SRJC concurrent enrollment classes

3.4 Community Involvement

Community involvement projects are important because they foster student engagement, build a sense of responsibility, and strengthen connections between schools and the community. They help students develop valuable skills and promote civic awareness and pride. Data that demonstrates effectiveness of this action includes:

- Partnerships with SRJC and engagement with local community organizations provide students with dual enrollment, workshops, field trips, community gardening opportunities, and volunteer opportunities; enriching their education with practical, real-world experiences. (WASC Report)
- 100% access to community involvement projects

3.5 CTE Courses

Career and Technical Education (CTE) courses are important because they provide students with practical skills and real-world experience that prepare them for high-demand careers. CTE helps bridge the gap between education and the workforce, increases student engagement, and offers pathways to both college and employment opportunities. Data that demonstrates effectiveness of this action includes:

- 100% access to CTE courses at SRJC, on campus, and through Edgenuity for students in grades 9-12
- 85 students have signed up for CTE classes at the SRJC.

3.6 ADA Complaint Website

An ADA-compliant website is essential because it ensures equal access to information and services for individuals with disabilities. By meeting accessibility standards, schools promote inclusivity, comply with legal requirements, and provide all users—regardless of ability—a positive and barrier-free online experience. Data that demonstrates effectiveness of this action includes:

- New website is available to parents and students.

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.

There were no changes to planned goal or target outcomes for the coming year.

The following changes were made to the metrics:

- Metrics 3.6, 3.7, 3.9, 3.10 were added as they are required metrics for the LCAP.
- Metric 3.8 was added to demonstrate our amazing dual enrollment programming.

The following changes were made to the actions:

- 3.1 College and Career Counseling. Added "Integrate career exploration into the K-12 curriculum (WASC Action)" and "Strengthening College and Career Readiness Supports (WASC Visiting Committee Recommendation)"

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College and Career Counseling	3.1. College Counselor (overall cost in progress) <ul style="list-style-type: none"> • Integrate career exploration into the K-12 curriculum (WASC Action) • Strengthening College and Career Readiness Supports (WASC Visiting Committee Recommendation) 	\$16,060.00	No
3.2	College and Career Outreach	3.2. Continue to provide outreach for first generation college students and targeted college and career counseling.	\$5,921.00	No
3.3	Textbook Assistance SRJC Dual Enrollment	3.3. Continue to provide text book assistance for students in grade 10-12 concurrently enrolled in college level classes at the Santa Rosa Junior College	\$10,000.00	No
3.4	Community Involvement	3.4. Continue to provide community involvement projects for students such as the composting program and Green Team.		No
3.5	CTE Courses	3.5 Provide students in grades 9-12 access to CTE courses at the SRJC		No
3.6	ADA Compliant Website	Provide parents and students access to information, links to digital support, assignments, student handbook, and contacts via an ADA complaint website.	\$2,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$117,052	\$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
4.630%	0.000%	\$0.00	4.630%

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
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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
	<p>Intervention Services</p> <p>Need: See description for action 1.3</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
1.9	<p>Action: Online Math</p> <p>Need: See description for action 1.9</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	See description for action 1.9	See goal 1 metrics.
1.12	<p>Action: Counseling services</p> <p>Need: See description for action 1.12</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	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	

2025-26 Total Planned 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	\$2,528,142	117,052	4.630%	0.000%	4.630%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,969,229.00	\$137,046.00	\$0.00	\$0.00	\$2,106,275.00	\$2,019,909.00	\$86,366.00

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		\$1,539,881.00	\$0.00	\$1,539,881.00				\$1,539,881.00	
1	1.2	Academic Support	All	No			All Schools		\$47,439.00	\$5,000.00	\$47,439.00	\$5,000.00			\$52,439.00	
1	1.3	Intervention Services	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools		\$31,721.00	\$0.00	\$31,721.00				\$31,721.00	
1	1.4	Curriculum Planning	All	No			All Schools		\$4,275.00	\$0.00	\$4,275.00				\$4,275.00	
1	1.5	Enrichment Courses	All	No			All Schools		\$242,928.00	\$4,000.00	\$208,995.00	\$37,933.00			\$246,928.00	
1	1.6	Curriculum Development	All	No			All Schools		\$3,665.00	\$2,700.00		\$6,365.00			\$6,365.00	
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	\$29,628.00		\$29,628.00			\$29,628.00	
1	1.9	Online Math	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools		\$79,331.00	\$6,000.00	\$85,331.00				\$85,331.00	
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					\$0.00	\$0.00	\$0.00				\$0.00	
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		\$15,541.00	\$519.00		\$16,060.00			\$16,060.00	
2	2.1	Safety and Connectedness	All	No			All Schools									
2	2.2	Student Attendance	All	No			All Schools		\$0.00	\$4,800.00	\$4,800.00				\$4,800.00	
2	2.3	Educational Partner Engagement	All	No			All Schools		\$0.00	\$2,700.00	\$1,700.00	\$1,000.00			\$2,700.00	
2	2.4	Custodial Services	All	No			All Schools		\$21,746.00	\$2,000.00	\$23,746.00				\$23,746.00	
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												
2	2.7	Physical Environment	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
3	3.1	College and Career Counseling	All	No			All Schools		\$15,541.00	\$519.00		\$16,060.00			\$16,060.00	
3	3.2	College and Career Outreach	All	No			All Schools		\$5,921.00	\$0.00	\$5,921.00				\$5,921.00	
3	3.3	Textbook Assistance SRJC Dual Enrollment	All	No			All Schools		\$0.00	\$10,000.00		\$10,000.00			\$10,000.00	
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	\$2,000.00	\$2,000.00				\$2,000.00	

2025-26 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
\$2,528,142	117,052	4.630%	0.000%	4.630%	\$117,052.00	0.000%	4.630 %	Total:	\$117,052.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$117,052.00
								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	Intervention Services	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$31,721.00	
1	1.9	Online Math	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$85,331.00	
1	1.12	Counseling services	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,025,400.00	\$2,180,502.00

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	\$1,530,059.00	\$1,630,387
1	1.2	Academic Support	No	\$27,625.00	\$63,560
1	1.3	Special Education Support	Yes	\$39,636.00	\$24,580
1	1.4	Curriculum Planning	No	\$4,270.00	\$4,100
1	1.5	Enrichment Courses	No	\$195,938.00	\$206,800
1	1.6	Curriculum Development	No	\$6,260.00	\$3,966
1	1.7	Technology	No	\$11,500.00	\$15,894
1	1.8	Curriculum/Instructional Materials	No	\$37,868.00	\$37,050
1	1.9	Online Math	Yes	\$78,605.00	\$84,857
1	1.10	Homework Support	No	\$5,000.00	\$4,027
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	Counseling services	Yes	\$25,000.00	\$16,060
2	2.1	Behavior Guidelines	No		
2	2.2	Student Attendance	No	\$3,900.00	\$4,791
2	2.3	Stakeholder Involvement	No	\$2,900.00	\$2,356
2	2.4	Custodial Services	No	\$36,819.00	\$38,403
2	2.5	Campus Supervision	No	\$11,920.00	\$10,145
2	2.6	Citizenship	No		
3	3.1	College and Career Counseling	No		\$16,773
3	3.2	College and Career Outreach	No		
3	3.3	Textbook Assistance SRJC Dual Enrollment	No	\$5,000.00	\$3,910
3	3.4	Community Involvement	No		
3	3.5	CTE Courses	No		\$11,000
3	3.6	ADA Compliant Website	No	\$3,100.00	\$1,843

2024-25 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)
\$109,437	\$118,241.00	\$109,437.00	\$8,804.00	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	\$39,636.00	\$24,580.00		
1	1.9	Online Math	Yes	\$78,605.00	\$84,857.00		
1	1.12	Counseling services	Yes				

2024-25 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)
\$2,436,258	\$109,437	0.00	4.492%	\$109,437.00	0.000%	4.492%	\$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 and Senate Bill 153, Chapter 38, Statutes of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) 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\(d\)](#) 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](#);
 - **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](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **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\(b\)\(1\)](#) 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.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• 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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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:

- 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 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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2025-26 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Orchard View School	Maura DuVall Director	mduvall@twinhillsusd.org 7078234709

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
2022-2023	13.3	58%	35%	0%	0%	7.4%	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)

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

Practices	Rating Scale Number
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)

- 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.

- 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.

- 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)

- 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 during school.

Disaggregated by Student Groups:

6th Grade: 79% feel safe at school.

7th Grade: 85% feel safe at school.

8th Grade: 85% feel safe at school.

By Ethnicity:

33% of Other race/ethnicity students feel safe at school.

95% of White students feel safe at school.

By Gender:

79% of female students feel safe at school.

91% of male students feel safe at school.

Belonging and Peer Collaboration:

Overall: 91% of students feel a sense of belonging.

Disaggregated by Student Groups:

6th Grade: 93% feel a sense of belonging.

7th Grade: 92% feel a sense of belonging.

8th Grade: 92% feel a sense of belonging.

By Ethnicity:

67% of Other race/ethnicity students feel a sense of belonging.

95% of White students feel a sense of belonging.

By Gender:

96% of female students feel a sense of belonging.

91% of male students feel a sense of belonging.

Grades 9-12

School Safety:

Overall: 85% of students feel safe during school.

Disaggregated by Student Groups:

9th Grade: 91% feel safe at school.

10th Grade: 91% feel safe at school.

11th Grade: 77% feel safe at school.

12th Grade: 80% feel safe at school.

By Ethnicity:

95% of White students feel safe at school.

88% of Hispanic or Latina/o/x students feel safe at school.

90% of Multiracial and/or multi-ethnic feel safe at school.

By Gender:

82% of female students feel safe at school.

89% of male students feel safe at school.

Belonging and Peer Collaboration:

Overall: 55% of students feel a sense of belonging.

Disaggregated by Student Groups:

9th Grade: 50% of students feel a sense of belonging.

10th Grade: 55% of students feel a sense of belonging.

11th Grade: 55% of students feel a sense of belonging.

12th Grade: 53% of students feel a sense of belonging.

By Ethnicity:

53% of White students feel a sense of belonging.

88% of Hispanic or Latina/o/x students feel a sense of belonging.

50% of Multiracial and/or multi-ethnic feel a sense of belonging.

By Gender:

49% of female students feel a sense of belonging.

67% 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:

Analysis of YouthTruth survey data revealed key strengths and needs related to school safety and student belonging. Overall, students in Grades 6–8 report high levels of school safety (92%) and belonging (91%), with consistently strong results across grade levels and particularly high belonging reported by female students (96%) and White students (95%). In Grades 9–12, school safety remains a strength (85% overall), with the highest ratings among 9th and 10th graders (91%) and White students (95%). However, significant equity gaps are evident. In Grades 6–8, only 33% of students identifying as “Other race/ethnicity” feel safe at school, and only 67% feel a sense of belonging. Female students in middle school report lower safety (79%) compared to males (91%). The most notable need emerges in Grades 9–12, where belonging drops sharply to 55% overall, with 9th graders reporting the lowest level (50%). Gender and ethnic gaps in high school belonging are also pronounced: only 49% of female students and 50% of Multiracial students report a sense of belonging, compared to 67% of males and 88% of Hispanic/Latina/o/x students. These findings highlight the importance of targeted supports to foster inclusion, strengthen belonging, and close equity gaps—particularly as students transition to and progress through high school.

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.

Planned Changes and Actions to Address Identified Needs

1. Strengthen Targeted SEL Supports

Integrate focused SEL interventions to foster belonging for students of color, Multiracial students, and female students.

Implement more structured opportunities for peer connection and student voice, especially in Grades 9–12.

2. Enhance MTSS Practices to Address Safety and Belonging Gaps.

Conduct regular disaggregated data reviews to identify and monitor students reporting lower safety and belonging. Provide targeted outreach and support to these students through small-group and one-on-one interventions.

3. Improve Transition Supports for Incoming High School Students

Revise orientation and transition programming to include activities and supports that promote early connection and belonging for incoming 9th graders.

Embed explicit belonging-building practices in early high school experiences.

4. Strengthen Culturally Responsive Practices

Conduct a review of current equity and inclusion practices.

Provide professional development on culturally responsive teaching and relationship-building to support a more inclusive climate, particularly for "Other race/ethnicity" and Multiracial students.

5. Align and Document Improvements in Planning Documents

Update the WASC Action Plan and site-based SEL/climate practices to reflect these priorities.

Incorporate new action steps into the SPSA and internal MTSS documentation for 2025–26 implementation and ongoing monitoring.

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.

Local Control and Accountability Plan 2025-26

Including:

- * 2025-26 LCFF Budget Overview for Parents**
- * 2024-25 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: 2025-26

LEA contact information:

Karina Haedo

Principal

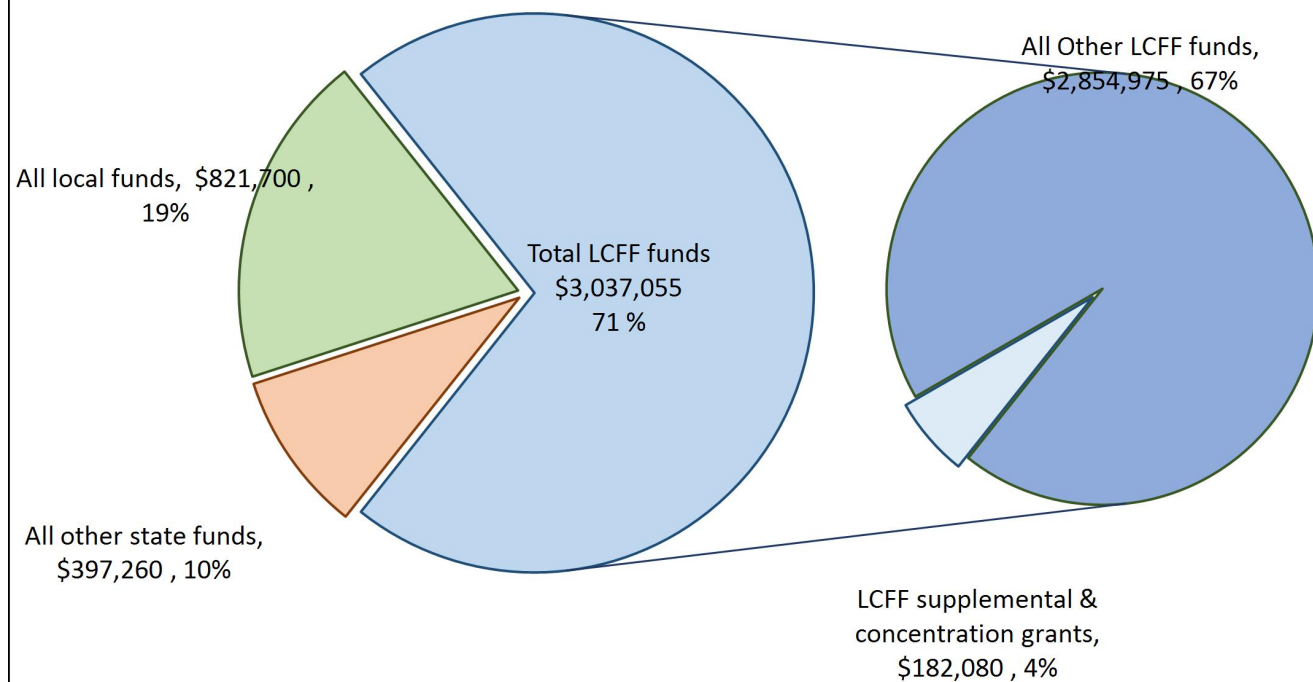
Khaedo@twinhillsusd.org

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 2025-26 School Year

Projected Revenue by Fund Source

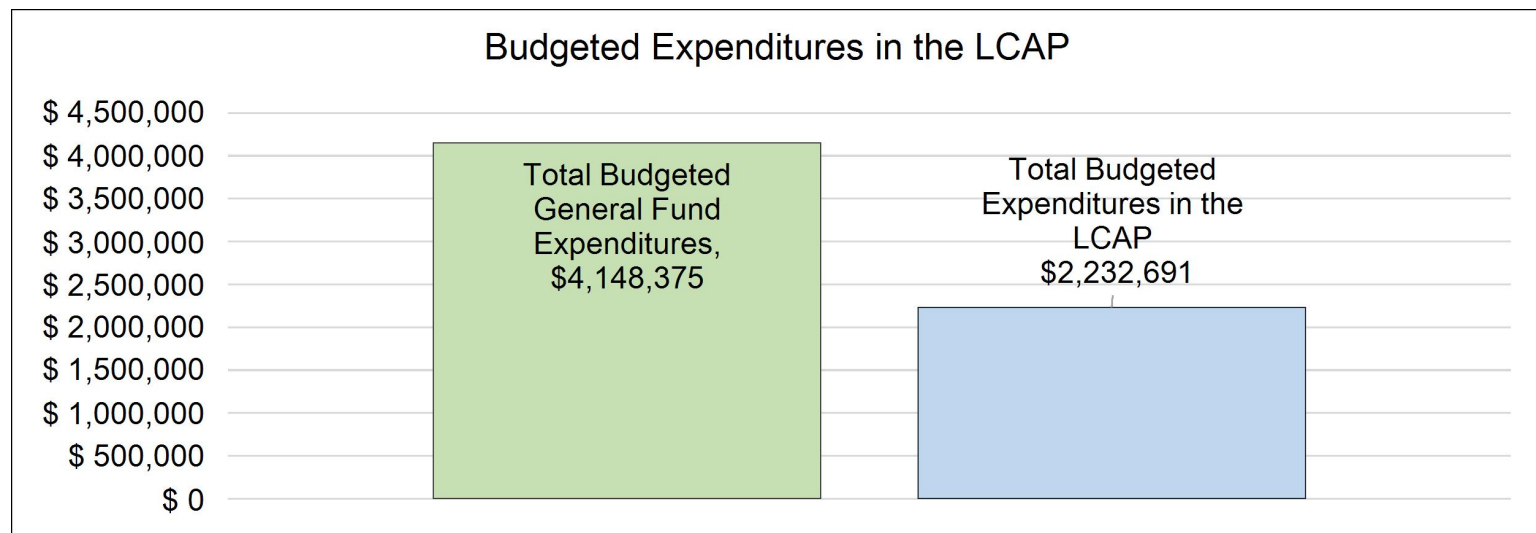


This chart shows the total general purpose revenue SunRidge Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for SunRidge Charter School is \$4,256,015, of which \$3,037,055 is Local Control Funding Formula (LCFF), \$397,260 is other state funds, \$821,700 is local funds, and \$0 is federal funds. Of the \$3,037,055 in LCFF Funds, \$182,080 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 2025-26. 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 \$4,148,375 for the 2025-26 school year. Of that amount, \$223,2691 is tied to actions/services in the LCAP and \$1,915,684 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.

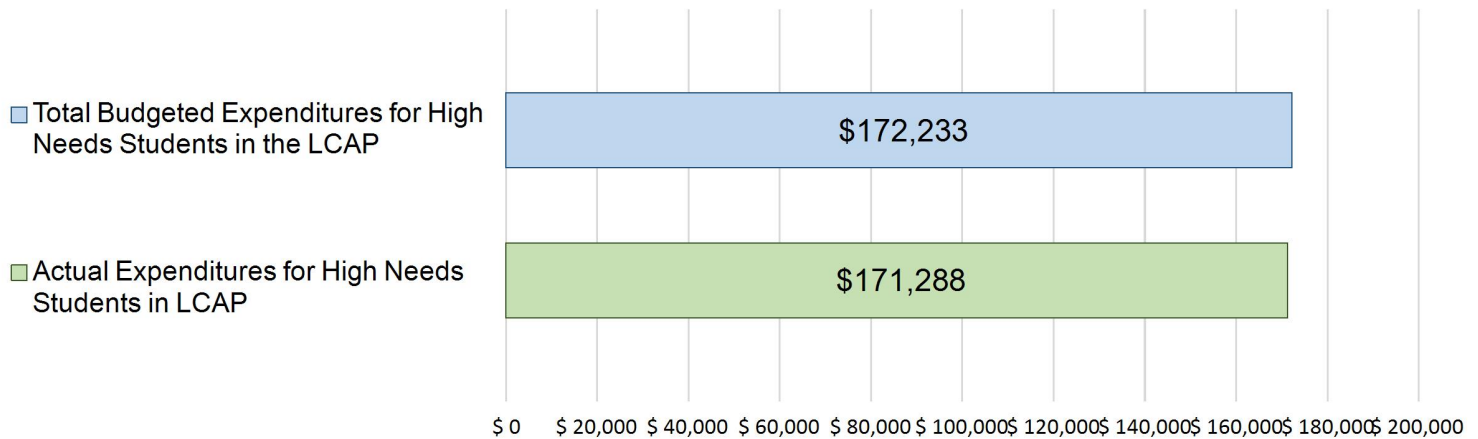
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, SunRidge Charter School is projecting it will receive \$182,080 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 \$220,186 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 2024-25

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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 2024-25, SunRidge Charter School's LCAP budgeted \$172,233 for planned actions to increase or improve services for high needs students. SunRidge Charter School actually spent \$171,288 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$945 had the following impact on SunRidge Charter School's ability to increase or improve services for high needs students:

The cost of the actual expenditures to increase services for high need students was actually lower than projected when the 24-25 budget was adopted and the difference did not impact the planned actions to increase these services because the services were still provided just at a lower cost to the school.



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 [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

SunRidge is a TK-8 Public Waldorf Charter School serving 254 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. 79.9% of our students are Caucasian, 11.1% are Hispanic, 8.1% are of multi-ethnicity, 0.0% are Asian-American 0.4% are African-American and 0.4% are Filipino. Our socioeconomically disadvantaged student population is %35. Our foster youth is 0%. 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.

There are no Equity Multiplier in the Twin Hills Union School District including Charter Schools.

Reflections: Annual Performance

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

LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG)

Our District has unexpended LREBG funds. Our LREBG funded action is found in Goal 1 Action 3: School Counselor

Goal 1 Action 3: School counselor

This action utilizes \$22,623 in LREBG Funds. Counseling is an evidence-based practice to support academic learning recovery and student social and emotional well-being. This action is listed under category "(C) Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, **counseling**, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. This includes evidence-based resources for reducing chronic absenteeism." The metrics that will be used to monitor the impact of the action includes: Chronic Absenteeism and the ELA/Math Academic Indicators on the CA Dashboard.

SUCCESSIONS based on 2024 CA Dashboard and Local Data

State indicators where the LEA/School received "green" or "blue" performance level on the 2024 Dashboard for "all students"

Overall, in 2023 our chronic absenteeism was in red, and in 2024 our chronic absenteeism moved to yellow.

Overall, in 2023 our suspension rates were in the yellow, and in 2024 our suspension rates moved to green.

In our suspension rates our white demographic went from green in 2023 to blue in 2024.

Overall, in 2024 our ELA rates were green for all students. In 2024, the subcategory of white students performed 3.5 points above standard in the California Science Test (CAST).

The following local indicators were at the "standard met" level.

Basic Services

Implementation the Academic Standards

Parent and Family Engagement

Local Climate Survey

Access to Broad Course of Study

CHALLENGES based on CA Dashboard and Local Data:

There were no indicators where the LEA/School received "red" performance level on the 2024 Dashboard for "all students":

In Mathematics, in 2023 the Socioeconomically disadvantaged subcategory was in the green. In 2024, the subcategory of socioeconomic disadvantaged subcategory moved to yellow.

In English Language Arts, in 2023 the Socioeconomically disadvantaged subcategory was in the green. In 2024, the subcategory of socioeconomic disadvantaged subcategory moved to yellow.

In 2024, the subcategory of socioeconomically disadvantaged students performed 1.5 points below standard in the California Science Test (CAST).

No student groups within SunRidge School received the lowest performance level ("red") on any state indicators on the 2024 Dashboard.

2024 Required Actions

Differentiated Assistance 2024 not applicable

Equity Multiplier Goal-not applicable

Learning Recovery Emergency Block Grant Goal and/or Actions

ELs over 30-not applicable

LTEs if over 15-not applicable

2024 Required Actions

SunRidge Charter School received the lowest performance level on one or more state indicators (chronic absenteeism) on the 2023 Dashboard (Reds from 2023) - SunRidge School is implementing community wide education, increased accountability through Student Attendance Review Team meetings, and escalated to Student Attendance Review Board meetings.

Teachers will receive professional development and ongoing collaboration time. See LCAP actions:

1.3 Professional Development and Collaboration

2.5 Multilingual Support

The section below is based on the 2023 CA Dashboard and remains unchanged during the three-year LCAP cycle:

Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard (Reds from 2023)

- Our district did not have any student groups in a single school with a red in their state indicators.

Any student groups within SunRidge that received the lowest performance level on one or more state indicators (chronic absenteeism) on the 2023 Dashboard (Reds from 2023)

- White and Socioeconomically Disadvantaged.

Our district is addressing the identified needs of student groups, and/or schools within the LCAP based on this data in the following LCAP actions:

2.1 Academic Support Staff

2.3 Special Education

2.6 Intervention

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.

Technical Assistance (differentiated Assistance) is not applicable to SunRidge School based on the 2023 and 2024 California School Dashboard.

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
Parents	Solicited feedback from parents by Monthly Community Tea, Youth Truth Survey, and send survey to parents in spring regarding electives programs.
Students	Solicited feedback from student by forming Student Council Social Action Committee, offered an affinity group and interest groups, and Youth Truth Survey.
Teachers	Solicit feedback from teachers through weekly staff meetings, individual one on one meetings, drop in appointments, and open direct communication.
Principal and Administrator	Hold monthly collaborative meetings with principals from district, provide open direction communication, and drop in meetings with other stakeholders, including district board members.
Other School Personnel	Hold monthly staff meetings with classified staff, provide weekly admin memo, drop in meetings, and open line of communication.
Local Collective Bargaining Unit -Twin Hills Teacher Association-THTA	Teachers from our district actively engage in the bargaining process. Provide LCAP for review and feedback in faculty meeting.
Parent Council	Monthly meetings with Parent Council-provide LCAP for feedback and review.
English Language Parent Advisory Unit-not applicable	N/A
Special Education Local Plan Area Administrator (SELPA)	Provide LCAP for review to the SELPA representative at Sonoma County Special Education Office. Discuss insights and improvements.
Equity Council	Equity Council has provided feedback on the LCAP.

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

LCAP engagement supported 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. During the 2024-2025 LCAP cycle significant work was done to update and revise the LCAP based on educational partner feedback. The 2025-2026 LCAP is in year 2 of a 3-year LCAP cycle. No major changes were made to the 2025-2026 LCAP goals and actions. The following changes were made to actions:

- 1.3 School counselor "Provides support services for students with disabilities and other students (Res7435)" changed to "Provide counseling services (Res7435)"
- 1.8 Special Education Teacher was changed to "1.8 Intervention Services" and the detailed description of "1.8 Provides support services for students with disabilities and other students not meeting standards in conjunction with the intervention teacher and a special education assistant. " was changed to "Provide intervention services to students not meeting standards."

SunRidge charter school was able to obtain input from the above mentioned educational partners through formal and informal feedback opportunities. Across the Youth Truth Survey results there seems to be a desire for an increase in parent surveys. We will offer 2 more opportunities to provide feedback.

Through our needs assessment for LRBEF funds we recognized that our students would benefit from additional support in mathematics. Using LRBEF funds we will be providing additional after school support and tutoring.

Through presentation of our dashboard data our community recognizes the need to provide additional support to our socio-economically disadvantaged students. The Equity Council has since provided community clothing swaps, food pantry organizations. We are currently discussing how to better serve this population's needs.

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 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	Spring 2024-Youth Truth Data 63% of Middle School Students said they felt safe at school	Spring 2025-Youth Truth Data 99% of Middle School students said they felt safe at school		80% of Middle School Students said they felt safe at school	36% increase
1.2	Youth Truth SurveyParent	Spring 2024-Youth Truth Data 83% of Families feel	Spring 2025-Youth Truth Data		98% of Families feel	13% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		their students are safe at school	96% of Families feel their students are safe at school		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		100% of community events were held on campus	Maintain 100%
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		100% of 5-8 grade students and teachers received Digital literacy training	Maintain 100%
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.		100% of full time faculty and staff trained in PBIS and SEL practices.	Maintain 100%
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.		100% of teachers and counselor (TK8) facilitated monthly SEL activities with students.	Maintain 100%
1.7	Staff Trained in Emergency Preparedness Drills	100% of full time staff were trained in Emergency	100% of full time staff were trained in		100% of full time staff were trained in	Maintain 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Preparedness	Emergency Preparedness		Emergency Preparedness	
1.8	School Counseling Services for Student	2023-2024 Number of Counseling referrals from school data: 2% of student population had referrals	2024-2025 Number of Counseling referrals from school data: 9% of student population had referrals		2024-2025 Number of Counseling referrals from school data:	Increased 7%
1.9	All EL Access to Ca Standards including ELD Standards	100% of EL students have access to ELD standards-N/A currently no EL students	100% of EL students have access to ELD standards-N/A currently no EL students		100% of EL students have access to ELD standards-	Maintain 100%
1.10	Other local measures, including a survey of teachers on the sense of school safety.	Spring 2024-Youth Truth Data 92% Staff said they felt safe at school	Spring 2025-Youth Truth Data 94% Staff said they felt safe at school		Youth Truth 2026/27 100% of staff who feel safe at school	2%
1.11	Chronic Absenteeism	California Dashboard 2023 33.2% Chronic Absenteeism Rate SED-41.6% White-33.3%	California Dashboard 2024 29.3% Chronic Absenteeism Rate SED-29.5% White-30.1%		California Dashboard 2026/27 10% Chronic Absenteeism Rate SED-10% White-10%	Decreased 3.9%
1.12	Attendance Rate	23-24 P2 ADA Report: 93.16%	24-25 P2 ADA Report: 92.11%		96% Attendance Rate	Decreased 1.05%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	Middle School Drop Out Rate	2023/24 Aeries Report 0% MS DropOut Rate	2024/25 Aeries Report 0% MS DropOut Rate		0% MS DropOut Rate	Maintained 0%
1.14	Pupil Suspension Rate	CDE Dashboard 2023: 1.6% SED-2.2% White-1.5%	CDE Dashboard 2023:.8% SED-1.1% White-.5%		0% Pupil Suspension Rate	Decreased 0.8%
1.15	Pupil Expulsion Rate	CDE Dashboard 2023: 0% Expulsion Rate	CDE Dashboard 2024: 0% Expulsion Rate		0% Expulsion Rate	Maintained 0%
1.16	Facilities in Good Repair	FIT report in good repair	FIT report in good repair		FIT report in good repair	Maintained Good Repair

Goal Analysis [2024-25]

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.

Successful Implementation

1.1-15 community events were held on campus. The only events not held on campus were field trips.

1.2-Emergency and Safety Training-All Emergency Preparedness activities such as staff training, supplies, drills etc were implemented with fidelity.

1.3-School Counselor-.8 School counselor provides support services for all students including students with disabilities.

1.4-Facility Maintenance-All facilities have been kept in good repair according to FIT test.

1.8-Special Education teacher-.8 FTE Sped Teacher provides services to students with disabilities.

1.10-Instructional Assistants-.8 instructional assistant supported underachieving students in math and ELA/

Implementation Challenges

1.6-Training General Ed-MTSS training did occur with all teachers in 23/24 however, additional training is needed to provide additional scaffolds and clarity around interventions.
1.7-Training Rtl-MTSS training did occur with all teachers in 23/24 however, additional training in differentiated instruction to provide clarity around gen ed interventions is needed.

Modify Implementation-

1.5-Anti-Bias Training will take place on 5/23/2025 for all staff professional development.

Non Implemented Actions

1.9-School Learning extension-this was not implemented in the 2024/25 school year.

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

Expenditure Differences

Percentage of Improved Services Differences

- 1-1-Community events held on campus - no material difference
- 1.2-Emergency and Safety Training - no material difference
- 1.3-School Counselor - Counselor hired and budget was originally set up for use of a firm to provide these services
- 1.4-Facility Maintenance - no material difference
- 1.5-Anti-Bias Training - no material difference
- 1.6-Training General Ed- did not spend full amount originally budgeted
- 1.7-Training Rtl - no material difference
- 1.8-Special Education teacher - no material difference
- 1.9-School Learning extension - no material difference
- 1.10-Instructional Assistants - assignment of instructional assistants and amount of hours per day increased to further assist students in need

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of achieving goal 1, as demonstrated by both quantitative data and qualitative indicators

- 1-1-Community events held on campus-Effective-All community events were held on campus.
- 1.2-Emergency and Safety Training-Effective-100% of Emergency Preparedness activities such as staff training, supplies, drills etc were implemented.
- 1.3-School Counselor-Effective-School counseling services were implemented with 100% fidelity.

- 1.4-Facility Maintenance-Effective-FIT demonstrated that facility in good repair.
- 1.5-Anti-Bias Training-Effective-Ineffective-Although goal was made in the 23/24 school year, the all staff anti bias training will take place 5/23/25.
- 1.6-Training General Ed-Ineffective-50% of teachers used the curriculum, the curriculum was discussed during grade level meetings, however teachers differed in regards to its implementation.
- 1.7-Training Rtl-Somewhat effective. Although 100% of staff were trained in MTSS systems and differentiated instruction, some teachers still require additional scaffolded support to excercise the process.
- 1.8-Special Education teacher-effective-Special education teacher provided support to students with IEP's.
- 1.9-School Learning extension-effective-ELOP funds were dedicated to summer programming.
- 1.10-Instructional Assistants-effective-Instructional Assistants supported differentiated student instruction

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.

- Due to missing metrics we added metrics 1.9-1.17 to address required metrics. Updated verbiage on all metric to match required metrics. Included updated target outcome data to match.
- 1.3-Community Enrichment Events from the 2024/25 LCAP has been removed because the metric was originally designed to be an indicator of community engagement following COVID.
- The following changes have been made to actions
- 1.3 School counselor "Provides support services for students with disabilities and other students (Res7435)" changed to "Provide counseling services (Res7435)"
 - 1.8 Special Education Teacher was changed to "1.8 Intervention Services" and the detailed description of "1.8 Provides support services for students with disabilities and other students not meeting standards in conjunction with the intervention teacher and a special education assistant. " was changed to "Provide intervention services to students not meeting standards."

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.

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.	\$1,000.00	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	Provide counseling services (Res7435) **LREBG Action: Learning Recovery and Emergency Block Grant (LREBG) Action (see "Reflections: Annual Performance" for more detail**	\$81,909.00	Yes
1.4	Facility Maintenance	Maintain all facilities in good repair.	\$197,366.00	No
1.5	Anti-Bias Training	Anti-bias professional development for faculty and staff and Middle School Students		No
1.6	(MTSS) Training - General Ed * 24-25 LCAP- previously Training- General Ed	Total General Ed Training [Excl RTI and SpEd Training]	\$5,665.00	No
1.7	Training - RTI	Additional RTI Training will be delivered to RTI Faculty and Staff		Yes
1.8	Intervention Services	Provide intervention services to students not meeting standards	\$112,144.00	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.	\$93,248.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Instructional Assistants	Provide instructional assistant support for underachieving students in Math and ELA.	\$68,948.00	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)
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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	Spring 2024-Youth Truth Data 79% of parents feel that they receive information about what my child should learn and be able to do	Spring 2025-Youth Truth Data 87% 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	Increased 8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Youth Truth Survey Parent	Spring 2024-Youth Truth Data 93% of parents feel engaged at school	Spring 2025-Youth Truth Data 95% of parents feel that they receive information about what my child should learn and be able to do		100% of parents feel engaged at school	Increased 2%
2.3	Parent-Teacher Conferences	Spring 2024-Teacher collected attendance records 70% of parents met with their child's teacher at least one time to discuss student progress.	Spring 2025-Teacher collected attendance records 80% of parents met with their child's teacher at least one time to discuss student progress.		100% of parents met with their child's teacher at least one time to discuss student progress.	Increased 10%
2.4	Class Parent Evenings	50% of general education teachers presented and explained the curriculum through the grades in a parent meeting.	80% 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.	Increased 30%
2.5	Revise Core Values	Core Values surveys were provided to 100% of faculty, parents, and staff. 33.8% responded.	N/A Goal Removed		80% response from faculty, staff, and parent community	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Efforts to seek parent input in decision-making	<p>2023/24 10 parents met monthly for Parent Council meetings according to meeting minutes</p> <p>4% of parents who the school seeks their input in decision making about the design of the school</p>	4% of parents who the school seeks their input in decision making about the design of the school		15% of parents who the school seeks their input in decision making about the design of the school	Maintained 4%
2.7	Promote parental participation in programs for unduplicated pupils and individuals with exceptional needs	<p>2023/24-No Survey Provided (will do in 2024/25)</p> <p>0% of parents of unduplicated who believe their child's school wants to learn more about their child's needs.</p> <p>2023/24-No Survey Provided (will do in 2024/25)</p> <p>0% of parents of unduplicated students who agree the school encourages their active participation in their child's education.</p> <p>In 2023/24 All IEP Meetings- 100% of parents with disabilities who agree</p>	<p>0% of parents of unduplicated who believe their child's school wants to learn more about their child's needs.</p> <p>0% of parents of unduplicated students who agree the school encourages their active participation in their child's education.</p> <p>100% of parents with disabilities who agree the school involves them in the IEP process.</p>		<p>100% of parents of unduplicated who believe their child's school wants to learn more about their child's needs.</p> <p>100% of parents of unduplicated students who agree the school encourages their active participation in their child's education.</p> <p>100% of parents with disabilities who agree the school involves them in the IEP process.</p>	Maintained 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		the school involves them in the IEP process.				
2.8	Youth Truth Survey Students Engagement	Spring 2024-Youth Truth Data 23%	Spring 2025-Youth Truth Data 93%		90% Youth Truth Data	Increased 70%
2.9	Youth Truth Survey Staff Engagement	Spring 2024-Youth Truth Data 99%	Spring 2025-Youth Truth Data 97%		90% Youth Truth Data	Maintained 90%+

Goal Analysis [2024-25]

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.

Successful Implementation-

2.1-Core Curriculum/Enhanced Academics Implementation-Curriculum/Enhanced academics (math & foreign language) staff salaries and benefits costs were implemented with fidelity.

2.3-Homework Expectations-created a skill expectations continuum for ELA and math through the grades and shared it with school community.

2.4-Parent Education-provided quality parent education events for increased understanding of Public Waldorf school methodologies as a school of choice.

2.5-Subject Through the Grades Chart-created and provided a subject through the grades chart for all potential and current families.

2.6-Parent Teacher Meetings-provided the opportunity for parents to meet with teachers to communicate behavioral and academic goals.

Implementation Challenges

2.8-Purchase ELA Curriculum-teacher implementation of the curriculum varied due to incongruence with instructional objectives in Public Waldorf education.

2.9-Purchase Math Curriculum-teacher implementation of the curriculum varied due to incongruence with instructional objectives in Public Waldorf education.

Modify Implementation-

2.2-ELA and Math skills through the grades chart-While the vertical alignment chart was not completed progress was made towards this end.

2.7-New Report Card Template-Template will be finalized for use in the 2025/26 school year.

Non Implemented Actions-N/A

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

Expenditure Differences

Percentage of Improved Services Differences-

- 2.1-Core Curriculum/Enhanced Academics Implementation - did not spend full amount originally budgeted
- 2.2-ELA and Math skills through the grades chart - no material difference
- 2.3-Homework Expectations - no material difference
- 2.4-Parent Education - no material difference
- 2.5-Subject Through the Grades Chart - no material difference
- 2.6-Parent Teacher Meetings - no material difference
- 2.7-New Report Card Template - no material difference
- 2.8-Purchase ELA Curriculum - no material difference
- 2.9-Purchase Math Curriculum - no material difference

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of achieving goal 2, as demonstrated by both quantitative data and qualitative indicators

- 2.1-Core Curriculum/Enhanced Academics Implementation demonstrated emerging effectiveness based on the following metrics: Increase in science, increase in math for SED students, maintaining the "above" level for ELA (all students and all reported student groups). Data demonstrating continued need and areas of extra attention include: decrease in distance from standard met for ELA and Math. No modifications will be taken up as we have yet to see 2025 CAASPP scores and this is the first year of implementation.
- 2.2-ELA and Math skills through the grades chart demonstrated strong effectiveness, as evidenced by increased understanding of curricular expectations by parents. Chart handed out at Parent Tours, and Community gatherings.
- 2.3-Homework Expectations demonstrated strong effectiveness, as evidenced by increased clarity of homework expectations from chart.
- 2.4-Parent Education demonstrated varied levels of effectiveness as some teachers explained curricular expectations better than others. Modifications will be taken up to ensure that school wide communication provide clear outcomes for families and students school wide.
- 2.5-Subject Through the Grades Chart, demonstrated strong effectiveness, as evidenced by access to grade subject charts provided to all incoming families.
- 2.6-Parent Teacher Meetings, demonstrated medium effectiveness, as evidenced by teacher records indicating that an average of 88% of families attended parent/teacher conferences.
- 2.7-New Report Card Template demonstrated emerging effectiveness through teacher engagement to create new rubric, though uploading template to Aeries is pending.

2.8-Purchase ELA Curriculum-Intervention curriculum was used with fidelity were as 1-4 did not use curriculum with fidelity, thus creating variable outcomes.

2.9-Purchase Math Curriculum-5-8 Grade used curriculum with fidelity whereas 1-4 did not use curriculum with fidelity, thus creating variable outcomes.

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.

Metric 2.1 due to misreported baseline, changed from 84% to 79% in 2023/24 to match actual data. Metric 2.2 due to misreported baseline, changed from 83% to 93% in 2023/24 to match actual data.Due to missing metrics we added metrics 2.6-2.9 to address required metrics. Updated verbiage on all metric to match required metrics. Included updated target outcome data to match. Metric 2.5 in the 2024/25 LCAP was removed because the metric was originally designed to be an indicator of community engagement following COVID. The core values have been finalized.

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.

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).	\$31,503.00	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

Action #	Title	Description	Total Funds	Contributing
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
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		100% of teachers are highly qualified	Maintained 100%
3.2	Access to/Enrollment in 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		100% of enrichment program staffed	Maintained 100%
3.3	Professional Development	According to school local data in 2023/24:	According to school local data in 2024/25:		100% of teachers participated in professional	Increased 30%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		50% of teachers participated in professional development regarding Public Waldorf education	80% of teachers participated in professional development regarding Public Waldorf education		development regarding Public Waldorf education	
3.4	Access to/Enrollment in Programs/Services developed and provided to unduplicated pupils and individuals with exceptional needs	2023/24 100 % of English learners, low-income students, and foster youth who are provided with access to legally required or Title-funded programs and services and have access to additional services based on MTSS model.	2024/25 100 % of English learners, low-income students, and foster youth who are provided with access to legally required or Title-funded programs and services and have access to additional services based on MTSS model.		100%	Maintained 100%
3.5	Percentage of EL's who made progress toward English proficiency on the ELPAC	N/A No EL students	N/A No EL students		If applicable, TBD	N/A
3.6	Other pupil outcomes available in the subject areas Star Math	January-Math-2024 January 2024 Star Scores Math 3rd grade-65% at or above standard 4th grade-74% at or above standard 5th grade-84% at or above standard	January-Math 2025 3rd grade-60% at or above standard 4th grade-80% at or above standard 5th grade-66% at or above standard 6th grade-85% at or above standard		January-Math 2026/27 STAR assessments: 3rd grade-65% at or above standard 4th grade-85% at or above standard 5th grade-70% at or above standard	3rd: Decrease 5% 4th: Increase 6% 5th: Decrease 18% 6th: Maintain 85% 7th: Increase 2% 8th: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		6th grade-85% at or above standard 7th grade-73% at or above standard 8th grade-No data available	7th Grade-87% at or above standard 8th grade-77% at or above standard		6th grade-90% at or above standard 7th Grade-90% at or above standard 8th grade-82% at or above standard	
3.7	Other pupil outcomes available in the subject area STAR Reading	January-Reading-2024 3rd grade-83% at or above standard 4th grade-96% at or above standard 5th grade-96% at or above standard 6th grade-95% at or above standard 7th grade-73% at or above standard 8th grade-No data available	January-Reading-2025 3rd grade-72% at or above standard 4th grade-92% at or above standard 5th grade-93% at or above standard 6th grade-100% at or above standard 7th grade-100% at or above standard 8th grade-84% at or above standard		2026/27 STAR assessments: January-Reading-2025 3rd grade-78% at or above standard 4th grade-98% at or above standard 5th grade-95% at or above standard 6th grade-100% at or above standard 7th grade-100% at or above standard 8th grade-90% at or above standard	3rd: Decrease 11% 4th: Decrease 4% 5th: Decrease 3% 6th: Increase 5% 7th: Increase 27% 8th: N/A
3.8	Statewide Assessments (ELA) (CA Dashboard) Distance from Standard Met (status), Change, Performance Color	2022-2023 41 Above Increased 5 points Green	2023-2024 29 Above Declined 13 points Green		Increase 3 points each year or maintain "above" status	Decreased 12 points (maintained "above" status)
3.9	Statewide Assessments (Math) (CA Dashboard) Distance from Standard	2022-2023 6 Below Increased 14 points Green	2023-2024 8 Below Declined 2 points Yellow		Increase 3 points each year or maintain "above" status	Decreased 2 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Met (status), Change, Performance Color					
3.10	Statewide Assessments (Science) (CA Dashboard) Distance from Standard Met (status)	2022-2023 At standard (0 points)	2023-2024 5 Above		Increase 3 points each year or maintain "above" status	Increased 5 points (and at "above" status)
3.11	Statewide Assessments (Socio-economically disadvantaged-SED)	2022-2023 ELA: 15 Above (Green) Math: 22 Below (Green) Science: N/A	2023-2024 ELA: 10 Above (Yellow) Math: 13 Below (Green) Science: 2 Below		Increase 3 points each year or maintain "above" status	ELA: Decrease 5 points (but maintained "above" status) Math: Increased 9 points Science: N/A
3.12	Statewide Assessments (Socio-economically disadvantaged-white)	2022-2023 ELA: 43 Above (Green) Math: 1 Above (Blue) Science: N/A	2023-2024 ELA: 26 Above (Green) Math: 4 below (Yellow) Science: 4 above		Increase 3 points each year or maintain "above" status	ELA: Decreased 17 points (but maintained "above" status) Math: Decreased 5 points Science: N/A
3.13						

Goal Analysis [2024-25]

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.

Successful Implementation-

3.1-Teacher Qualifications -Hire and maintain highly qualified, credentialed teachers with Waldorf teacher training opportunities.

3.4-Arts Curriculum-Maintaining and strengthening arts curriculum was met with fidelity.

3.6-Enhanced/Expanded Curricular Programs - Music, Practical Arts, Physical Education-Enhanced/Expanded Curricular Programs specifically in the subjects of Music, Practical Arts, Physical Education was supported.

3.7--Waldorf Program Class Materials and Supplies-The cost of Waldorf Program Class Materials and Supplies, including supporting Enrichment Programs and Class Fund Accounts

3.8-Other pupil outcomes available in the subject area STAR Reading

Implementation Challenges

3.2-Alliance for Public Waldorf Education and Charter School Development Center-Continue membership with the Alliance for Public Waldorf Education and the Charter School Development Center

3.3-Continuing professional development for faculty and staff in alignment with the core principles of Public Waldorf Education varied due to the personal impetus of each teacher.

3.5 State Standards Alignment -While teachers reviewed, confirmed and analyzed alignment of common core state standards as articulated by the Alliance for Public Waldorf Education not all teachers implemented them with fidelity.

Modify Implementation

None modified

Non Implemented Actions

All Actions implemented

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

Percentage of Improved Services Differences

3.1-Teacher Qualifications - no material difference

3.2-Alliance for Public Waldorf Education and Charter School Development Center - no material difference

3.3-Continuing professional development for faculty and staff in alignment with the core principles of Public Waldorf Education - no material difference

- 3.4-Arts Curriculum - no material difference
- 3.5 State Standards Alignment - no material difference
- 3.6-Enhanced/Expanded Curricular Programs - Increased costs are due to higher salary and benefits plus additional music instruction using the Arts and Music in Schools funding
- 3.7-Waldorf Program Class Materials and Supplies - no material difference
- 3.8-Other pupil outcomes available in the subject area STAR Reading - no material difference

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

Prompt Box 3-

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of achieving goal 3, as demonstrated by both quantitative data and qualitative indicators

- 3.1-Teacher Qualifications demonstrated strong effectiveness, as evidenced by sustained teacher qualifications (100% qualified teachers).
- 3.2-Alliance for Public Waldorf Education and Charter School Development Center-Continued membership demonstrated strong effectiveness as evidence through continued rapport with both agencies.
- 3.3-Continuing professional development for faculty and staff in alignment with the core principles of Public Waldorf Education demonstrated strong effectiveness by 80% of staff participating in professional development opportunities.
- 3.4-Arts Curriculum-demonstrated strong effectiveness, as evidenced by continued student participation in a variety of art classes.
- 3.5 State Standards Alignment demonstrated emerging effectiveness based on the following metrics: Increase in science, increase in math for SED students, maintaining the "above" level for ELA (all students and all reported student groups). Data demonstrating continued need and areas of extra attention include: decrease in distance from standard met for ELA and Math.
- 3.6-Enhanced/Expanded Curricular Programs demonstrated strong effectiveness, as evidenced by continued program offerings.
- 3.7-Waldorf Program Class Materials and Supplies demonstrated strong effectiveness as evidenced by art program support.
- 3.8-Other pupil outcomes available in the subject area STAR Reading demonstrated strong effectiveness as evidence by above standard test scores.

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.

Due to missing metrics we added metrics 3.4-3.8 to address required metrics. Updated verbiage on all metric to match required metrics. Included updated target outcome data to match.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Teacher Qualifications	3.1 Hire and maintain highly qualified, credentialed teachers with Waldorf teacher training.	\$1,150,808.00	No
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	\$3,500.00	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.	\$444,701.00	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	\$41,899.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$182,080	\$

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
6.378%	0.000%	\$0.00	6.378%

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	<p>Action: School counselor</p> <p>Need: actions will address all needs including the needs unduplicated students.-Low income because</p> <p>Scope:</p>	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
	LEA-wide		
1.7	<p>Action: Training - RTI</p> <p>Need: Identify student needs in regard to targeted instruction</p> <p>Scope: Schoolwide</p>	<p>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.</p> <p>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/</p>	

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
		<p>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.</p> <p>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</p>	

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
		<p>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.</p>	
1.8	<p>Action: Intervention Services</p> <p>Need: Unduplicated Pupils need extra support</p> <p>Scope: Schoolwide</p>	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	

2025-26 Total Planned 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	\$2,854,975	182,080	6.378%	0.000%	6.378%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,796,280.00	\$108,777.00	\$327,634.00	\$0.00	\$2,232,691.00	\$2,017,528.00	\$215,163.00

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	\$1,000.00	\$1,000.00				\$1,000.00	
1	1.2	Emergency and Safety Training	All Students with Disabilities	No												
1	1.3	School counselor	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools Specific Schools: SunRidge School tk-8		\$81,486.00	\$423.00	\$46,780.00	\$35,129.00			\$81,909.00	
1	1.4	Facility Maintenance	All Students with Disabilities	No					\$162,166.00	\$35,200.00	\$197,366.00				\$197,366.00	
1	1.5	Anti-Bias Training	All	No			All Schools									
1	1.6	(MTSS) Training - General Ed * 24-25 LCAP-previously Training-General Ed	All	No			All Schools		\$3,665.00	\$2,000.00		\$5,665.00			\$5,665.00	
1	1.7	Training - RTI	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income										
1	1.8	Intervention Services	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			\$11,210.00	\$100,934.00	\$11,210.00		\$100,934.00		\$112,144.00	
1	1.9	School Learning Extension	English Learners Foster Youth	Yes	Limited to	English Learners			\$86,248.00	\$7,000.00	\$93,248.00				\$93,248.00	

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
			Low Income		Unduplicated Student Group(s)	Foster Youth Low Income										
1	1.10	Instructional Assistants	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			\$68,948.00	\$0.00	\$68,948.00				\$68,948.00	
2	2.1	Core Curriculum/Enhanced Academics Implementation	All Students with Disabilities SWD	No			All Schools Specific Schools: SunRidge School tk-8		\$18,503.00	\$13,000.00	\$18,503.00	\$13,000.00			\$31,503.00	
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									

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	2.7	New Report Card Template	All	No			All Schools Specific Schools: 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					\$1,150,808.00	\$0.00	\$1,150,808.00				\$1,150,808.00	
3	3.2	Alliance for Public Waldorf Education and Charter School Development Center	All	No					\$0.00	\$3,500.00	\$3,500.00				\$3,500.00	
3	3.3	Professional Development	All	No			All Schools Specific Schools: SunRidge School k-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									

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
3	3.6	Enhanced/Expanded Curricular Programs - Music, Practical Arts, Physical Education	All	No			All Schools Specific Schools: SunRidge School tk-8		\$434,494.00	\$10,207.00	\$204,917.00	\$13,084.00	\$226,700.00		\$444,701.00	
3	3.7	-Waldorf Program Class Materials and Supplies	All	No			All Schools Specific Schools: SunRidge School tk-8		\$0.00	\$41,899.00		\$41,899.00			\$41,899.00	

2025-26 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
\$2,854,975	182,080	6.378%	0.000%	6.378%	\$220,186.00	0.000%	7.712 %	Total:	\$220,186.00
								LEA-wide Total:	\$46,780.00
								Limited Total:	\$162,196.00
								Schoolwide Total:	\$11,210.00

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	LEA-wide	Foster Youth Low Income	All Schools Specific Schools: SunRidge School tk-8	\$46,780.00	
1	1.7	Training - RTI	Yes	Schoolwide	English Learners Foster Youth Low Income			
1	1.8	Intervention Services	Yes	Schoolwide	English Learners Foster Youth Low Income		\$11,210.00	
1	1.9	School Learning Extension	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$93,248.00	
1	1.10	Instructional Assistants	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$68,948.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,997,473.00	\$2,076,832.00

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	Community Building Events	No	\$1,100.00	\$950
1	1.2	Emergency and Safety Training	No		
1	1.3	School counselor	Yes	\$48,000.00	\$75,304
1	1.4	Facility Maintenance	No	\$181,308.00	\$183,862
1	1.5	Anti-Bias Training	No		
1	1.6	Training - General Ed	No	\$5,660.00	\$1,320
1	1.7	Training - RTI	Yes		
1	1.8	Special Education Teacher	Yes	\$110,314.00	\$109,010
1	1.9	School Learning Extension	Yes	\$70,230.00	\$70,827
1	1.10	Instructional Assistants	Yes	\$31,474.00	\$55,041
2	2.1	Core Curriculum/Enhanced Academics Implementation	No	\$20,823.00	\$16,547

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	ELA and Mathematics Skills through the Grades Chart	No	\$0.00	
2	2.3	Homework Expectations	No		
2	2.4	Parent Education	No		
2	2.5	Subject Through the Grades Chart	No		
2	2.6	Parent-Teacher Meetings	No		
2	2.7	New Report Card Template	No		
2	2.8	Purchase ELA Curriculum	No		
2	2.9	Purchase Math Curriculum	No		
3	3.1	Teacher Qualifications	No	\$1,110,450.00	\$1,084,398
3	3.2	Alliance for Public Waldorf Education and Charter School Development Center	No	\$3,000.00	\$3,358
3	3.3	Professional Development	No		
3	3.4	Arts Curriculum	No		
3	3.5	State Standards Alignment	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.6	Enhanced/Expanded Curricular Programs - Music, Practical Arts, Physical Education	No	\$381,214.00	\$438,820
3	3.7	-Waldorf Program Class Materials and Supplies	No	\$33,900.00	\$37,395

2024-25 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)
\$171,288	\$172,233.00	\$171,288.00	\$945.00	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	School counselor	Yes				
1	1.7	Training - RTI	Yes				
1	1.8	Special Education Teacher	Yes	\$70,529.00	\$45,420		
1	1.9	School Learning Extension	Yes	\$70,230.00	\$70,827		
1	1.10	Instructional Assistants	Yes	\$31,474.00	\$55,041		

2024-25 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)
\$2,595,978	\$171,288	0	6.598%	\$171,288.00	0.000%	6.598%	\$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 and Senate Bill 153, Chapter 38, Statutes of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) 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\(d\)](#) 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](#);
 - **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](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **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\(b\)\(1\)](#) 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.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• 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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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:

- 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 the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024



2025-26 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
SunRidge Charter School	Karina Haedo Principal	khaedo@twinhillsusd.org 707-824-2844

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
2022-23	12.90	92.2%	0%	0%	7.8%	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)

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

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

Rating Scale (lowest to highest):

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
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				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						N/A
Health Education Content Standards				4		
Physical Education Model Content Standards					5	
Visual and Performing Arts					5	
World Language				4		

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

Practices	Rating Scale Number
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 as of last 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. 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.	4
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.	4
8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	3

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

- Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building 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:

Mitigating Chronic Absenteeism:

SunRidge School is focused on reducing chronic absenteeism to support improved academic performance, student engagement, and equitable access to instruction. The school will implement consistent monitoring systems, initiate early outreach to families, and coordinate targeted interventions to address barriers to regular attendance. Staff will be supported in responding to attendance concerns through established procedures and compliance with district and state protocols.

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.

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. All Staff engaging in DEI professional development.

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.

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, our Waldorf 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 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 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 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 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 3.56
Academic Challenge: The score is 3.65
Culture: The score is 3.48
Belonging & Peer Collaboration: The score is 3.73
Relationships: The score is 3.51

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 66th percentile, indicating a stronger sense of belonging and collaboration among students.

The Culture score is the lowest, with the lowest-rated question being about adults from my school treat students with respect

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 culture score is low, with the lowest-rated question being about adults from my school treat students with respect. Identified Needs: The lower score in culture suggests a need for improving the quality of culture 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 Belonging and Peer Collaboration suggests that the students feel a sense of belonging with their peers, which is positive. This strength can be leveraged to further deepening relationships. 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.

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.

AGENDA ITEM # E-2

Board Meeting Dates:
Public Hearing: 06/24/25
Adoption: 06/26/25



**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

2025-26



2025-26 BUDGET RECAP & NARRATIVE

School district revenues are closely tied to the state budget process, particularly the Governor's May Revision, which was released on May 14, 2025. Despite ongoing economic uncertainty, the Governor has proposed shielding education from major cuts and has included a 2.3% Cost-of-Living Adjustment (COLA) for 2025–26. This COLA is applied to state funding through the LCFF (Local Control Funding Formula), special education, child nutrition, and the Mandate Block Grant. The multi-year projections (MYP) presented in this report reflect the assumptions contained in the May Revision, with the understanding that the final State Budget and accompanying trailer bills are still under negotiation between the Governor and the Legislature.

Budget planning in Sonoma County is guided by data and recommendations provided by: SCOE – Sonoma County Office of Education, SSC – School Services of California, FCMAT – Fiscal Crisis & Management Assistance Team and DOF – California Department of Finance. These agencies help districts develop current-year budgets and multi-year projections (covering two additional out-years).

Please refer to Exhibit A for a summary of May Revision guidance and key highlights.

Below is a table showing the COLA revenue percentages, and CalSTRS/CalPERS employee benefit cost percentages for the years 20-21 through 27-28.

Report Pd	Revenue Item	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Adopt Budget	Planning COLA	0.00%	5.07%	6.56%	8.22%	1.07%	2.30%	3.02%	3.42%
	Expense Item								
Adopt Budget	CalSTRS	16.15%	16.92%	19.10%	19.10%	19.10%	19.10%	19.10%	19.10%
Adopt Budget	CalPERS	20.70%	22.91%	25.37%	26.68%	27.05%	26.81%	26.90%	27.80%

Over the past several years, both the federal and state governments have provided categorical funding to public education. From 2020 through 2025 the District received federal COVID-relief funding all of which has been fully expended in compliance with planning and expenditure reporting requirements.

Beginning in 2022–23, the District received a number of one-time and targeted funds, including:

- Arts, Music, Instructional Materials Discretionary Block Grant;
- Learning Recovery Emergency Block Grant;
- Universal Prekindergarten Planning and Implementation Grant.

In 2023–24, new sources of funding included:

- Special Education Mental Health Services funding
- Proposition 28: Arts and Music in Schools
- Home-to-School Transportation Reimbursement

For 2025–26, the Governor has proposed a \$1.7 billion one-time Student Support and Professional Development Block Grant, which would equate to approximately \$323 per ADA. However, state lawmakers have indicated a desire to redirect this funding toward the Proposition 28 Rainy Day Fund. As such, no funding from this proposed grant is included in the District's current adopted budget. *(Please refer to the final pages of this narrative for a full summary)*

The Local Control Funding Formula (LCFF) remains the District's primary source of state revenue and continues to guide the prioritization of expenditures. Funding decisions must be aligned with the needs of all students—particularly English learners, low-income students, and

foster youth—and with the educational goals outlined in our Local Control and Accountability Plan (LCAP). Maintaining sufficient contingency reserves remains essential to ensuring fiscal solvency and long-term sustainability. *Please see Exhibit B for a breakdown of assigned reserves and fund balances.*

The following section outlines projected revenues and expenditures for the 2025–26 fiscal year. Budget assumptions and multi-year projections are based on current law as reflected in the Governor’s May Revision and guided by the Common Message and School Services of California (SSC) Dartboard. *Please refer to Exhibit A for supporting assumptions and details.*

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 Elementary, the estimated ADA is estimated to be 292. For Fund 03, the Twin Hills Charter Middle School, the estimated ADA is 240, this is an increase of 47 from prior year. Please note that these are estimates only based on enrollment and the ADA percentage used remains slightly lower than our historical percentage.

Local Control Funding Formula (LCFF) Drivers and Fiscal Outlook

Under LCFF, funding is primarily driven by three factors: Average Daily Attendance (ADA) by grade span, the annual Cost-of-Living Adjustment (COLA) applied to the LCFF target entitlement, and the unduplicated pupil count (UPP).

Since the formula’s implementation, COLA has re-emerged as the key determinant for annual funding growth. However, in most years—particularly when COLA averages around 3%—these adjustments are not sufficient to fully cover ongoing cost increases. This includes step-and-column salary progression and rising employer contributions to the CalSTRS and CalPERS retirement systems.

Fund 01: Apple Blossom/District

	ADA = 292.00	Adopted Budget
Object Code	Revenue	
8011	LCFF State Aid	\$1,995,010
8011	Basic Aid Supplement	1,179,000
8012	EPA (Education Protection Account)	572,258
8041	Secured Property Taxes	4,725,000
8096	In Lieu Property Tax Transfer	(3,345,300)
8091	Revenue Transfer to F14	(50,000)
8097	Special Education Property Tax	135,800
	Total Revenue	\$5,211,768

Fund 03: Twin Hills Charter Middle School

	ADA = 240.0	Adopted Budget
Object Code	Revenue	
8011	LCFF State Aid	\$1,044,703
8012	EPA (Education Protection Account)	494,881
8096	In Lieu Property Tax Transfer	1,134,000
	Total Revenue	\$2,673,584

(Total Form 01, Line A.1)

\$7,885,352

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. For 2025–26, no additional federal COVID-19 relief funds (such as CARES Act or ESSER) are anticipated. Historical data on federal categorical revenues and expenditures can be found in the final pages of this narrative.

It is important to note that federal revenue is classified as “unearned”, meaning unspent amounts from the prior year may be recorded as revenue in the subsequent year—regardless of when the cash is received. This accounting approach differs from most state funding, which allows for carryover as part of a fund balance.

Object Code	Projected Income
8181 Special Education PL 101-476	\$ 130,000
8290 Title I	40,000
8290 Title IIA – Principal/Teacher Staff Develop.	7,300
8290 COVID19 ESSER Funding	0
Total Form 01, Line A.2)	\$177,300

Other State Revenue Sources

When the Local Control Funding Formula (LCFF) was implemented (2013) most state categorical programs were eliminated and their associated funding was consolidated into districts’ LCFF base year funding. However, in recent years, the state has reintroduced a number of special categorical programs, often as one-time funds with very specific accounting and expenditure requirements.

Ongoing state revenue sources include the Mandate Block Grant, Lottery, and Mental Health Services allocations. Details regarding per-ADA funding assumptions for these programs can be found in the accompanying budget exhibits at the end of this narrative. The state also requires districts to account for STRS On-Behalf payments—the state’s contribution to CalSTRS on behalf of local employees. While these amounts are included in district financial reports, they do not involve any cash received or spent by the district and are recorded for accounting purposes only.

Object Code	Projected Income
8550 Mandate Block Grant	\$ 15,225
8560 State Lottery	151,515
8590 Home-To-School Transportation 60% Allow.	59,745
8590 STRS on Behalf of State	347,983
8590 ELO Program	210,000
8590 Learning Recovery EBG	39,629
8590 Prop 28 Arts & Music in Schools	62,895
8590 ERMHS State Mental Health Funds	38,426
Total Form 01, Line A.3)	\$925,418

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	\$ 27,760
8660 Interest	142,000
8677 Interagency – Special Ed	50,000
8689 Indirect Cost Support	400
8689 SunRidge MOU / District costs	290,000
8699 SunRidge Special Ed costs	90,000
8699 Miscellaneous and MAA	29,000
8792 Special Ed AB602	318,000
Total Form 01, Line A.4)	\$ 947,160
Total Form 01, Line A.5) Total Revenues	\$9,935,230

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
8.80 FTE	TH classroom teachers
0.70 FTE	AB enrichment teachers
2.10 FTE	TH elective teachers
0.50 FTE	AB Academic Intervention/Title I/EIA
0.40 FTE	TH Academic Intervention
1.00 FTE	AB Pupil Personnel Counselor
1.00 FTE	TH Pupil Personnel Counselor
<u>3.40 FTE</u>	Education Specialists (Includes AB, TH, OV)
34.90 FTE	Total

Prof Dev & Stipends: \$58,000+

Salary calculations are commensurate with approved salary schedules and contractual agreements. This budget includes step movement from prior year. 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. The proposed budget excludes the employment cost of a potential 1.0 FTE Director of Special Projects as any utilization of this position in 2025-2026 is expected to be substantially offset by anticipated reimbursements and one-time funding, ensuring minimal impact on overall expenditures.

Total Form 01, Line B.1) Total Estimated Cost	\$ 3,678,957
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Classified staffing levels are as follows:

7.00 FTE	Custodial/Maintenance (includes Maint. Director)
2.16 FTE	AB Yard/Parking Lot Duty
1.52 FTE	TH Campus Supervisors
3.82 FTE	School Offices Clerical
1.00 FTE	ELL program assistant
0.36 FTE	Library assistants
0.63 FTE	Health Tech
3.84 FTE	Special Education assistants
2.80 FTE	AB Instructional assistants
1.12 FTE	TH Instructional assistants
0.28 FTE	AB PIP assistant
0.26 FTE	AB Art assistant
4.00 FTE	District Office Payroll/Clerical/Technical
<u>1.00 FTE</u>	Business Manager
29.79 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 \$ 1,640,737

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	1.52 %
Total	22.12%

Statutory Benefits for **Classified** employees include:

Benefit	Percent * Salary
Public Employees Retirement	26.81%
Social Security	6.20%
Medicare	1.45%
Unemployment Insurance	0.05%
Workers' Compensation Insurance	1.52%
Total	36.03%

STRS on Behalf of State, book entry only \$347,983

Total Estimated Cost of All Statutory Benefits \$1,735,135

Health and Welfare

This district increased their maximum medical insurance contribution to \$1,212 per month on October 1, 2024, from \$1,200. The cost for medical insurance through RESIG will increase approximately 8% for the 2025-26 school year increasing the contribution by the district for those employees below the \$1,212 maximum. Vision insurance rates are the same as last year at \$96 per year. It is

anticipated that dental insurance will have a rate pass leaving the annual cost at \$1,332. Health insurance maximum annual benefit beginning October 1, 2025 is \$15,972 per year for a full FTE.

Total Annual Cost of Health & Welfare Benefits \$734,957

Total Form 01, Line B.3) Total Employee Benefits \$ 2,470,092

Salaries and benefits account for 75% 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 2025-26 budget. Multi-year projections include separate lines to show where one time federal and state categorical funding was spent. The higher budgeted amounts in 2024-25 (54% higher) includes one-time expenditures due to receipt of special block grants and COVID19 funding, carryover and donations. 24-25 also included over \$75,000 budgeted for kitchen equipment that is not included in 25-26.

Total Form 01, Line B.4) Total Books and Supplies \$221,671

Services and Operating Expenses

Service and Operating expenses are budgeted based on prior year and expected needs in fiscal year 2025-26. Please note that carryover and donations are not shown in the 2025-26 budget. The previous year, 2024-25, includes one-time expenditures using special categorical block grant funding plus carryover and donations.

Total Form 01, Line B.5) Total Contracts & Services \$2,485,939

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. This amount also includes Mental Health funding transferred to the SELPA for their large cost pool.

Total Form 01, Line B.7) Total Other Outgo \$162,090

Total Form 01, Line B.9) Total Expenditures \$10,659,486

Transfers In (GF = General Fund, Sp Ed EC = Special Ed Excess Costs)

Transfer In F01 GF from F09 Orchard View Sp Ed EC	\$320,000
Transfer In F01 GF from F09 Orchard View Direct Costs	310,000
Transfer In F01 GF from F03 Twin Hills CMS Sp Ed EC	250,000
Transfer In F01 GF from F03 Twin Hills CMS Direct Costs	250,000
Transfer In F03 THCMS from F01 General Fund BAS	300,000
Transfer In F01 GF from F12 Apple Blossom Aft Sch Pgm	30,000
Transfer In F01 GF +F03 THCMS from F20 OPEB/CRSP	46,270

Total Form 01, Line D.1a) Total Transfers In \$1,506,270

Transfers Out (GF = General Fund, BAS = Basic Aid Supplement Funds)

Transfer Out F01 GF to F13 Cafeteria	\$ 87,000
Transfer Out F03 THCMS to GF F01 Direct Costs	500,000
Transfer Out F01 GF to F03 THCMS BAS	300,000
Transfer Out F01 GF to F09 OV BAS	300,000
Transfer Out F01 GF to D21 SR BAS – see Other Outgo	

Total Form 01, Line D.1b) Total Transfers Out \$1,187,000

Special Education Contribution (\$1,298,259)

Some restricted programs receive less funding than needed, requiring a General Fund contribution to cover the shortfall. Special education represents the largest of these contributions, reflecting both the growing complexity of student needs across all sites and the expanded programming provided through WSCC (West Sonoma County Consortium) for students with exceptional needs. For 2025–26, this includes nearly \$600,000 in additional district costs.

All related revenues and expenditures are recorded in Fund 01, which includes Apple Blossom, Twin Hills Charter Middle School, Orchard View, and SunRidge (for Consortium expenses). Charter school contributions are based on P-2 ADA and actual service usage, as outlined in their Memoranda of Understanding:

- Orchard View and Twin Hills Charter Middle School use an excess cost model, with payments shown as Transfers into Fund 01.
- SunRidge School operates its own program and contributes toward West County Consortium excess costs (e.g., nursing, psychology, OT, speech). These payments appear in the Local Revenue section due to its separate district designation.

The total anticipated contribution to special education for 2025–26 is \$1,298,259, representing a significant portion of the District’s projected General Fund deficit. Looking ahead, special education programming will continue to be a strategic priority for District leadership. The focus remains on delivering high-quality, student-centered services while also implementing long-term cost-containment strategies to minimize the fiscal impact on the General Fund and ensure the District’s overall financial stability.

PIP Program (\$20,000)

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.

Routine Repair and Maintenance (\$300,000)

When a district receives state funding for facility modernization through specific propositions, it is required to annually transfer 3% of its unrestricted adopted budget to the Routine Repair and Maintenance Account (RRMA)—a restricted fund. This requirement exists to help ensure that modernized facilities remain in good working condition for at least 20 years. At the time of Adopted Budget, the District does not currently meet the 3% threshold based on the state’s prescribed calculation, which excludes STRS On-Behalf contributions, COVID-19-related expenditures, and other one-time revenues. If the state were to also exclude recent one-time categorical funding, the resulting calculation would better reflect the District’s true ongoing operational spending. This may be further clarified at the First Interim Budget Report, when updated revenues and expenditures are reported.

RRMA funds are used for the repair and maintenance of facilities at both school campuses. While Twin Hills Charter Middle School (THCMS) does not contribute unrestricted funds toward the transfer, site maintenance salaries and benefits at THCMS are now paid from RRMA. Ensuring the safety and upkeep of district-owned facilities remains a top operational priority.

Total Form 01, Line D.3) Total Contributions \$1,878,259

RESERVES & ASSIGNMENTS

In accordance with Board Policy 3100, Twin Hills Union School District maintains a total reserve target of 17%, which includes the state-required minimum of 4% for Economic Uncertainty. This reserve policy reflects the District's commitment to sound fiscal stewardship and long-term financial stability.

The District's reserves include required set-asides for:

- Revolving cash and operational reserves
- Our share of the West County Special Education Consortium's economic uncertainty requirement
- Contingencies related to changes in JPA transportation funding

An assignment is also included to support the district's three charter schools in aligning with the District's overall reserve policy. While current fund balances bring us close to the 17% reserve target, these reserves may be reflected across both Fund 01 (General Fund) and Fund 17 (Special Reserve Fund). The District will continue to monitor and adjust these assignments as part of its ongoing multi-year budget planning. Please refer to Exhibit B for a detailed summary of reserve assignments across all applicable funds.

FUND BALANCE (Ending Fund Balance \$2,805,531)

The District projects a beginning fund balance of \$3,210,517 for the 2025–26 budget year, with an estimated ending fund balance of \$2,805,531. This total includes both restricted and unrestricted funds. The projected use of \$404,986 in fund balance is primarily due to two factors:

- Continued sharing of Basic Aid Supplemental (BAS) funding with charter schools to support joint services and establish contingency reserves.
- The ongoing and rising cost of special education services.

After setting aside a combined 17% reserve, along with the revolving cash reserve and other assignments detailed in Exhibit B, the District will end the year with no remaining unassigned or unappropriated fund 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 2026 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 District's multi-year projection reflects a continued commitment to fiscal vigilance and strategic planning. It reinforces the need to address overspending trends through thoughtful, phased expenditure reductions over the next several years. While tools like the LCFF Calculator provide useful revenue projections, they are not guarantees of funding and must be used cautiously in budget development.

The District has experienced declining enrollment in recent years—particularly at Apple Blossom and Twin Hills Charter Middle School. However, due to program changes in nearby districts, Twin Hills Charter Middle School anticipates increased enrollment in 2025–26, which is expected to remain stable over the next two years.

To support the unique operational needs of a comprehensive middle school—including departmentalized staffing and enriched course offerings—Twin Hills Charter Middle School is receiving \$300,000 annually in Basic Aid Supplemental (BAS) funds for three consecutive years (beginning in 2024–25). These funds are intended to help offset higher operating costs and to enhance the school's attractiveness to prospective families.

Importantly, if enrollment increases, state revenues improve, or one-time funding becomes available, the need for BAS transfers may be mitigated. The District continues to work diligently to maintain and increase enrollment across all schools through program development, family engagement, and strategic outreach.

In addition to prudent spending practices, the District is exploring diverse revenue-generating strategies, including:

- Participation in the Multi-Payer Fee Schedule Program to enhance funding for behavioral health services
- Ongoing ELO-P (Expanded Learning Opportunities Program) expansion
- Active pursuit of public and private grant opportunities
- Community partnerships to support enrichment and extended learning

The District also benefits greatly from the generosity of its school communities. Apple Blossom School's annual Walkathon-Jogathon continues to be a successful fundraiser, generating over \$31,000 in support of additional instructional needs at the site. The collective efforts of our three Educational Foundations—Twin Hills/Apple Blossom, SunRidge, and Orchard View—demonstrate a growing commitment to enriching student experiences across the district. These contributions are deeply valued and appreciated.

At the same time, the District is actively exploring new and diversified revenue opportunities, including:

- Participation in the Multi-Payer Fee Schedule Program to support behavioral and health-related services
- Expansion of ELO-P (Expanded Learning Opportunities Program)
- Pursuit of grant funding from public and private sources
- Development of community partnerships to expand learning opportunities and support services

Looking forward, this budget will be updated in August once the State's budget is finalized and additional details become available. As always, it is important to remember that the budget is a living document, subject to revision throughout the year in response to changes in enrollment, staffing, and funding conditions.

CHARTER SCHOOLS

Charter schools are funded through the Local Control Funding Formula (LCFF), just like district-operated schools. Each school receives its own per-ADA (Average Daily Attendance) calculation, which is reflected in their individual financial reports. Local property taxes are applied first to meet each school's LCFF entitlement. If those revenues are insufficient, the state backfills the difference using a combination of LCFF and Education Protection Account (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 school's projected Average Daily Attendance (ADA) of 216 is based on an enrollment of 222 students. The current budget reflects a projected decrease in fund balance of approximately \$8,643 for the year. In previous years, expense reductions were included in advance as part of the charter's fiscal plan. However, under the District's current approach, budget adjustments will be made throughout the year based on actual enrollment and updated financial data. The Memorandum of Understanding (MOU) with the District, included under Transfers Out, covers both:

- The charter's share of district operational costs, and
- Its proportional share of excess special education costs, which have increased this year due to rising service expenses.

To support the charter in maintaining fiscal stability, a transfer of \$300,000 in Basic Aid Supplemental (BAS) funds has been included. The estimated beginning fund balance is \$188,890, and after the projected decrease of \$8,643, the estimated ending balance is \$180,247. From this, the following restricted resources must be deducted:

- California Clean Energy Funds – \$45,523
- Proposition 28: Arts and Music in Schools – \$32,865
- A–G Completion and other state block grants – \$11,278

Total restricted resources: \$89,666

After accounting for restricted funds, the final assigned balance is \$90,581. For further details, please refer to the Reserve Report (Exhibit B). It is important to note that this fund is projected to maintain positive cash flow each month and at year-end.

ADA = 216 / FTE: Cert=15.0 Clasfd=4.05	Adopted Budget
Revenue	
LCFF State Aid, EPA, In Lieu Property Tax	\$2,645,194
Other State (Mandate, Lottery, STRS on BH)	273,526
Local Revenue (Interest)	16,000
Total Revenue	\$2,934,720
Expenditures	
Salaries & Benefits	\$2,493,395
Books & Supplies	56,036
Services & Other Outgo	63,932
Total Expense	\$2,613,363
Transfer In BAS	+300,000
Transfer Out	-630,000
Net Increase (Decrease) to Fund Balance	(\$ 8,643)

SunRidge Waldorf 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 252 for 2025-26 is based on enrollment of 269 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 \$150,000 per year. This charter is budgeted to increase its fund balance by \$107,640.

ADA = 252 / FTE: Cert=13.5 Clasfd=14.9	Adopted Budget
Revenue	
LCFF State Aid, EPA, In Lieu Property Tax	\$3,037,055
Other State (Mandate, Lottery, STRS on Behalf)	397,260
Local Revenue (includes \$150k BAS from D53/F01)	686,700
Federal and State Meal Program Reimbursement	135,000
Total Revenue	\$4,256,015
Expenditures	
Salaries & Benefits	\$2,944,094
Books & Supplies	243,793
Services & Other Outgo	960,488
Total Expense	\$4,148,375
Transfers In (MYP: BAS included in Local Rev)	
Net Increase (Decrease) to Fund Balance	\$ 107,640

After adding the revenue over expenditures of \$107,640 to the prior year estimated ending fund balance, the ending balance before assignments and reserves will be \$741,092. After deducting the non-spendable revolving cash amount of \$4,000, the restricted resources of \$445,884 consisting of ELO-P, CA Clean Energy, Prop 28 Art and Music in Schools and After Care Program, plus the assigned RESIG deductible of \$18,000, the final assigned balance is a positive \$273,208 equaling a 7% reserve. The board required reserve of 17% is \$685,890 and Fund 01 shows an assignment of \$412,682 but Fund 01 is unable to fully fund this amount. 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:

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 ongoing issue as the cost climbed to 19.1% for CalSTRS and to 27.8% in 2027-28 for CalPERS. CalSTRS is the certificated retirement plan. CalPERS is the classified retirement plan. Governor Newsom understands pension reform may devastate school districts and has chosen to provide millions of dollars to fund the CalSTRS and CalPERS liability resulting in a reduced employer cost in several of the past years. Since 2022-23 there has been no relief from the State and schools are required to cover the entire cost.

Retirement Plan Year:	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
STRS ER Rates	10.73%	12.58%	14.43%	16.28%	17.10%	16.15%	16.92%
PERS ER Rates	11.847%	13.888%	15.531%	18.062%	19.721%	20.70%	22.91%
Retirement Plan Year:	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
STRS ER Rates	19.10%	19.10%	19.10%	19.10%	19.10%	19.10%	19.10%
PERS ER Rates	25.37%	26.68%	27.05%	26.81%	26.90%	27.80%	27.40%

Necessary Expense Reductions/Additional Adjustments

To meet the 17% reserve requirement, all sites must continue planning for expense reductions unless enrollment or state funding improves. Multi-Year Projections (MYPs) include “Additional Adjustments” lines to reflect this ongoing work. Administrative teams and Ad Hoc Committees will be responsible for identifying and implementing targeted savings strategies as needed to avoid any ongoing deficit spending.

OTHER FUNDS

Fund 12 - Child Development: Apple Blossom After School Program

(Ending fund balance: \$75,137)

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 supporting the Expanded Learning Opportunity Program.

Fund 13 – Cafeteria: Universal Meal Program (Ending fund balance: \$12,667)

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 25-26 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 General Fund contribution, estimated at \$87,000 for 2025–26, to support employee salaries and benefits, as well as necessary supplies and permits. This includes maintaining reserves for revolving cash (\$4,000) and inventory (\$457).

Fund 14 - Deferred Maintenance (Ending Committed fund balance: \$194,661)

When the state changed the funding formula to LCFF districts no longer received separate funds for maintenance and instead became part of the LCFF calculation. This makes districts 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. Please see Exhibit D for additional details. Currently we have included a revenue transfer from Fund 01 in the amount of \$50,000.

Fund 17 - Special Reserve Fund for Other Than Capital Outlay

(Ending fund balance: \$347,675)

This is the fund cash is borrowed from as needed throughout the year and the ending fund balance is considered part of the reserve.

Fund 20 - Postemployment Benefits (Ending fund balance: \$415,629)

Fund 20 is designated to set aside resources for the District's postemployment obligations, including retiree benefits. The District continues to address these long-term liabilities in accordance with state reporting standards. Based on the most recent actuarial valuation, the total liability is estimated at \$991,391—primarily for cash-based retirement incentives, with a minimal amount related to retiree healthcare.

For 2025–26, the District anticipates a transfer of \$46,270 to support benefits for three retirees currently enrolled in the Cash Retirement Severance Program (CRSP). A plan remains in place to fully fund the remaining liability over time.

Fund 21 - Bond Fund (Ending fund balance: \$176,987)

This fund is used to track bond revenue and expenditures for projects approved under Measure M (2010). While most funds from earlier bond sales have been expended on completed capital improvements, one final bond issuance (Series C) remains available to be sold. The current fund balance is assigned and restricted for future Measure M–approved projects. At this time, the only budgeted activity is interest earnings.

Fund 25 - Capital Facilities Fund (Ending fund balance: \$16,673)

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 \$7,100.

Fund 40 - Special Reserve for Capital Projects (Ending fund balance: \$100,447)

This fund is used to accumulate resources designated for capital improvements or equipment purchases. The balance is Assigned and will only be used for site or building improvements or equipment purchases exceeding \$5,000.

Federal and State Categorical Funding Entitlements and Expenses Recaps

25-26 Adopted Budget for MYP Includes funds received and spent in 2025-26, 2026-27 and 2027-28													6/13/25	
Categorical funding by Resource: Apple Blossom Elementary/District														
Year	Res #	FB/UR	Revenue	Final year to spend	Spent 21-22	Spent 22-23	Spent 23-24	24-25 Budget	25-26 Budget	26-27 Budget	27-28 Budget	Fund Balance	Program Title	
21-22	2600	FB	\$65,951	23-24								\$65,951	Expanded Learning Opportunities Program ELO-P 2021-22, unspent funds returned 24-25	
22-23	2600	FB	\$144,774	23-24								\$144,774	Expanded Learning Opportunities Program ELO-P 2022-23, unspent funds returned 24-25	
23-24	2600	FB	\$119,854	24-25								\$119,854	Expanded Learning Opportunities Program ELO-P 2023-24 unspent funds returned 24-25	
24-25	2600	FB	(\$330,579)	24-25								(\$330,579)	Funds Recaptured by the State 2024-25	
24-25	2600	FB	\$110,202	25-26								\$110,202	Expanded Learning Opportunities Program ELO-P 2024-25	
25-26	2600	FB	\$110,000	26-27								\$110,000	Expanded Learning Opportunities Program ELO-P 2025-26	
26-27	2600	FB	\$110,000	27-28								\$110,000	Expanded Learning Opportunities Program ELO-P 2026-27	
27-28	2600	FB	\$110,000	28-29								\$110,000	Expanded Learning Opportunities Program ELO-P 2027-28	
	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 (Ext 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	
21-22	6053	UR	\$59,621	25-26		\$739	\$33,269	\$25,613					\$0 Universal Prekindergarten Planning and Implementation Grant 21-22	
22-23	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	\$18,125	\$35,825	\$25,000				\$20,000 Educator Effectiveness Funds (EEF)	
23-24	6546	FB	\$21,445	23-24			\$21,445						\$0 Special Ed Mental Health 23-24	
24-25	6546	FB	\$22,236	24-25				\$22,236					\$0 Special Ed Mental Health 24-25	
25-26	6546	FB	\$22,236	25-26					\$22,236				\$0 Special Ed Mental Health 25-26	
26-27	6546	FB	\$22,236	26-27						\$22,236			\$0 Special Ed Mental Health 26-27	
27-28	6546	FB	\$22,236	27-28							\$22,236		\$0 Special Ed Mental Health 27-28	
	6762	FB	\$184,588	25-26		\$581	\$79,893	\$79,114	\$25,000				\$0 Arts, Music, and Instructional Materials Discretionary Block Grant (AMIMD)	
23-24	6770	FB	\$37,886	25-26				\$37,886					\$0 Prop 28 Art & Music In Schools 23-24	
24-25	6770	FB	\$36,744	26-27				\$16,744	\$20,000				\$0 Prop 28 Art & Music In Schools 24-25	
25-26	6770	FB	\$36,744	27-28						\$20,000	\$16,744		\$0 Prop 28 Art & Music In Schools 25-26	
26-27	6770	FB	\$36,744	28-29								\$33,488	\$0 Prop 28 Art & Music In Schools 26-27	
27-28	6770	FB	\$36,744	29-30								\$36,744	\$0 Prop 28 Art & Music In Schools 27-28	
	7425	FB	\$115,647	23-24	\$71,647	\$29,000	\$15,000						\$0 Expanded Learning Opportunities (ELO) Grant	
23-24	7435	FB	\$169,499	27-28			\$145,238		\$24,261				\$0 Learning Recovery Emergency Block Grant (LRE)	
Totals			\$1,847,846		\$139,727	\$203,719	\$439,003	\$333,994	\$116,497	\$42,236	\$42,236	\$530,434		
Categorical funding by Resource: Twin Hills Charter Middle School														
Year	Res #	FB/UR	Revenue	Final year to spend	Spent 21-22	Spent 22-23	Spent 23-24	24-25 Budget	25-26 Budget	26-27 Budget	27-28 Budget	Fund Balance	Program Title	
21-22	2600	FB	\$50,000	23-24								\$50,000	Expanded Learning Opportunities Program ELO-P 2021-22, unspent funds returned 24-25	
22-23	2600	FB	\$50,000	23-24								\$50,000	Expanded Learning Opportunities Program ELO-P 2022-23, unspent funds returned 24-25	
23-24	2600	FB	\$50,000	24-25								\$50,000	Expanded Learning Opportunities Program ELO-P 2023-24 unspent funds returned 24-25	
24-25	2600	FB	(\$150,000)	24-25								(\$150,000)	Funds Recaptured by the State 2024-25	
24-25	2600	FB	\$50,000	25-26								\$50,000	Expanded Learning Opportunities Program ELO-P 2024-25	
25-26	2600	FB	\$100,000	26-27								\$100,000	Expanded Learning Opportunities Program ELO-P 2025-26 if program in place-minimum increased	
26-27	2600	FB	\$100,000	27-28								\$100,000	Expanded Learning Opportunities Program ELO-P 2026-27 if program operating	
27-28	2600	FB	\$100,000	28-29								\$100,000	Expanded Learning Opportunities Program ELO-P 2027-28 if program operating	
	6266	FB	\$56,675	25-26	\$9,138	\$923	\$15,442	\$16,172	\$15,000				\$0 Educator Effectiveness Funds (EEF)	
23-24	6546	FB	\$15,614	23-24			\$15,614						\$0 Special Ed Mental Health 23-24	
24-25	6546	FB	\$16,190	24-25				\$16,190					\$0 Special Ed Mental Health 24-25	
25-26	6546	FB	\$16,190	25-26					\$16,190				\$0 Special Ed Mental Health 25-26	
26-27	6546	FB	\$16,190	26-27						\$16,190			\$0 Special Ed Mental Health 26-27	
27-28	6546	FB	\$16,190	27-28							\$16,190		\$0 Special Ed Mental Health 27-28	
	6762	FB	\$125,652	25-26			\$22,746	\$45,906	\$23,000				\$34,000 Arts, Music, and Instructional Materials Discretionary Block Grant (AMIMD)	
23-24	6770	FB	\$26,856	25-26				\$16,856	\$10,000				\$0 Prop 28 Art & Music In Schools 23-24	
24-25	6770	FB	\$26,151	26-27					\$3,151				\$23,000 Prop 28 Art & Music In Schools 24-25	
25-26	6770	FB	\$26,151	27-28									\$26,151 Prop 28 Art & Music In Schools 25-26	
26-27	6770	FB	\$26,151	28-29									\$26,151 Prop 28 Art & Music In Schools 26-27	
27-28	6770	FB	\$26,151	29-30									\$26,151 Prop 28 Art & Music In Schools 27-28	
	7435	FB	\$107,368	27-28			\$81,795	\$10,205	\$15,368				\$0 Learning Recovery Emergency Block Grant (LRE)	
Totals			\$851,529		\$9,138	\$923	\$135,597	\$105,329	\$82,709	\$16,190	\$16,190	\$485,453		
Categorical funding by Resource: Orchard View School														
Year	Res #	FB/UR	Revenue	Final year to spend	Spent 21-22	Spent 22-23	Spent 23-24	24-25 Budget	25-26 Budget	26-27 Budget	27-28 Budget	Fund Balance	Program Title	
	2600	FB		23-24									\$0 Non Classroom based, not eligible	
21-22	6053	UR	\$26,005	25-26			\$6,000					\$20,005	Universal Prekindergarten Planning and Implementation Grant 21-22	
22-23	6053	UR	\$29,174	25-26								\$29,174	Universal Prekindergarten Planning and Implementation Grant 22-23	
	6266	FB	\$44,837	25-26	\$4,625	\$7,662	\$13,268	\$11,282	\$8,000				\$0 Educator Effectiveness Funds (EEF)	
23-24	6546	FB	\$17,579	23-24			\$17,579						\$0 Special Ed Mental Health 23-24	
24-25	6546	FB	\$18,227	24-25				\$18,227					\$0 Special Ed Mental Health 24-25	
25-26	6546	FB	\$18,227	25-26					\$18,227				\$0 Special Ed Mental Health 25-26	
26-27	6546	FB	\$18,227	26-27						\$18,227			\$0 Special Ed Mental Health 26-27	
27-28	6546	FB	\$18,227	27-28							\$18,227		\$0 Special Ed Mental Health 27-28	
	6762	FB	\$136,740	25-26		\$29,276	\$44,564	\$47,900	\$15,000				\$0 Arts, Music, and Instructional Materials Discretionary Block Grant (AMIMD)	
23-24	6770	FB	\$27,320	25-26				\$20,320	\$7,000				\$0 Prop 28 Art & Music In Schools 23-24	
24-25	6770	FB	\$28,399	26-27					\$23,933				\$4,466 Prop 28 Art & Music In Schools 24-25	
25-26	6770	FB	\$28,399	27-28									\$28,399 Prop 28 Art & Music In Schools 25-26	
26-27	6770	FB	\$28,399	28-29									\$28,399 Prop 28 Art & Music In Schools 26-27	
27-28	6770	FB	\$28,399	29-30									\$28,399 Prop 28 Art & Music In Schools 27-28	
	7412+13	FB	\$8,951	25-26									\$8,951 A-G Completion Improvement Grant Program	
	7435	FB	\$91,435	27-28			\$9,315	\$50,000	\$32,120				\$0 Learning Recovery Emergency Block Grant (LRE)	
	7810	FB	\$2,327	27-28									\$2,327 Other State: Ethnic Studies	
Totals			\$570,872		\$4,625	\$36,938	\$90,726	\$147,729	\$104,280	\$18,227	\$18,227	\$150,120		
Categorical funding by Resource: SunRidge School														
Year	Res #	FB/UR	Revenue	Final year to spend	Spent 21-22	Spent 22-23	Spent 23-24	24-25 Budget	25-26 Budget	26-27 Budget	27-28 Budget	Fund Balance	Program Title	
21-22	2600	FB	\$50,000	23-24								\$50,000	Expanded Learning Opportunities Program ELO-P 2021-22, unspent funds returned 24-25	
22-23	2600	FB	\$105,691	23-24								\$105,691	Expanded Learning Opportunities Program ELO-P 2022-23, unspent funds returned 24-25	
23-24	2600	FB	\$113,603	24-25								\$113,603	Expanded Learning Opportunities Program ELO-P 2023-24 unspent funds returned 24-25	
24-25	2600	FB	(\$269,294)	24-25								(\$269,294)	Funds Recaptured by the State 2024-25	
24-25	2600	FB	\$105,445	25-26								\$105,445	Expanded Learning Opportunities Program ELO-P 2024-25	
25-26	2600	FB	\$110,000	26-27								\$110,000	Expanded Learning Opportunities Program ELO-P 2025-26	
26-27	2600	FB	\$110,000	27-28								\$110,000	Expanded Learning Opportunities Program ELO-P 2026-27	
27-28	2600	FB	\$110,000	28-29								\$110,000	Expanded Learning Opportunities Program ELO-P 2027-28	
	3219	UR	\$26,485	23-24		\$2,773	\$23,712						\$0 Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve Learning Loss	
21-22	6053	UR	\$55,852	25-26				\$40,000	\$15,852				\$0 Universal Prekindergarten Planning and Implementation Grant 21-22, Expenses and def rev on MYP	
22-23	6053	UR	\$48,748	25-26					\$9,148				\$39,600 Universal Prekindergarten Planning and Implementation Grant 22-23, not on MYP	
	6266	FB	\$56,771	25-26		\$9,491	\$14,303	\$18,977	\$14,000				\$0 Educator Effectiveness Funds (EEF)	
23-24	6546	FB	\$17,462	23-24			\$17,462						\$0 Special Ed Mental Health 23-24	
24-25	6546	FB	\$18,106	24-25				\$18,106					\$0 Special Ed Mental Health 24-25	
25-26	6546	FB	\$18,106	25-26					\$18,106				\$0 Special Ed Mental Health 25-26	
26-27	6546	FB	\$18,106	26-27						\$18,106			\$0 Special Ed Mental Health 26-27	
27-28	6546	FB	\$18,106	27-28							\$18,106		\$0 Special Ed Mental Health 27-28	
	6762	FB	\$126,448	25-26		\$3,300	\$80,459	\$29,689	\$13,000				\$0 Arts, Music, and Instructional Materials Discretionary Block Grant (AMIMD)	
23-24	6770	FB	\$33,362	25-26			\$4,921	\$17,857	\$10,584				\$0 Prop 28 Art & Music In Schools 23-24	
24-25	6770	FB	\$31,110	26-27									\$31,110 Prop 28 Art & Music In Schools 24-25	
25-26	6770	FB	\$31,110	27-28									\$31,110 Prop 28 Art & Music In Schools 25-26	
26-27	6770	FB	\$31,110	28-29									\$31,110 Prop 28 Art & Music In Schools 26-27	
27-28	6770	FB	\$31,110	29-30									\$31,110 Prop 28 Art & Music In Schools 27-28	
	7435	FB	\$158,046	27-28			\$60,592	\$74,831	\$22,623				\$0 Learning Recovery Emergency Block Grant (LRE)	
Totals			\$1,155,483		\$0	\$15,564	\$201,449	\$199,460	\$103,313	\$18,106	\$18,106	\$599,485		
FB = Fund Balance UR = Unearned Revenue Please note: This report does not include all categorical funding, it does not include Lottery, Kitchen Infrastructure and Training, and														

Twin Hills USD
Enrollment and ADA
2025-26 Adopted Budget - Current

ACTUAL P-2 ADA 24-25

UPDATED FOR 25-26 ADOPTED BUDGET

	2024-25 PRIOR FISCAL YEAR			2024-25 Note: Enroll- ment @ Mar 31, 2025	2025-26 CURRENT FISCAL YEAR			2026-27 1ST SUBSEQUENT YEAR			2027-28 2ND SUBSEQUENT YEAR		
	Enrollment @ CBEDS (actual)	P-2 ADA (estimate)	LCFF UNDUPLICATE D COUNT		Enrollment @ CBEDS (est.)	P-2 ADA (estimate)	LCFF UNDUPLICATE D COUNT	Enrollment @ CBEDS (est.)	P-2 ADA (estimate)	LCFF UNDUPLICATE D COUNT	Enrollment @ CBEDS (est.)	P-2 ADA (estimate)	LCFF UNDUPLICATE D COUNT
DISTRICT Apple Blossom													
K-3	199	186.59	48	198	200	190	48	200	190	48	200	190	48
4-6	106	100.58	36	107	107	101	36	107	101	36	107	101	36
4-6: NPS													
7-8: NPS													
SCOE Class TK-3 or 6-22	1	1.02	1	1	1	1	1	1	1	1	1	1	1
Totals	306	288.19	85	306	308	292	85	308	292	85	308	292	85
Ratio of ADA to Enrollment / Percentage Unduplicated	LCFF=305 (w/o SCOE) 94.18% 27.78%				LCFF=307 94.69% 27.60%			LCFF=307 94.69% 27.60%			LCFF=307 94.69% 27.60%		
	AB will be funded on current year				AB will be funded on current year			AB will be funded on current year			AB will be funded on current year		
CHARTER SCHOOL Twin Hills CMS													
K-3													
4-6	64	59.21	16	64	85	80	20	85	80	20	85	80	20
7-8	143	133.78	32	145	170	160	40	170	160	40	170	160	40
9-12													
SCOE/NPS													
Totals	207	192.99	48	209	255	240	60	255	240	60	255	240	60
Ratio of ADA to Enrollment / Percentage Unduplicated	93.23% 23.19%				94.12% 23.53%			94.12% 23.53%			94.12% 23.53%		
CHARTER SCHOOL Orchard View													
K-3	32	29.23	7	30	33	32	7	33	32	7	33	32	7
4-6	48	46.59	11	49	44	43	10	44	43	10	44	43	10
7-8	37	35.97	10	37	40	39	11	40	39	11	40	39	11
9-12	107	101.26	22	102	105	102	22	105	102	22	105	102	22
SCOE/NPS													
Totals	224	213.05	50	218	222	216	50	222	216	50	222	216	50
Ratio of ADA to Enrollment / Percentage Unduplicated	95.11% 22.32%				97.30% 22.52%			97.30% 22.52%			97.30% 22.52%		
Sub-Totals District 53	737	694	183	733	785	748	195	785	748	195	785	748	195
CHARTER SCHOOL SunRidge													
K-3	134	122.75	40	132	130	122	39	130	122	39	130	122	39
4-6	87	81.1	35	86	86	80	34	86	80	34	86	80	34
7-8	35	31.82	8	36	51	48	14	51	48	14	51	48	14
9-12													
SCOE/NPS	2	1.97		2	2			2	2		2	2	
Totals District 21	258	237.64	83	256	269	252	87	269	252	87	269	252	87
Ratio of ADA to Enrollment / Percentage Unduplicated	92.11% 32.17%				93.68% 32.34%			93.68% 32.34%			93.68% 32.34%		
TOTALS ALL SITES	995	932	266	989	1,054	1,000	282	1,054	1,000	282	1,054	1,000	282

Enrollment Increase
ADA Increase

59

68

no change

no change

2025-26: Enrollment provided by Site Administrators May 2025. ADA increase estimated to be a higher percentage at each school than the prior year.

Twin Hills USD
Enrollment and ADA
2025-26 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			2023-24 FISCAL YEAR			2023-24 Note: Enroll- ment @ Mar 31, 2024
	Enrollment @ CBEDS (Oct)	P-2 ADA (actual)	LCFF UNDUPLICATE D COUNT	Enrollment @ CBEDS (Oct)	P-2 ADA - based on prior year	LCFF UNDUPLICATE D COUNT	Enrollment @ CBEDS (Oct 6)	P-2 ADA (actual)	LCFF UNDUPLICATED COUNT	Enrollment @ CBEDS (Oct 5)	P-2 ADA (actual)	LCFF UNDUPLICATE D COUNT	Enrollment @ CBEDS (Oct 4, 2023)	P-2 ADA (actual)	LCFF UNDUPLICATE D COUNT	
DISTRICT Apple Blossom																
K-3	266	247.18	64	256	247.18	60	210	186.13	52	193	179.90	53	179	164.46	47	180
4-6	134	129.41	35	102	129.41	28	109	100.13	21	100	92.21	19	110	103.26	38	113
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	1.5	1.85	1	1.5
Totals	401	377.65	99	360	377.65	88	320	287.33	73	294	273.16	73	290.5	269.57	86	294.5
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%	LCFF= 289- 6= 283	94.75%	30.18%	
				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			AB will be funded on 3 year rolling average, this year = 320.63			
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	69	65.94	14	70
7-8	186	174.76	42	150	174.76	29	143	135.62	31	151	137.60	40	138	128.99	43	138
9-12																
Ungraded																
Totals	248	233.49	60	226	233.49	49	207	195.59	47	204	187.28	57	207	194.93	57	208
Ratio of ADA to Enrollment / Percentage Unduplicated	94.15% 24.19%			103.31% 21.68%			94.49% 22.71%			91.80% 27.94%			94.17% 27.54%			
CHARTER SCHOOL Orchard View																
K-3	45	45.08	5	48	45.08	7	48	45.38	6	37	36.41	10	42	42.04	11	42
4-6	43	40.57	4	45	40.57	10	47	44.65	8	40	40.64	8	47	46.58	17	47
7-8	35	37.19	7	42	37.19	10	36	37.44	6	44	41.89	9	43	41.58	10	44
9-12	104	102.78	23	113	102.78	23	91	85.38	16	95	88.52	17	96	89.26	18	93
Ungraded																
Totals	227	225.62	39	248	225.62	50	222	212.85	36	216	207.46	44	228	219.46	56	226
Ratio of ADA to Enrollment / Percentage Unduplicated	99.39% 17.18%			90.98% 20.16%			95.88% 16.22%			96.05% 20.37%			96.25% 24.56%			
Sub-Totals District 53	876	837	198	834	837	187	749	696	156	714	668	174	726	684	199	729
CHARTER SCHOOL SunRidge																
K-3	144	136.88	45	147	136.88	51	107	99.42	40	131	114.46	45	125	116.43	46	128
4-6	84	77.97	23	72	77.97	28	63	54.12	27	73	64.24	27	77	73.11	26	79
7-8	53	49.29	15	51	49.29	16	45	43.29	11	39	35.03	11	32	28.45	10	32
9-12																
Ungraded																
Totals District 21	281	264.14	83	270	264.14	95	215	196.83	78	243	213.73	83	234	217.99	82	239
Ratio of ADA to Enrollment / Percentage Unduplicated	94.00% 29.54%			97.83% 35.19%			91.55% 36.28%			87.95% 34.16%			93.16% 35.04%			
							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	960	902	281	967.5

Due to COVID, SunRidge funded at 200.22
based on prior year attendance percentage.

Public Health COVID19 State of Emergency for California ended 2/28/2023 and Federal ended 5/18/23.

Description	2024-25 Estimated Actuals			2025-26 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)	287.17	287.17	287.17	291.00	291.00	291.00
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)	287.17	287.17	287.17	291.00	291.00	291.00
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class	1.02	1.02	1.02	1.00	1.00	1.00
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)	1.02	1.02	1.02	1.00	1.00	1.00
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	288.19	288.19	288.19	292.00	292.00	292.00
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2024-25 Estimated Actuals			2025-26 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	192.99	192.99	192.99	240.00	240.00	240.00
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)	192.99	192.99	192.99	240.00	240.00	240.00
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	213.05	213.05	213.05	216.00	216.00	216.00
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)	213.05	213.05	213.05	216.00	216.00	216.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	406.04	406.04	406.04	456.00	456.00	456.00

Description	2024-25 Estimated Actuals			2025-26 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	237.64	237.64	237.64	252.00	252.00	252.00
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)	237.64	237.64	237.64	252.00	252.00	252.00
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)	237.64	237.64	237.64	252.00	252.00	252.00

District/Apple Blossom Elementary/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
G8BJT9ZN65(2025-26)

			2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
A. REVENUES									
1) LCFF Sources		8010-8099	7,058,971.00	100,000.00	7,158,971.00	7,749,552.00	135,800.00	7,885,352.00	10.1%
2) Federal Revenue		8100-8299	0.00	230,566.00	230,566.00	0.00	177,300.00	177,300.00	-23.1%
3) Other State Revenue		8300-8599	172,748.00	382,308.65	555,056.65	180,975.00	744,443.00	925,418.00	66.7%
4) Other Local Revenue		8600-8799	479,000.00	398,522.00	877,522.00	489,160.00	458,000.00	947,160.00	7.9%
5) TOTAL, REVENUES			7,710,719.00	1,111,396.65	8,822,115.65	8,419,687.00	1,515,543.00	9,935,230.00	12.6%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	3,184,346.00	395,835.00	3,580,181.00	3,237,599.00	441,358.00	3,678,957.00	2.8%
2) Classified Salaries		2000-2999	1,207,221.00	393,965.00	1,601,186.00	1,299,756.00	340,981.00	1,640,737.00	2.5%
3) Employee Benefits		3000-3999	1,708,221.00	621,024.00	2,329,245.00	1,805,819.00	664,273.00	2,470,092.00	6.0%
4) Books and Supplies		4000-4999	95,831.56	392,023.82	487,855.38	86,664.00	135,007.00	221,671.00	-54.6%
5) Services and Other Operating Expenditures		5000-5999	877,019.00	1,550,213.48	2,427,232.48	837,590.00	1,648,349.00	2,485,939.00	2.4%
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	150,000.00	12,100.00	162,100.00	150,000.00	12,090.00	162,090.00	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			7,222,638.56	3,365,161.30	10,587,799.86	7,417,428.00	3,242,058.00	10,659,486.00	0.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			488,080.44	(2,253,764.65)	(1,765,684.21)	1,002,259.00	(1,726,515.00)	(724,256.00)	-59.0%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	1,693,816.00	0.00	1,693,816.00	1,506,270.00	0.00	1,506,270.00	-11.1%
b) Transfers Out		7600-7629	1,434,500.00	0.00	1,434,500.00	1,187,000.00	0.00	1,187,000.00	-17.3%
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	(1,695,789.00)	1,695,789.00	0.00	(1,878,259.00)	1,878,259.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,436,473.00)	1,695,789.00	259,316.00	(1,558,989.00)	1,878,259.00	319,270.00	23.1%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(948,392.56)	(557,975.65)	(1,506,368.21)	(556,730.00)	151,744.00	(404,986.00)	-73.1%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	3,729,862.52	1,156,877.12	4,886,739.64	2,781,469.96	429,047.47	3,210,517.43	-34.3%
b) Audit Adjustments		9793	0.00	(169,854.00)	(169,854.00)	0.00	0.00	0.00	-100.0%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
c) As of July 1 - Audited (F1a + F1b)			3,729,862.52	987,023.12	4,716,885.64	2,781,469.96	429,047.47	3,210,517.43	-31.9%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,729,862.52	987,023.12	4,716,885.64	2,781,469.96	429,047.47	3,210,517.43	-31.9%
2) Ending Balance, June 30 (E + F1e)			2,781,469.96	429,047.47	3,210,517.43	2,224,739.96	580,791.47	2,805,531.43	-12.6%
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	429,047.47	429,047.47	0.00	580,791.47	580,791.47	35.4%
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	785,818.96	0.00	785,818.96	264,992.96	0.00	264,992.96	-66.3%
West County JPAs: Special Ed & Transportation	0000	9780	70,000.00		70,000.00			0.00	
Fund Balance Support: Charters	0000	9780	908,265.00		908,265.00			0.00	
Assignment Reduction due to Support	0000	9780	(192,446.04)		(192,446.04)			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	848,985.00		848,985.00	
Assignment Reduction due to support	0000	9780			0.00	(653,992.04)		(653,992.04)	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,990,651.00	0.00	1,990,651.00	1,954,747.00	0.00	1,954,747.00	-1.8%
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	4,301,091.82	(868,865.53)	3,432,226.29				
1) Fair Value Adjustment to Cash in County Treasury		9111	(67,250.00)	0.00	(67,250.00)				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	5,000.00	0.00	5,000.00				
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	2024-25 Estimated Actuals	2025-26 Budget
2600	Expanded Learning Opportunities Program	160,202.00	370,202.00
6230	California Clean Energy Jobs Act	70,694.47	70,694.47
6266	Educator Effectiveness, FY 2021-22	60,000.00	20,000.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	82,000.00	34,000.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	56,151.00	85,895.00
Total, Restricted Balance		429,047.47	580,791.47

TWIN HILLS UNION SCHOOL DISTRICT
DISTRICT, APPLE BLOSSOM, TWIN HILLS CMS -- FUNDS 01 AND 03 COMBINED: 2025-26 Multi-Year Projection @ Adopted Budget

	Object Codes	Prior Fiscal Year Budget: 2024-25			Current Fiscal Year Budget: 2025-26			First Subsequent Fiscal Year: 2026-27			Second Subsequent Fiscal Year: 2027-28		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
COLA (percentage)				1.07%			2.30%			3.02%			3.42%
Funded COLA				1.07%			2.30%			3.02%			3.42%
ADA for LCFF Funding purposes				481.18			532.00			532.00			532.00
Enrollment				513			563			563			563
Revenue													
LCFF Sources: LCFF, EPA, Property Tax	8010-8099	5,805,062	100,000	5,905,062	6,514,253	135,800	6,650,053	6,691,556	135,800	6,827,356	6,911,889	135,800	7,047,689
Transportation Funding: NEW 15-16		103,909	-	103,909	106,299	-	106,299	109,509	-	109,509	113,254	-	113,254
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	1,200,000	-	1,200,000	1,179,000	-	1,179,000	1,202,000	-	1,202,000	1,226,040	-	1,226,040
Basic Aid Supplement: Prior year adjustment at P-1 (February)													
Federal Revenues	8100-8299	-	157,558	157,558	-	177,300	177,300	-	177,300	177,300	-	177,300	177,300
Federal Funding: COVID19 (Unearned - record as expensed)			73,008	73,008		-	-		-	-		-	-
Other State Revenues	8300-8599	172,748	41,656	214,404	180,975	45,510	226,485	183,810	45,510	229,320	183,982	45,510	229,492
State Funding: IPI, Universal PreK (Unearned-see Fed)		-	69,181	69,181	-	-	-	-	-	-	-	-	-
State Funding: ELO-P, Educator Effectiveness, Mental Health, Art Music IM BG, Learning Recovery ER BG, Kitchen Infrastructure, Prop 28 AMIS		-	269,618	269,618	-	350,950	350,950	-	311,321	311,321	-	311,321	311,321
ELOP funding recaptured by the State for 21-22 & 22-23		-	(310,725)	(310,725)	-	-	-	-	-	-	-	-	-
STRS on Behalf of State		-	312,579	312,579	-	347,983	347,983	-	365,382	365,382	-	383,651	383,651
THCMS Declining Enrollment Protection 22-23 only		-	-	-	-	-	-	-	-	-	-	-	-
Local Revenues	8600-8799	479,000	398,522	877,522	489,160	458,000	947,160	490,440	600,000	1,090,440	491,845	600,000	1,091,845
Total Revenue		7,710,719	1,111,397	8,822,116	8,419,687	1,515,543	9,935,230	8,627,315	1,635,313	10,262,628	8,877,010	1,653,582	10,530,592
Expenditures													
Certificated Salaries	1000-1999	3,184,346	369,024	3,553,370	3,237,599	375,503	3,613,102	3,290,748	383,013	3,673,761	3,356,563	390,673	3,747,236
Certificated Salaries One Time Grant Funds		-	26,811	26,811	-	65,855	65,855	-	-	-	-	-	-
Additional Adjustments		-	-	-	-	-	-	-	-	-	-	-	-
Classified Salaries	2000-2999	1,207,221	340,918	1,548,139	1,299,756	332,602	1,632,358	1,325,751	339,254	1,665,005	1,352,266	346,039	1,698,305
Classified Salaries One Time Grant Funds		-	53,047	53,047	-	8,379	8,379	-	9,000	9,000	-	9,000	9,000
Additional Adjustments		-	-	-	-	-	-	-	-	-	-	-	-
Employee Benefits -- Statutory	3301-3399	207,968	43,679	251,647	224,876	42,307	267,183	229,373	43,154	272,527	233,961	44,017	277,978
Employee Benefits One Time Grant Funds		-	24,491	24,491	-	21,082	21,082	-	3,250	3,250	-	3,250	3,250
Additional Adjustments		-	-	-	-	-	-	-	-	-	-	-	-
Employee Benefits STRS on Behalf of State	3101-3199	-	312,579	312,579	-	347,983	347,983	-	365,382	365,382	-	383,651	383,651
Employee Benefits STRS	3101-3199	584,585	71,914	656,499	588,408	76,407	664,815	605,852	73,155	679,007	618,113	74,619	692,732
Employee Benefits PERS	3201-3300	319,441	86,214	405,655	343,401	87,825	431,226	351,146	91,259	442,405	370,570	96,199	466,769
Employee & Retiree Benefits -- Health & Welfare	3400-3499:3700-3799:3900-3998	596,227	82,147	678,374	649,134	88,669	737,803	662,118	90,442	752,560	675,358	92,251	767,609
EE Benefits-H&W One Time Grant Funds		-	-	-	-	-	-	-	-	-	-	-	-
Additional Adjustments		-	-	-	-	-	-	-	-	-	-	-	-
Books and Supplies	4000-4999	95,831	176,056	271,887	86,664	79,856	166,520	88,395	85,122	173,517	90,165	86,412	176,577
Books and Supplies One Time Grant Funds		-	215,968	215,968	-	55,151	55,151	-	5,000	5,000	-	5,000	5,000
Services, Other Operating Expenses	5000-5999	877,019	1,348,179	2,225,198	837,590	1,611,700	2,449,290	856,885	1,570,935	2,427,820	876,570	1,602,355	2,478,925
Services One Time Grant Funds		0	202,035	202,035	0	36,649	36,649	0	29,086	29,086	0	29,086	29,086
Restricted Expense Adjustment		-	-	-	-	-	-	39,904	(39,904)	-	70,576	(70,576)	-
Necessary Expense Reductions - see narrative		-	-	-	-	-	-	-	-	-	-	-	-
Capital Outlay	6000-6999	-	-	-	-	-	-	-	-	-	-	-	-
Other Outgo	7100-7299 7300-7499	-	12,100	12,100	-	12,090	12,090	-	12,090	12,090	-	12,090	12,090
Other Outgo: BAS to D21 charter	7299	150,000	-	150,000	150,000	-	150,000	150,000	-	150,000	150,000	-	150,000
Total Expenditures		7,222,638	3,365,162	10,587,800	7,417,428	3,242,058	10,659,486	7,600,172	3,060,238	10,660,410	7,794,142	3,104,066	10,898,208
Excess (Deficiency)		488,081	(2,253,765)	(1,765,684)	1,002,259	(1,726,515)	(724,256)	1,027,143	(1,424,925)	(397,782)	1,082,868	(1,450,484)	(367,616)
Transfers In	8910-8929	1,693,816	-	1,693,816	1,506,270	-	1,506,270	1,494,550	-	1,494,550	1,494,550	-	1,494,550
Transfers Out (enter as negative)	7610-7629	(1,434,500)	-	(1,434,500)	(1,187,000)	-	(1,187,000)	(1,187,000)	-	(1,187,000)	(1,187,000)	-	(1,187,000)
Other Sources	8930-8979	-	-	-	-	-	-	-	-	-	-	-	-
Other Uses (enter as negative)	7630-7699	-	-	-	-	-	-	-	-	-	-	-	-
Contribution to Restricted Program	8980-8999	(1,695,789)	1,695,789	-	(1,878,259)	1,878,259	-	(1,677,820)	1,677,820	-	(1,703,380)	1,703,380	-
Total Transfers/Other Uses		(1,436,473)	1,695,789	259,316	(1,558,989)	1,878,259	319,270	(1,370,270)	1,677,820	307,550	(1,395,830)	1,703,380	307,550
Net Increase (Decrease)		(948,392)	(557,976)	(1,506,368)	(556,730)	151,744	(404,986)	(343,127)	252,895	(90,232)	(312,962)	252,896	(60,066)
Fund Balance													
Beginning Balance		3,729,862	1,156,877	4,886,739	2,781,470	429,047	3,210,517	2,224,740	580,791	2,805,531	1,881,613	833,686	2,715,299
Audit Adjustment(s)		-	(169,854)	(169,854)	-	-	-	-	-	-	-	-	-
Net Ending Balance		2,781,470	429,047	3,210,517	2,224,740	580,791	2,805,531	1,881,613	833,686	2,715,299	1,568,651	1,086,582	2,655,233
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	-	429,047	429,047	-	580,791	580,791	-	833,686	833,686	-	1,086,582	1,086,582
Restricted Res2600 ELOP 23-24 Audit Adjustment		-	-	-	-	-	-	-	-	-	-	-	-
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		908,265	-	908,265	848,985	-	848,985	751,758	-	751,758	610,438	-	610,438
Assigned - Fund Bal Site Support/Pensions/Tech/Facilities-Net		(192,446)	-	(192,446)	(653,992)	-	(653,992)	(897,094)	-	(897,094)	(1,106,060)	-	(1,106,060)
Assigned - Lottery Unrestricted		-	-	-	-	-	-	-	-	-	-	-	-
Assigned - COVID19 Legal / No Expense Reductions		-	-	-	-	-	-	-	-	-	-	-	-
Reserve for Economic Uncertainties	9789	1,990,651	-	1,990,651	1,954,747	-	1,954,747	1,951,949	-	1,951,949	1,989,273	-	1,989,273
Unassigned/Unappropriated Ending Bal	9790	0	-	0	0	-	0	0	-	0	0	-	0
Net Ending Balance		2,781,470	429,047	3,210,517	2,224,740	580,791	2,805,531	1,881,613	833,686	2,715,299	1,568,651	1,086,582	2,655,233
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		\$ 323,175	\$ 12,500	\$ 335,675	\$ 335,675	\$ 12,000	\$ 347,675	\$ 347,675	\$ 12,000	\$ 359,675	\$ 359,675	\$ 12,000	\$ 371,675

District/Apple Blossom Elementary

TWIN HILLS UNION SCHOOL DISTRICT APPLE BLOSSOM SCHOOL AND DISTRICT 2025-26 CASH FLOW ESTIMATES @ Adopted Budget

APPLE B ELEM/DISTRICT		2025-26 PROJECTIONS												DEFERRED REV/EXP JU-AU 26	BUDGET
DESCRIPT	MONTH OF: ACCT #S	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	
A: BEGIN CASH	9110	2,800,000.00	2,592,542.00	1,943,219.00	1,434,909.00	1,468,360.00	1,200,627.00	3,627,676.00	2,694,356.00	2,458,981.00	1,877,348.00	2,842,057.00	2,337,409.00		
B: RECEIPTS															
Rev Limit Prop Taxes	8020-8079						2,800,000.00				1,700,000.00	0.00	225,000.00	4,725,000.00	4,725,000.00
LCFF State Aid	8010-8019	99,751.00	99,751.00	179,551.00	179,551.00	179,551.00	179,551.00	179,551.00	179,551.00	179,551.00	179,551.00	179,551.00	179,549.00	1,995,010.00	1,995,010.00
Basic Aid Supplement	8011	58,950.00	58,950.00	106,110.00	106,110.00	106,110.00	106,110.00	106,110.00	106,110.00	106,110.00	106,110.00	106,110.00	106,110.00	1,179,000.00	1,179,000.00
Education Protection Act	8012			143,065.00			143,065.00			143,065.00			143,063.00	572,258.00	572,258.00
Deferred Maintenance TF	8091							-50,000.00						-50,000.00	-50,000.00
In Lieu & Spec Ed Prop Tax	8080-8099		-200,718.00	-401,436.00	-267,624.00	-267,624.00	-267,624.00	-267,624.00	-199,724.00	-468,342.00	-234,171.00	-234,171.00	-166,271.00	-2,975,329.00	-234,171.00
Federal	8100-8299					70,920.00		35,460.00			8,865.00		8,865.00	124,110.00	53,190.00
Other State - see below	8300-8599														
Mandated Block Grant							11,265.00							11,265.00	11,265.00
Block Grants: ELOP, Mental Health,														0.00	0.00
Transportation, Prop 28 AMIS, LREBG		11,436.00	11,436.00	20,585.00	32,715.00	20,585.00	20,585.00	20,585.00	20,585.00	20,585.00	32,716.00	20,585.00	20,588.00	252,986.00	252,986.00
Lottery, Unrest+Rest & Other								20,748.00			20,748.00			41,496.00	41,496.00
STRS on Behalf of / State Liability														0.00	225,220.00
Other Local	8600-8799													0.00	0.00
Interest					30,000.00			30,000.00			30,000.00			90,000.00	30,000.00
Rent, Util, SR MOU, Misc		1,100.00	1,100.00	1,100.00	9,000.00	25,000.00	9,000.00	200.00	34,000.00	5,000.00	10,000.00	1,100.00	10,560.00	107,160.00	380,000.00
Special Ed		15,900.00	15,900.00	28,620.00	28,620.00	28,620.00	28,620.00	28,620.00	28,620.00	28,620.00	28,620.00	28,620.00	28,620.00	318,000.00	318,000.00
Interfund TF in (MOUs TH+OV+ASP)	8910-8929				46,270.00	265,000.00			265,000.00				325,000.00	901,270.00	305,000.00
Contributions from Unrest.	8930-8979												100,000.00	100,000.00	100,000.00
Other Non-Revenue														0.00	0.00
TOTAL RECEIPTS		187,137.00	-13,581.00	77,595.00	164,642.00	428,162.00	3,030,572.00	103,650.00	434,142.00	14,589.00	1,882,439.00	101,795.00	981,084.00	7,392,226.00	8,192,961.00
C: DISBURSEMENTS															
Certificated Salaries	1000-1999	35,000.00	204,837.00	204,837.00	204,837.00	204,837.00	204,837.00	204,837.00	204,837.00	204,837.00	204,837.00	204,837.00	224,838.00	2,308,208.00	2,308,208.00
Classified Salaries	2000-2999	62,000.00	116,498.00	116,498.00	116,498.00	116,498.00	116,498.00	116,498.00	116,498.00	116,498.00	116,498.00	116,498.00	124,495.00	1,351,475.00	1,351,475.00
Employee Benefits	3000-3999	42,000.00	129,759.00	129,759.00	129,759.00	129,759.00	129,759.00	129,759.00	129,759.00	129,759.00	129,759.00	129,759.00	138,758.00	1,478,348.00	1,703,568.00
Books & Supplies	4000-4999	5,840.00	20,442.00	17,521.00	14,601.00	10,221.00	11,681.00	4,380.00	7,301.00	4,380.00	11,681.00	14,601.00	3,363.00	126,012.00	20,000.00
Services & Other Operational	5000-5999	46,916.00	164,206.00	117,290.00	281,496.00	234,580.00	140,748.00	281,496.00	211,122.00	140,748.00	304,955.00	140,748.00	231,499.00	2,295,804.00	50,000.00
Capital Outlay	6000-6599													0.00	0.00
Other Outgo	7000-7499							50,000.00			50,000.00		50,000.00	150,000.00	7,000.00
Interfund TF out (Cafet)	7600-7629				87,000.00									87,000.00	87,000.00
Interfund TF out (BAS/OPEB)	7600-7629							250,000.00			100,000.00		250,000.00	600,000.00	600,000.00
Other Non-Expenditures														0.00	0.00
TOTAL DISBURSEMENTS		191,756.00	635,742.00	585,905.00	834,191.00	695,895.00	603,523.00	1,036,970.00	669,517.00	596,222.00	917,730.00	606,443.00	1,022,953.00	8,396,847.00	302,220.00
D: PRIOR YR TRANSACTIONS															
Accounts Receivable	92x														
Prior year LCFF, In Lieu Property Tax															
Lottery, Other State, Interest		-115,839.00			46,000.00									-69,839.00	
Prior year Clear Due To/From					657,000.00									657,000.00	
Accounts Payable	95x														
Prior year: Clear Due To/From, MOU, Books															
Sup. Unearned Rev. CY Use Tax		-87,000.00												-87,000.00	
TOTAL PRIOR YR		-202,839.00	0.00	0.00	703,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	500,161.00	
E: NET INC/DEC	(B-C+D)	-207,458.00	-649,323.00	-508,310.00	33,451.00	-267,733.00	2,427,049.00	-933,320.00	-235,375.00	-581,633.00	964,709.00	-504,648.00	-41,869.00	-504,460.00	
F: ENDING CASH BALANCE	(A+E)	2,592,542.00	1,943,219.00	1,434,909.00	1,468,360.00	1,200,627.00	3,627,676.00	2,694,356.00	2,458,981.00	1,877,348.00	2,842,057.00	2,337,409.00	2,295,540.00		498,515.00

Notes: Amount expected in or after July of 2026 for all types of revenue is estimated at over \$600,000. This includes In Lieu property tax to charters, MOU amounts due from charters, interest, lottery..
STRS on Behalf of the State for their retirement liability is budgeted only as we will not receive dollars nor will we spend them, we are required, however, to report (\$225,220).
Expenses to be made after June 30, 2026 shows the book entry amount for STRS on Behalf of State (will not be paid), \$70k for supplies and services, SELPA mental health TF of \$7k.

Twin Hills Union School District - District & Apple Blossom Elementary School

2025-26 Multi-Year Projection Assumptions @ Adopted Budget June 2025

General Note: Please refer to the attached spreadsheet presentation showing Multi-year Projections for the District and Apple Blossom Elementary, Fund #01

	2024-25	2025-26	2026-27	2027-28
Revenue	Prior Fiscal Year Budget	Current Budget Year	1st Subsequent Year	2nd Subsequent Year
LCFF Revenue Sources				
Funded/Planning COLA	1.07%	2.30%	3.02%	3.42%
Unduplicated Count # /LCFF Rolling % for Sup Grant	85 / 27.51%	85 / 28.41%	85 / 27.60%	85 / 27.60%
Funded ADA / Actual ADA	Cur Yr ADA 288.19	Based on current year ADA 292.0	Based on current year ADA 292.0	Based on current year ADA 292.0
Enrollment (w/LCFF - TK below age 5)	308	308	308	308
Enrollment notes:	1.0 SCOE 6/22 pgm	1 SCOE student (included above)	1 SCOE student (included above)	1 SCOE student (included above)
Property Taxes % inc/dec	\$4.686 Million	\$4.725 Million	\$4.760 Million	\$4.8 Million
In Lieu Property Tax per ADA	\$5,028	\$4,725	\$4,760	\$4,800
Transportation Funding	\$103,909	\$106,299	\$109,509	\$113,254
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 estimate	\$1,179,000 estimate based P-1 without local district that may be basic aid	Prior year +2%	Prior year +2%
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 Fed Funding (Unearned, record as spent)	\$73,008 Final	Prior years only	Prior years only	Prior years only
Other State				
Lottery Unrestricted/Restricted	Unr \$191: Rest \$82	Unr \$191 Rest \$82 ADA*1.04446	Unr \$191 Rest \$82 ADA*1.04446	Unr \$191 Rest \$82 ADA*1.04446
Mandated Block Grant	Unr \$38.21	Unr \$39.09 *prior year ADA	Unr \$40.27 *prior year ADA	Unr \$41.65 *prior year ADA
Transportation 60% Allowance new 2023-24	\$58,580	\$59,745.00	\$60,940.00	\$62,160.00
COVID19 IPI and UPK (Unearned, see Fed)	\$69,181	See 20-21 through 24-25	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	\$172,277	ELOP R2600 \$110,000 + Mental Health \$22,236 + Prop 28 Art & Music in Schools \$36,744 + Learning Recovery EBG \$24,261	ELOP \$110,000 + Mental Health \$22,236 + Prop 28 Art & Music in Schools \$36,744	ELOP \$110,000 + Mental Health \$22,236 + Prop 28 Art & Music in Schools \$36,744
ELO-P funding recaptured by the State 21 - 23	(\$210,725) negative revenue, funds recaptured by the State	24-25 Only	24-25 Only	24-25 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)	\$120,000	Unr Interest \$120,000, no FMV until year end	Unr Interest \$120,000	Same as PY
Other Local, see Narrative	SR MOU, rents, other	Unr SunRidge MOU \$290k, rents, util	PY + rent inc THH	PY + rent inc THH
Donations, Grants, Safety, see Narrative	\$68,998	Rest: RESIG Safety and donations budgeted when actually received	Zero, only budgeted when received	Zero
Special Ed Transfers	\$320,000	Unr Consortium Rent. Rest funding from SELPA with est increase, SR share of WC Consort costs	Prior year plus \$260,000 SELPA funding based on their updated formula	Same as PY
Expenditures				
Certificated Salaries				
Staffing (FTEs)	20 FTE Teachers & Student Support (Counselor, Intervention) plus 1.0 FTE Site Admin +1.0 FTE Superintendent	19.5 FTE Teachers & Student Support: Teachers 14.0 FTE; AB, TH, OV, Dist Special Ed 3.4 FTE; Intervention 0.80 FTE; Enrichment (Art & Music) 0.7 FTE; Counselor 0.6 FTE*. Admin=1.0 FTE Site Admin, 1.0 FTE Superintendent	No change to FTE	No change to FTE
Step & Column Costs		Based on actual current known payroll	PY + estimated 2%	Prior year plus 2%
One Time Grant Funds	Summer Sch Adm 0.05 FTE R3214, Prof Dev R6266	Professional Dev and training stipends R6266. *Counselor 0.16 FTE R6546+0.27 FTE R7435-FTE included in overall total of .60 FTE above.	Nothing budgeted yet	Nothing budgeted yet
Additional Adjustments			To be determined	To be determined
Classified Salaries				
Staffing (FTEs)	18.4 FTE (with AB+TH site maint and AB + TH special ed) 5.0 FTE District	18.4 FTE (includes AB+TH Special Ed Instr Assist 3.75 FTE & AB+TH Maint 2.0 FTE, Health Tech 0.63 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	0.94 FTE R6053 TKIA, 0.25 FTE R6770 Art IA	0.25 FTE Art IA R6770 (FTE also included above)	Same as prior year.	Same as prior year.
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 + 2%	Prior year + 2%
One Time Grant Funds	ER costs for 1X pgms	Employer costs for 1X grant funded programs	R6770 AMIS (Prop 28)	R6770 AMIS (Prop 28)
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=27.05%	STRS = 19.1%; PERS = 26.81%	STRS = 19.1%; PERS = 26.90%	STRS = 19.1%; PERS = 27.8%

Twin Hills USD - District & Apple Blossom Elementary School - 2025-26 Multi-Year Projection Assumptions @ Adopted Budget page 2 of 2

Assumptions Continued	2024-25	2025-26	2026-27	2027-28
District/AB 25-26 Adopted Budget	Prior Fiscal Year Actual	Current Budget Year	1st Subsequent Year	2nd Subsequent Year
Expenditures - continued				
Health & Welfare Benefits	\$15,936 full FTE	District annual maximum for a full FTE is apx. \$15,972. Actual cost known to date.	Prior year + 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	\$160,907	\$25k R6762 instructional materials including garden, \$4k R6770 art materials	Instructional materials, music and art supplies R6762 \$5,000	Instructional materials, music and art supplies R6762 \$5,000
Services, Other Operating Expenses		Expenses based on prior year and estimated for current year including: Unrestricted; JPA Transportation, utilities (costs increased by 8%), legal fees; Restricted special education, federal programs, RRM.	Unrestricted prior year + 2%. Restricted prior year minus one time expense +2%	Prior year + 2%
One Time Grant Funds	\$163,567	Estimated expenses \$15k R6266 professional development and R6770 music instruction.	Estimated expenses: \$15k Mental Health R6546; \$3k art and music services	Estimated expenses \$15k Mental Health R6546; \$3k art and music services
Restricted Expense Adjustment		See subsequent years	Balances restricted ending balance by adjusting through unrestricted	Adj needed, annual expenses increase, revenue generally does not
Necessary Expense Reductions		See subsequent years	Plan to be developed	Same as prior year.
Other Outgo (Mental Health TF to SELPA)	\$7,000	R6546 Mental Health \$7,000	Same as prior year	Same as prior year.
Capital Outlay	\$0	None anticipated to date	None	None
Other Outgo: BAS to D21 SunRidge	\$150,000 Exp support	\$150,000 Expense support	\$150,000 Expense support	\$150,000 Expense support
Transfers In				
MOU amounts from Charters+ABASP	\$1,159,000	\$1,130,000 Charters+\$30k ABASP	\$1,130,000 Charters+ \$30k ABASP	Same as prior year
CRSP from Fund 20	\$11,706	\$46,270	\$34,550	\$34,550
Transfers Out				
Contribution to Cafeteria Fund	\$90,000	\$87,000 is current estimate	\$87,000 is current estimate	Same as prior year
Basic Aid Supplement Funds to THCMS	\$512,000	\$300,000 is current estimate	\$300,000 is current estimate	\$300,000 is current estimate
Basic Aid Supplement/CRSP Funds to OV	BAS \$332,500	\$300,000 is current estimate	\$300,000 is current estimate	\$300,000 is current estimate
Contributions: Restricted				
Special Ed Encroachment & Other transfers	\$1,275,789	\$1,458,259	Prior year - SELPA revenue inc. \$260k + 2%	Prior year - +2%
Routine Restricted Maintenance	\$300,000	\$300,000	No change	No change
PIP Program	\$20,000	\$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
Audit Adjustment: Res2600 ELOP 23-24	(\$119,854) Funding recapture for 23-24, decreases FB	24-25 only	24-25 only	24-25 only
Components of Ending Fund Balance				
Nonspendable (Revolving Fund cash)	\$5,000	Revolving funds, no change	Same as prior year	Same as prior year
Restricted	CACE \$15,104; ELOP \$110,202; Ed Effect \$45,000; Art Music IMD BG \$25,000; Prop 28 AMIS \$20,000	\$292,050: CA Clean Energy \$15,104; ELOP Res2600 \$220,202; Ed Effect Res6266 \$20,000; Prop 28 Art & Music In Schools Res6770 \$36,744	\$418,794: CA Clean Energy \$15,104; ELOP Res2600 \$330,202; Ed Effect Res6266 \$20,000; Prop 28 Art & Music In Schools Res6770 \$53,488	\$545,539: CA Clean Energy \$15,104; ELOP Res2600 \$440,202; Ed Effect Res6266 \$20,000; Prop 28 Art & Music In Schools Res6770 \$70,233
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

2024-25: Please see budgeted dollar amounts on MYP.

RRM 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/IP/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: 2025-26 Multi-Year Projection @ Adopted Budget**

	Object Codes	Prior Fiscal Year Budget: 2024-25			Current Fiscal Year Budget: 2025-26			First Subsequent Fiscal Year: 2026-27			Second Subsequent Fiscal Year: 2027-28		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
COLA (percentage)				1.07%			2.30%			3.02%			3.42%
Funded COLA			LCFF rolling avg not used, CY higher	1.07%			2.30%			3.02%			3.42%
ADA for LCFF Funding purposes													
ADA for budget year Enrollment		Donation Rev & Exp shown as rec'd		288.19	Donation Rev & Exp NOT shown		292.00	Donation Rev & Exp NOT shown		292.00	Donation Rev & Exp NOT shown		292.00
Revenue				306.00			308.00			308.00			308.00
LCFF Sources: LCFF, EPA, Property Tax	8010-8099	3,673,753	100,000	3,773,753	3,840,669	135,800	3,976,469	3,943,674	135,800	4,079,474	4,069,414	135,800	4,205,214
Transportation Funding		103,909	-	103,909	106,299	-	106,299	109,509	-	109,509	113,254	-	113,254
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 & Subg years, estimates only		1,200,000	-	1,200,000	1,179,000	-	1,179,000	1,202,000	-	1,202,000	1,226,040	-	1,226,040
Basic Aid Supplement: Prior year adjustment at P-1 (February)		-	-	-	-	-	-	-	-	-	-	-	-
Federal Revenues		8100-8299	157,558	157,558	-	177,300	177,300	-	177,300	177,300	-	177,300	177,300
Federal Funding: COVID19 (Unearned - record as expended)			73,008	73,008	-	-	-	-	-	-	-	-	-
Other State Revenues: Mandated, Lottery, Transportation	8300-8599	129,874	24,928	154,802	129,074	24,928	154,002	130,795	24,928	155,723	130,795	24,928	155,723
State Funding: IPI, Universal Prek (Unearned-see Fed)		-	69,181	69,181	-	-	-	-	-	-	-	-	-
State Funding: ELO-P, Educator Effectiveness, Mental Health, Art Music IM BG, Learning Recovery ER BG, Kitchen Infrastructure, Prop 28 AMIS			177,277	177,277		193,241	193,241		168,980	168,980		168,980	168,980
ELOP funding recaptured by the State for 21-22 & 22-23			(210,725)	(210,725)		-	-		-	-		-	-
Other State: STRS/PERS on Behalf of State		-	211,689	211,689	-	225,220	225,220	-	236,481	236,481	-	248,305	248,305
Local Revenues	8600-8799	457,000	388,998	845,998	467,160	458,000	925,160	468,440	600,000	1,068,440	469,845	600,000	1,069,845
Total Revenue		5,514,536	991,914	6,506,450	5,672,202	1,214,489	6,886,691	5,804,418	1,343,489	7,147,907	5,959,348	1,355,313	7,314,661
Expenditures													
Certificated Salaries	1000-1999	1,958,741	369,024	2,327,765	1,888,670	375,503	2,264,173	1,914,840	383,013	2,297,853	1,953,137	390,673	2,343,810
Certificated Salaries One Time Grant Funds			21,311	21,311		44,035	44,035		-	-		-	-
Additional Adjustments			-	-		-	-		-	-		-	-
Classified Salaries	2000-2999	937,137	340,918	1,278,055	1,010,494	332,602	1,343,096	1,030,704	339,254	1,369,958	1,051,318	346,039	1,397,357
Classified Salaries One Time Grant Funds		-	44,901	44,901	-	8,379	8,379	-	9,000	9,000	-	9,000	9,000
Additional Adjustments			-	-		-	-		-	-		-	-
Employee Benefits -- Statutory	3301-3399;												
Employee Benefits One Time Grant Funds	3501-3699	143,129	43,679	186,808	152,517	42,307	194,824	155,567	43,154	198,721	158,679	44,017	202,696
Additional Adjustments			20,537	20,537		12,769	12,769		3,250	3,250		3,250	3,250
Employee Benefits STRS/PERS on Behalf of State			211,689	211,689		225,220	225,220		236,481	236,481		248,305	248,305
Employee Benefits STRS	3101-3199	375,614	71,914	447,528	353,601	76,407	430,008	358,711	73,155	431,866	366,026	74,619	440,645
Employee Benefits PERS	3201-3299	233,318	86,214	319,532	251,976	87,825	339,801	256,942	91,259	348,201	271,269	96,199	367,468
Employee & Retiree Benefits -- Health & Welfare	3400-3499;												
Welfare	3700-3799	397,941	82,147	480,088	412,277	88,669	500,946	420,523	90,442	510,965	428,933	92,251	521,184
EE Benefits-H&W One Time Grant Funds		-	-	-	-	-	-	-	-	-	-	-	-
Additional Adjustments			-	-		-	-		-	-		-	-
Books and Supplies	4000-4999	66,907	102,894	169,801	57,738	59,274	117,012	58,890	64,540	123,430	60,070	65,830	125,900
Books and Supplies One Time Grant Funds		-	160,907	160,907	-	29,000	29,000	-	5,000	5,000	-	5,000	5,000
Services, Other Operating Expenses	5000-5999	756,705	1,348,179	2,104,884	718,790	1,611,700	2,330,490	733,165	1,570,935	2,304,100	747,830	1,602,355	2,350,185
Services One Time Grant Funds		-	163,567	163,567	-	15,314	15,314	-	17,986	17,986	-	17,986	17,986
Restricted Expense Adjustment (clear through unrest)		-	-	-	-	-	-	39,904	(39,904)	-	70,576	(70,576)	-
Necessary Expense Reductions - see narrative		-	-	-	-	-	-	-	-	-	-	-	-
Capital Outlay	6000-6999	-	-	-	-	-	-	-	-	-	-	-	-
Other Outgo (One Time Funds - ERMHS transfer to SELPA Obi 7222)	7100-7199;												
7300-7499		-	7,000	7,000	-	7,000	7,000	-	7,000	7,000	-	7,000	7,000
Other Outgo: BAS & CRSP to D21 Charter	7299	150,000	-	150,000	150,000	-	150,000	150,000	-	150,000	150,000	-	150,000
Total Expenditures		5,019,492	3,074,881	8,094,373	4,996,063	3,016,004	8,012,067	5,119,246	2,894,565	8,013,811	5,257,838	2,931,948	8,189,786
Excess (Deficiency)		495,044	(2,082,967)	(1,587,923)	676,139	(1,801,515)	(1,125,376)	685,172	(1,551,076)	(865,904)	701,510	(1,576,635)	(875,125)
Transfers In from OVS	8910-8929	630,000	-	630,000	630,000	-	630,000	630,000	-	630,000	630,000	-	630,000
Transfers In from THCMS	8910-8929	500,000	-	500,000	500,000	-	500,000	500,000	-	500,000	500,000	-	500,000
Transfers In from F20 OPEB for CRSP	8910-8929	11,706	-	11,706	46,270	-	46,270	34,550	-	34,550	34,550	-	34,550
Transfers In from ABASH	8910-8929	29,000	-	29,000	30,000	-	30,000	30,000	-	30,000	30,000	-	30,000
Transfers Out to Caltrans (enter as negative)	7610-7629	(90,000)	-	(90,000)	(87,000)	-	(87,000)	(87,000)	-	(87,000)	(87,000)	-	(87,000)
Transfers Out: BAS to Fund 03	7200-7600	(512,000)	-	(512,000)	(300,000)	-	(300,000)	(300,000)	-	(300,000)	(300,000)	-	(300,000)
Transfers Out: BAS / CRSP to OV	7200-7600	(332,500)	-	(332,500)	(300,000)	-	(300,000)	(300,000)	-	(300,000)	(300,000)	-	(300,000)
Other Sources	8930-8979	-	-	-	-	-	-	-	-	-	-	-	-
Other Uses (enter as negative)	7630-7699	-	-	-	-	-	-	-	-	-	-	-	-
Contribution to Restricted Program	8980-8999	(1,595,789)	1,695,789	100,000	(1,778,259)	1,878,259	100,000	(1,577,820)	1,677,820	100,000	(1,603,380)	1,703,380	100,000
Total Transfers/Other Uses		(1,359,583)	1,695,789	336,206	(1,258,989)	1,878,259	619,270	(1,070,270)	1,677,820	607,550	(1,095,830)	1,703,380	607,550
Net Increase (Decrease)		(864,539)	(387,178)	(1,251,717)	(582,850)	76,744	(506,106)	(385,098)	126,744	(258,354)	(394,320)	126,745	(267,575)
Fund Balance													
Beginning Balance		3,524,796	722,338	4,247,134	2,660,257	215,306	2,875,563	2,077,407	292,050	2,369,457	1,692,309	418,794	2,111,103
Audit Adjustment(s)			(119,854)	(119,854)		-	-		-	-		-	-
Net Ending Balance		2,660,257	215,306	2,875,563	2,077,407	292,050	2,369,457	1,692,309	418,794	2,111,103	1,297,989	545,539	1,843,528
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	-	215,306	215,306	-	292,050	292,050	-	418,794	418,794	-	545,539	545,539
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		370,518	-	370,518	366,859	-	366,859	323,705	-	323,705	251,761	-	251,761
Assigned - Amount required for OV to meet BP3100		501,189	-	501,189	436,303	-	436,303	363,995	-	363,995	263,228	-	263,228
Assigned - Amount required for SR to meet BP3100		407,076	-	407,076	412,682	-	412,682	387,763	-	387,763	347,210	-	347,210
Assigned - Fund Bal Support/Pensions/Tech/Facilities		1,400,000	-	1,400,000	-	-	-	-	-	-	-	-	-
Assigned - Reduces Above Assignment		(1,592,446)	-	(1,592,446)	(653,992)	-	(653,992)	(897,094)	-	(897,094)	(1,106,060)	-	(1,106,060)
Assigned - See Reduces Above Assignments, decreases amount		-	-	-	-	-	-	-	-	-	-	-	-
Assigned - Lottery Res 1100 Unrestricted		-	-	-	-	-	-	-	-	-	-	-	-
Assigned - COVID19 Legal: Distance Learning		-	-	-	-	-	-	-	-	-	-	-	-
Reserve for Economic Uncertainties	9789	1,498,920	-	1,498,920	1,440,555	-	1,440,555	1,438,940	-	1,438,940	1,466,850	-	1,466,850
Unassigned/Unappropriated Ending Bal	9790	0	-	0	0	-	0	0	-	0	0	-	0
Net Ending Balance		2,660,257	215,306	2,875,563	2,077,407	292,050	2,369,457	1,692,309	418,794	2,111,103	1,297,989	545,539	1,843,528
Reserve percentage is based on Reserve of Economic Uncertainties + Unassigned/Unappropriated Ending Bal divided by Total Expenditures and Transfers Out.				17%			17%			17%		below 17%	

Twin Hills Union Elementary (70961) - 25-26 Adopted Budget		5/21/2025			
		2024-25	2025-26	2026-27	2027-28
General Assumptions					
COLA & Augmentation		1.07%	2.30%	3.02%	3.42%
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		308	308	308	308
Unduplicated Pupil Count (UPC)		85	85	85	85
Unduplicated Pupil Percentage (UPP)		27.51%	28.41%	27.60%	27.60%
Current Year LCFF Average Daily Attendance (ADA)		288.19	292.00	292.00	292.00
Funded LCFF ADA		288.19	292.00	292.00	292.00
LCFF ADA Funding Method	Current Year	Current Year	Current Year	Current Year	Current Year
Current Year Necessary Small School (NSS) ADA		-	-	-	-
Funded NSS ADA		-	-	-	-
LCFF Entitlement Summary					
Base Grant		\$2,904,548	\$3,010,562	\$3,101,808	\$3,207,843
Grade Span Adjustment		194,613	202,730	208,810	215,840
<i>Adjusted Base Grant</i>		\$3,099,161	\$3,213,292	\$3,310,618	\$3,423,683
Supplemental Grant		170,516	182,579	182,747	188,987
Concentration Grant		-	-	-	-
Total Base, Supplemental and Concentration Grant		\$3,269,677	\$3,395,871	\$3,493,365	\$3,612,670
Allowance: Necessary Small School		-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant		-	-	-	-
Add-on: Home-to-School Transportation		103,909	106,299	109,509	113,254
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		101,049	182,985	188,496	194,931
Total Allowance and Add-On Amounts		\$466,771	\$551,097	\$559,818	\$569,998
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)		\$3,736,448	\$3,946,968	\$4,053,183	\$4,182,668
Miscellaneous Adjustments		-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)		\$ 3,736,448	\$ 3,946,968	\$ 4,053,183	\$ 4,182,668
LCFF Entitlement Per ADA (excludes Categorical MSA)		\$ 12,965	\$ 13,517	\$ 13,881	\$ 14,324
Additional State Aid		-	-	-	-
Total LCFF Entitlement with Additional State Aid		3,736,448	3,946,968	4,053,183	4,182,668
LCFF Sources Summary					
Funding Source Summary					
Local Revenue and In-Lieu of Property Taxes (<i>net for school districts</i>)	\$	1,449,256	\$ 1,379,700	\$ 1,389,920	\$ 1,401,600
Education Protection Account Entitlement (<i>includes \$200/minimum per ADA</i>)	\$	509,070	\$ 572,258	\$ 589,504	\$ 609,607
Net State Aid (<i>excludes Additional State Aid</i>)	\$	1,778,122	\$ 1,995,010	\$ 2,073,759	\$ 2,171,461
Additional State Aid	\$	-	\$ -	\$ -	\$ -
Total Funding Sources	\$	3,736,448	\$ 3,946,968	\$ 4,053,183	\$ 4,182,668
Funding Source by Resource-Object					
State Aid (Resource Code 0000, Object Code 8011)	\$	1,778,122	\$ 1,995,010	\$ 2,073,759	\$ 2,171,461
EPA, Current Year (Resource 1400, Object Code 8012)	\$	509,070	\$ 572,258	\$ 589,504	\$ 609,607
(P-2 plus Current Year Accrual)					
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019)	\$	1,068	\$ -	\$ -	\$ -
(P-A less Prior Year Accrual)					
Property Taxes (Object 8021 to 8089)	\$	4,686,213	\$ 4,725,000	\$ 4,760,000	\$ 4,800,000
% Change		-0.0988%	0.8277%	0.7407%	0.8403%
In-Lieu of Property Taxes (Object Code 8096)		(3,236,957)	(3,345,300)	(3,370,080)	(3,398,400)
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	\$	3,736,448	\$ 3,946,968	\$ 4,053,183	\$ 4,182,668
Additional State Aid	\$	-	\$ -	\$ -	\$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	\$	-	\$ -	\$ -	\$ -
Excess Taxes before Minimum State Aid	\$	-	\$ -	\$ -	\$ -
Total Funding Sources	\$	3,736,448	\$ 3,946,968	\$ 4,053,183	\$ 4,182,668
LCAP Percentage to Increase or Improve Services Calculation					
Base Grant (<i>Excludes add-ons for TIIG & Transportation</i>)	\$	3,462,023	\$ 3,658,090	\$ 3,760,927	\$ 3,880,427
Supplemental and Concentration Grant funding in the LCAP year	\$	170,516	\$ 182,579	\$ 182,747	\$ 188,987
Projected Additional 15% Concentration Grant funding in the LCAP year	\$	-	\$ -	\$ -	\$ -
Percentage to Increase or Improve Services		4.93%	4.99%	4.86%	4.87%

Twin Hills Union Elementary (70961) - 25-26 Adopted Budget		5/21/2025			
		2024-25	2025-26	2026-27	2027-28
PER-ADA FUNDING LEVELS					
Base, Supplemental and Concentration Rate per ADA					
Grades TK-3	\$	11,676.96	\$ 11,966.37	\$ 12,308.91	\$ 12,728.88
Grades 4-6	\$	10,736.94	\$ 11,002.55	\$ 11,317.02	\$ 11,704.28
Grades 7-8	\$	11,054.50	\$ 11,328.05	\$ 11,652.57	\$ 12,051.44
Grades 9-12	\$	13,145.55	\$ 13,470.23	\$ 13,855.83	\$ 14,329.62
Base Grants					
Grades TK-3	\$	10,025	\$ 10,256	\$ 10,566	\$ 10,927
Grades 4-6	\$	10,177	\$ 10,411	\$ 10,725	\$ 11,092
Grades 7-8	\$	10,478	\$ 10,719	\$ 11,043	\$ 11,421
Grades 9-12	\$	12,144	\$ 12,423	\$ 12,798	\$ 13,236
Grade Span Adjustment					
Grades TK-3	\$	1,043	\$ 1,067	\$ 1,099	\$ 1,136
Grades 9-12	\$	316	\$ 323	\$ 333	\$ 344
Prorated Base, Supplemental and Concentration Rate per ADA					
Grades TK-3	\$	11,068	\$ 11,323	\$ 11,665	\$ 12,063
Grades 4-6	\$	10,177	\$ 10,411	\$ 10,725	\$ 11,092
Grades 7-8	\$	10,478	\$ 10,719	\$ 11,043	\$ 11,421
Grades 9-12	\$	12,460	\$ 12,746	\$ 13,131	\$ 13,580
Prorated Base Grants					
Grades TK-3	\$	10,025	\$ 10,256	\$ 10,566	\$ 10,927
Grades 4-6	\$	10,177	\$ 10,411	\$ 10,725	\$ 11,092
Grades 7-8	\$	10,478	\$ 10,719	\$ 11,043	\$ 11,421
Grades 9-12	\$	12,144	\$ 12,423	\$ 12,798	\$ 13,236
Prorated Grade Span Adjustment					
Grades TK-3	\$	1,043	\$ 1,067	\$ 1,099	\$ 1,136
Grades 9-12	\$	316	\$ 323	\$ 333	\$ 344
Supplemental Grant		20%	20%	20%	20%
Maximum - 1.00 ADA, 100% UPP					
Grades TK-3	\$	2,214	\$ 2,265	\$ 2,333	\$ 2,413
Grades 4-6	\$	2,035	\$ 2,082	\$ 2,145	\$ 2,218
Grades 7-8	\$	2,096	\$ 2,144	\$ 2,209	\$ 2,284
Grades 9-12	\$	2,492	\$ 2,549	\$ 2,626	\$ 2,716
Actual - 1.00 ADA, Local UPP as follows:		27.51%	28.41%	27.60%	27.60%
Grades TK-3	\$	609	\$ 643	\$ 644	\$ 666
Grades 4-6	\$	560	\$ 592	\$ 592	\$ 612
Grades 7-8	\$	576	\$ 609	\$ 610	\$ 630
Grades 9-12	\$	686	\$ 724	\$ 725	\$ 750
Concentration Grant (>55% population)		65%	65%	65%	65%
Maximum - 1.00 ADA, 100% UPP					
Grades TK-3	\$	7,194	\$ 7,360	\$ 7,582	\$ 7,841
Grades 4-6	\$	6,615	\$ 6,767	\$ 6,971	\$ 7,210
Grades 7-8	\$	6,811	\$ 6,967	\$ 7,178	\$ 7,424
Grades 9-12	\$	8,099	\$ 8,285	\$ 8,535	\$ 8,827
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) - 25-26 Adopted Budget										v.26.1b		PY1		v.26.1b		5/21/2025		CY																	
LOCAL CONTROL FUNDING FORMULA										2024-25		2025-26																							
LCFF ENTITLEMENT CALCULATION																																			
										COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage		COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage															
Calculation Factors										1.07%		0.00%		27.51%		27.51%		2.30%		0.00%		28.41%		28.41%											
Current Year										ADA		Base		Grade Span		Supplemental		Concentration		Total		Current Year		ADA		Base		Grade Span		Supplemental		Concentration		Total	
Grades TK-3										186.59	\$	10,025	\$	1,043	\$	609	\$	-	\$	2,178,804	190.00	\$	10,256	\$	1,067	\$	643	\$	-	\$	2,273,611				
Grades 4-6										101.60		10,177				560	-		1,090,873	102.00		10,411				592	-		1,122,260						
Grades 7-8										-		10,478				576	-		-	-		10,719				609	-		-						
Grades 9-12										-		12,144		316		686	-		-	-		12,423		323		724	-		-						
Subtract Necessary Small School ADA and Funding										-		-		-		-		-	-		-		-		-		-								
Total Base, Supplemental, and Concentration Grant											\$	2,904,548	\$	194,613	\$	170,516	\$	-	\$	3,269,677		\$	3,010,562	\$	202,730	\$	182,579	\$	-	\$	3,395,871				
NSS Allowance												-						-			-							-							
TOTAL BASE										288.19	\$	2,904,548	\$	194,613	\$	170,516	\$	-	\$	3,269,677	292.00	\$	3,010,562	\$	202,730	\$	182,579	\$	-	\$	3,395,871				
ADD ONS:																																			
Targeted Instructional Improvement Block Grant																				\$	-	\$										-			
Home-to-School Transportation (COLA added commencing 2023-24)																					103,909											106,299			
Small School District Bus Replacement Program (COLA added commencing 2023-24)																					-											-			
Transitional Kindergarten (Commencing 2022-23)										TK ADA		32.84	TK Add-on rate	\$	3,077.00		101,049	TK ADA		33.00	TK Add-on rate	\$	5,545.00		182,985										
ECONOMIC RECOVERY TARGET PAYMENT																				261,813	261,813														
LCFF Entitlement Before Adjustments																				\$	3,736,448	\$										3,946,968			
Miscellaneous Adjustments																					-											-			
ADJUSTED LCFF ENTITLEMENT																				\$	3,736,448	\$										3,946,968			
Local Revenue (including RDA)																					(1,449,256)											(1,379,700)			
Gross State Aid																				\$	2,287,192	\$										2,567,268			
Education Protection Account Entitlement																					(509,070)											(572,258)			
Net State Aid																				\$	1,778,122	\$										1,995,010			
MINIMUM STATE AID CALCULATION																																			
										12-13 Rate		2024-25 ADA		N/A		12-13 Rate		2025-26 ADA		N/A															
2012-13 RL/Charter Gen BG adjusted for ADA										\$	5,027.20	288.19	\$	1,448,789	\$	5,027.20	292.00	\$	1,467,942																
2012-13 NSS Allowance (deficit)										\$	-		-	\$	-		-																		
Minimum State Aid Adjustments																				-															
Less Current Year Property Taxes/In-Lieu																				(1,449,256)	(1,379,700)														
Less Education Protection Account Entitlement																				(509,070)	(572,258)														
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																				\$	1,778,122	\$										1,995,010			
ADDITIONAL STATE AID																				\$	-	\$										-			
LCFF State Aid, Adjusted for Minimum State Aid Guarantee																				\$	1,778,122	\$										1,995,010			
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplier																				\$	3,736,448	\$										3,946,968			
Change Over Prior Year										-6.54%		(261,274)				5.63%		210,520				13,517													
LCFF Entitlement Per ADA (excluding Categorical MSA)																				12,965															
Per-ADA Change Over Prior Year										3.99%		497				4.26%		552																	
Basic Aid Status (school districts only)																				Non-Basic Aid	Non-Basic Aid														
LCFF SOURCES INCLUDING EXCESS TAXES																																			
										Increase		2024-25		Increase		2025-26																			
State Aid										-8.55%	(166,337)	\$	1,778,122	12.20%	216,888	\$	1,995,010																		
Education Protection Account																				509,070	572,258														
Property Taxes Net of In-Lieu Transfers										-8.17%		(128,927)		1,449,256		-4.80%		(69,556)		1,379,700															
Charter In-Lieu Taxes										0.00%		-		-		0.00%		-																	
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)										-7.39%		(295,264)		\$ 3,736,448		3.94%		147,332		\$ 3,946,968															

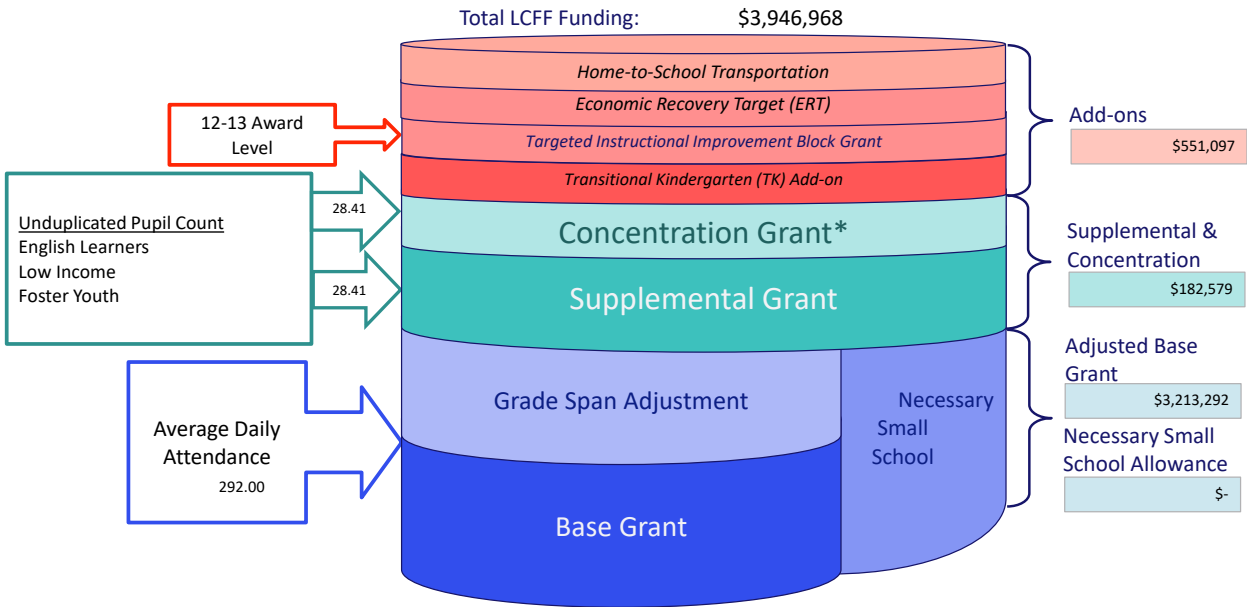
Twin Hills Union Elementary (70961) - 25-26 Adopted Budget										v.26.1b		CY1		v.26.1b		CY2																			
LOCAL CONTROL FUNDING FORMULA										2026-27		2027-28																							
LCFF ENTITLEMENT CALCULATION																																			
										COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage		COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage															
Calculation Factors										3.02%		0.00%		27.60%		27.60%		3.42%		0.00%		27.60%		27.60%											
Current Year										ADA		Base		Grade Span		Supplemental		Concentration		Total		Current Year		ADA		Base		Grade Span		Supplemental		Concentration		Total	
Grades TK-3										190.00	\$	10,566	\$	1,099	\$	644	\$	-	\$	2,338,693	190.00	\$	10,927	\$	1,136	\$	666	\$	-	\$	2,418,487				
Grades 4-6										101.00		10,725				592	-		1,143,019	101.00		11,092		1,136		612	-		1,182,132						
Grades 7-8										1.00		11,043				610	-		11,653	1.00		11,421				630	-		12,051						
Grades 9-12										-		12,798		333		725	-		-	-		13,236		344		750	-		-						
Subtract Necessary Small School ADA and Funding										-		-		-		-		-	-		-		-		-		-		-						
Total Base, Supplemental, and Concentration Grant											\$	3,101,808	\$	208,810	\$	182,747	\$	-	\$	3,493,365		\$	3,207,843	\$	215,840	\$	188,987	\$	-	\$	3,612,670				
NSS Allowance												-						-		-		-						-		-					
TOTAL BASE										292.00	\$	3,101,808	\$	208,810	\$	182,747	\$	-	\$	3,493,365	292.00	\$	3,207,843	\$	215,840	\$	188,987	\$	-	\$	3,612,670				
ADD ONS:																																			
Targeted Instructional Improvement Block Grant																				\$	-											\$	-		
Home-to-School Transportation (COLA added commencing 2023-24)																				109,509												113,254			
Small School District Bus Replacement Program (COLA added commencing 2023-24)																				-												-			
Transitional Kindergarten (Commencing 2022-23)										TK ADA		33.00	TK Add-on rate	\$	5,712.00			188,496		TK ADA		33.00	TK Add-on rate	\$	5,907.00			194,931							
ECONOMIC RECOVERY TARGET PAYMENT																				261,813												261,813			
LCFF Entitlement Before Adjustments																				\$	4,053,183											\$	4,182,668		
Miscellaneous Adjustments																				-												-			
ADJUSTED LCFF ENTITLEMENT																				\$	4,053,183											\$	4,182,668		
Local Revenue (including RDA)																				(1,389,920)												(1,401,600)			
Gross State Aid																				\$	2,663,263											\$	2,781,068		
Education Protection Account Entitlement																				(589,504)												(609,607)			
Net State Aid																				\$	2,073,759											\$	2,171,461		
MINIMUM STATE AID CALCULATION																																			
										12-13 Rate		2026-27 ADA		N/A		12-13 Rate		2027-28 ADA		N/A															
2012-13 RL/Charter Gen BG adjusted for ADA										\$ 5,027.20		292.00		\$ 1,467,942		\$ 5,027.20		292.00		\$ 1,467,942															
2012-13 NSS Allowance (deficit)										\$ -				-		\$ -				-															
Minimum State Aid Adjustments														-						-															
Less Current Year Property Taxes/In-Lieu														(1,389,920)				(1,401,600)																	
Less Education Protection Account Entitlement														(589,504)				(609,607)																	
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																				\$ 2,073,759															
ADDITIONAL STATE AID																				\$ -															
LCFF State Aid, Adjusted for Minimum State Aid Guarantee																				\$ 2,073,759															
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplier																				\$ 4,053,183															
Change Over Prior Year										2.69%		106,215				3.19%		129,485				\$ 4,182,668													
LCFF Entitlement Per ADA (excluding Categorical MSA)																				13,881															
Per-ADA Change Over Prior Year										2.69%		364				3.19%		443				14,324													
Basic Aid Status (school districts only)																				Non-Basic Aid															
LCFF SOURCES INCLUDING EXCESS TAXES																																			
										Increase		2026-27		Increase		2027-28																			
State Aid										3.95%		78,749		\$ 2,073,759		4.71%		97,702		\$ 2,171,461															
Education Protection Account												589,504				609,607																			
Property Taxes Net of In-Lieu Transfers										0.74%		10,220		1,389,920		0.84%		11,680		1,401,600															
Charter In-Lieu Taxes										0.00%		-		-		0.00%		-		-															
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)										2.25%		88,969		\$ 4,053,183		2.70%		109,382		\$ 4,182,668															

Twin Hills Union Elementary (70961) - 25-26 Adopted Budget

Charts and Graphs

Components of LCFF Entitlement

	2025-26		
Base Grant	\$ 3,010,562	292.00	ADA
Grade Span Adjustment	\$ 202,730	\$ 3,213,292	Adjusted Base Grant
Supplemental Grant	\$ 182,579	28.41%	
Concentration Grant	\$ -	28.41%	
Allowance: Necessary Small School	\$ -	\$ 182,579	Supplemental & Concentration Allowance
Add-on: Targeted Instructional Improvement Block Grant	\$ -	\$ -	
Add-on: Home-to-School Transportation	\$ 106,299		
Add-on: Small School District Bus Replacement Program	\$ -	\$ 551,097	Add-ons
Add-on Economic Recovery Target	\$ 261,813		
Add-on: Transitional Kindergarten	\$ 182,985		
Total	\$ 3,946,968	\$ 3,946,968	



*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

LCFF Entitlement per ADA	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Funded ADA (LCFF & NSS)	353.40	320.63	288.19	292.00	292.00	292.00
LCFF Sources per ADA, including NSS	\$ 11,415.40	\$ 12,468.33	\$ 12,965.22	\$ 13,517.01	\$ 13,880.76	\$ 14,324.21
Net Dollar Change per ADA		\$ 1,052.94	\$ 496.89	\$ 551.79	\$ 363.75	\$ 443.44
Net Percent Change		9.22%	3.99%	4.26%	2.69%	3.19%
Estimated LCFF Entitlement per ADA (excludes minimum state aid)	\$ 11,415.40	\$ 12,468.33	\$ 12,965.22	\$ 13,517.01	\$ 13,880.76	\$ 14,324.21
Net Change per ADA		\$ 1,052.94	\$ 496.89	\$ 551.79	\$ 363.75	\$ 443.44
Net Percent Change		9.22%	3.99%	4.26%	2.69%	3.19%

Twin Hills Charter Middle School

TWIN HILLS UNION SCHOOL DISTRICT TWIN HILLS CHARTER MIDDLE SCHOOL 2025-26 CASH FLOW ESTIMATES @ Adopted Budget

TWIN HILLS CMS	2025-26 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 26	
A: BEGIN CASH	9110	500,000.00	519,033.00	412,183.00	520,503.00	388,547.00	233,618.00	308,525.00	456,300.00	317,055.00	521,311.00	524,832.00	502,584.00			
B: RECEIPTS																
State Revenue	8010-8019															
LCFF State Aid+PY Recomp	8015	47,235.00	47,235.00	85,023.00	85,023.00	85,023.00	85,023.00	85,023.00	105,023.00	105,023.00	105,023.00	105,023.00	105,026.00	1,044,703.00		1,044,703.00
Education Protection Account	8012			93,000.00			93,000.00			154,440.00			154,441.00	494,881.00		494,881.00
In Lieu Property Tax+PY Recomp	8096		68,040.00	136,080.00	90,720.00	90,720.00	90,720.00	90,720.00	90,720.00	158,760.00	79,380.00	79,380.00	79,380.00	1,054,620.00	79,380.00	1,134,000.00
Federal	8100-8299													0.00		0.00
Other State - see below	8300-8599															
Mandated Block Grant							3,960.00							3,960.00		3,960.00
New Block Grants		7,885.00	7,885.00	14,194.00	14,194.00	14,194.00	14,194.00	14,194.00	14,194.00	14,194.00	14,194.00	14,194.00	14,193.00	157,709.00		157,709.00
Lottery, Unrest+Rest								17,131.00			17,131.00			34,262.00	34,261.00	68,523.00
STRS on Behalf of / State Liability														0.00	122,763.00	122,763.00
Other Local - see below	8300-8599															
Interest					5,500.00			5,500.00			5,500.00			16,500.00	5,500.00	22,000.00
Donations, THABEF, Facility Use														0.00		0.00
Interfund TF in	8910-8929							150,000.00					150,000.00	300,000.00		300,000.00
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		55,120.00	123,160.00	328,297.00	195,437.00	189,937.00	286,897.00	362,568.00	209,937.00	432,417.00	221,228.00	198,597.00	403,040.00	3,006,635.00	241,904.00	3,248,539.00
C: DISBURSEMENTS																
Certificated Salaries	1000-1999	14,000.00	121,977.00	121,977.00	121,977.00	121,977.00	121,977.00	121,977.00	121,977.00	121,977.00	121,977.00	121,977.00	136,979.00	1,370,749.00		1,370,749.00
Classified Salaries	2000-2999	8,500.00	24,887.00	24,887.00	24,887.00	24,887.00	24,887.00	24,887.00	24,887.00	24,887.00	24,887.00	24,887.00	31,892.00	289,262.00		289,262.00
Employee Benefits	3000-3999	9,000.00	57,251.00	57,251.00	57,251.00	57,251.00	57,251.00	57,251.00	57,251.00	57,251.00	57,251.00	57,251.00	62,251.00	643,761.00	122,763.00	766,524.00
Books& Supplies	4000-4999	0.00	9,079.00	6,053.00	6,809.00	4,540.00	2,270.00	2,270.00	6,053.00	3,026.00	3,783.00	8,322.00	8,454.00	60,659.00	15,000.00	75,659.00
Services & Other Operational	5000-5999	7,007.00	16,816.00	9,809.00	7,007.00	11,211.00	5,605.00	8,408.00	14,014.00	21,020.00	9,809.00	8,408.00	6,021.00	125,135.00	15,000.00	140,135.00
Capital Outlay	6000-6599													0.00		0.00
Other Outgo	7000-7499													0.00	5,090.00	5,090.00
Interfund TF out	7600-7629					125,000.00			125,000.00				125,000.00	375,000.00	125,000.00	500,000.00
Other Finance sources	7630-7699													0.00		0.00
Other Non-Expenditures														0.00		0.00
TOTAL DISBURSM		38,507.00	230,010.00	219,977.00	217,931.00	344,866.00	211,990.00	214,793.00	349,182.00	228,161.00	217,707.00	220,845.00	370,597.00	2,864,566.00	282,853.00	3,147,419.00
D: PRIOR YR TRANSACTIONS																
Accounts Receivable	9200															
Prior year LCFF, In Lieu Property Tax																
Lottery, Other State, Interest		72,420.00			30,538.00									102,958.00		
Accounts Payable	9500															
Prior year: Clear Due To/From, MOU, Books																
Sup, Unearned Rev. CY Use Tax		-70,000.00			-140,000.00									-210,000.00		
TOTAL PRIOR YR		2,420.00	0.00	0.00	-109,462.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-107,042.00		
E: NET INC/DEC	(B-C+D)	19,033.00	-106,850.00	108,320.00	-131,956.00	-154,929.00	74,907.00	147,775.00	-139,245.00	204,256.00	3,521.00	-22,248.00	32,443.00	35,027.00		
F: ENDING CASH BAL	(A+E)	519,033.00	412,183.00	520,503.00	388,547.00	233,618.00	308,525.00	456,300.00	317,055.00	521,311.00	524,832.00	502,584.00	535,027.00		-40,949.00	

Notes: Amount expected in or after July of 2026 for all types of revenue is estimated at \$100,000+. 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 (\$122,763).

Expense amounts shown to be made after June 30, 2026, are for the balance due for the special education excess costs and the MOU payable to the district of \$125,000 plus amounts estimated as unspent for supplies and services.

Twin Hills Union School District - Twin Hills Charter Middle School
2025-26 Multi-Year Projection Assumptions @ Adopted Budget June 2025

General Note: Please refer to the attached spreadsheet presentation showing Multi-year Projections for Twin Hills Charter Middle School, Fund #03

	2024-25	2025-26	2026-27	2027-28
Revenue	Prior Fiscal Year Budget	Current Budget Year	1st Subsequent Year	2nd Subsequent Year
LCFF Revenue Sources				
Funded/Planning COLA	1.07%	2.30%	3.02%	3.42%
Unduplicated Count # /LCFF Rolling % for Sup Grant	48 / 26.21%	60 / 24.66%	60 / 23.43%	60 / 23.53%
Funded ADA	192.99	240.00	240.00	240.00
Enrollment	207.00	255.00	255.00	255.00
In Lieu Property Tax per ADA	\$5,028	\$4,725	\$4,760	\$4,800
Federal: COVID19 (Unearned, recorded as spent)	\$0	NONE	NONE	NONE
Other State				
Lottery Unrestricted/Restricted	Unr \$191 Rest \$82	Unr \$191 Rest \$82 ADA*1.04446	Unr \$191 Rest \$82 ADA*1.04446	Unr \$191 Rest \$82 ADA*1.04446
Mandated Block Grant	Unr \$20.06	Unr \$20.52 *prior year ADA	Unr \$21.14 *prior year ADA	Unr \$21.86 *prior year ADA
COVID19 IPI (Unearned, see Federal)	\$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	\$92,341	\$157,709 = ELOP, Mental Health, Prop 28 Art & Music In Schools	ELOP, Mental Health, Prop 28 Art & Music In Schools	ELOP, Mental Health, Prop 28 Art & Music In Schools
ELO-P funding recaptured by the State 21 - 23	(\$100,000) negative revenue, funds recaptured by the State for 21-22 & 22-23 unspent ELOP funding.	24-25 Only	24-25 Only	24-25 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)	\$22,000	Unr Interest \$22,000, no FMV until year end	Unr Interest \$22,000	Same as PY
Donations (Rest)	\$9,524	Zero, only budgeted when received	Zero, only budgeted when received	Zero
Expenditures				
Certificated Salaries				
Staffing (FTEs)	9.9 FTE Teachers, .70 FTE counselor, 1.0 FTE Site Admin	11.3 FTE Teachers includes 2.1 FTE Electives and 0.4 FTE Academic Intervention. 1.0 FTE Counselor (.77 FTE Unr+.23 FTE One Time) 1.00 FTE Site Administrator	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	Professional Dev R6266	Professional Dev R6266 + 0.23 FTE Counselor, see above, R6546+R7435	Nothing budgeted yet	Nothing budgeted yet
Additional Adjustments			To be determined	To be determined
Classified Salaries				
Staffing (FTEs)	5.90 FTE (maint 1.0 FTE pd F01)	6.4 FTE (includes 2.0 FTE Office). Site Maint Coord 1.0 FTE paid by Fund01 RRM	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	R6546 ERMHS counseling apx 0.10 FTE	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 for Prof. Dev. R6266+Mental Health R6546	Cost for Prof. Dev. R6266+Mental Health R6546+LREBG R7435	None, funding ended 6/30/26 except for Menal Health R6546	None, funding ended 6/30/26 except for Menal Health R6546
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=27.05%	STRS = 19.1%; PERS = 26.81%	STRS = 19.1%; PERS = 26.9%	STRS = 19.1%; PERS = 27.8%
Health & Welfare Benefits	\$15,936 for full FTE	District annual maximum is for a full FTE is apx. \$15,972. Actual cost known to date.	Prior year + 2%	Prior year + 2%
One Time Grant Funds		None	Prior years only	Prior years only
Additional Adjustments			To be determined	To be determined

Twin Hills CMS - 2025-26 Adopted Budget/Page 2 of 2		2024-25	2025-26	2026-27	2027-28
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	\$55,061		\$26,151 - R6762 \$15k instructional materials, Res6770 \$11k musical instruments and video equipment.	Nothing budgeted yet	Nothing budgeted yet
Services, Other Operating Expenses			Expenses based on prior year and estimated for current year. Added 8% to utility costs. One time purchases, carryover, donations are not included.	Unrestricted prior year +\$2,500 + 2%; Rest is zero.	Unrestricted prior year + \$2,500 + 2%; Restricted same as PY.
One Time Grant Funds	\$38,468		Estimated expenses \$10k R6266 Prof Dev, \$8k R6762 for software, \$2,000 AMIS.	R6546 Mental Health \$11k.	R6546 Mental Health \$11k.
Other Outgo (Mental Health TF to SELPA)	\$5,100		R6546 \$5,090	Same as prior year	Same as prior year.
Capital Outlay			None anticipated to date	None	None
Transfers In					
Basic Aid Supplement Funds from F01	\$512,000		\$300,000 is current estimate	\$300,000	\$300,000
CRSP from Fund 20	\$11,110 = 1 Teachers		None	None	None
Transfers Out					
MOU amount for District Costs	\$250,000		\$250,000 current estimate	Same as prior year	No change
MOU amount for Special Ed Excess Costs	\$250,000		\$250,000 current estimate	Same as prior year	No change
Contribution	\$100,000		\$100,000 is current estimate	No change	No change
Net Increase (Decrease)	Negative amount decreases fund balance		Positive amount increases fund balance	Positive amount increases fund balance	Positive amount increases fund balance
Audit Adjustment: Res2600 ELOP 23-24	(\$50,000) this year only, recapture for 23-24, deer Fund Balance		24-25 only	24-25 only	24-25 only
Components of Ending Fund Balance					
Restricted	CA Clean Energy \$55,590; ELOP Res2600 \$50,000; Ed Effect Res6266 \$15,000; Art Music BG Res6762 \$57,000; Prop 28 AMIS Res6770 \$36,151		CA Clean Energy \$55,590; ELOP Res2600 \$150,000; Art Music BG Res6762 \$34,000; Prop 28 AMIS Res6770 \$49,151	CA Clean Energy \$55,590; ELOP Res2600 \$250,000; Art Music BG Res6762 \$34,000; Prop 28 AMIS Res6770 \$75,302	CA Clean Energy \$55,590; ELOP Res2600 \$30,000; Art Music BG Res6762 \$34,000; Prop 28 AMIS Res6770 \$101,453
Assigned- Amount to meet 17%-See Fund 01			(Negative=Assignment reduction* needed)	(Negative=Assignment reduction* needed)	(Negative=Assignment reduction* needed)
Reserve for Economic Uncertainties (REU)			Positive = balance after specific assignments	Positive = balance after specific assignments	Positive = balance after specific assignments
Unassigned/Unappropriated			BP 3100 = 17% rounded up	BP 3100 = 17% rounded up	BP 3100 = 17% rounded up
			Balance after Assignments and REU	Balance after Assignments and REU	Balance after Assignments and REU
2024-25: 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: 2025-26 Multi-Year Projection @ Adopted Budget

	Object Codes	Prior Fiscal Year Budget: 2024-25			Current Fiscal Year Budget: 2025-26			First Subsequent Fiscal Year: 2026-27			Second Subsequent Fiscal Year: 2027-28		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
COLA (percentage)				1.07%			2.30%			3.02%			3.42%
Funded COLA				1.07%			2.30%			3.02%			3.42%
ADA for LCFF Funding purposes				192.99			240.00			240.00			240.00
Enrollment				207.00			255.00			255.00			255.00
Revenue													
LCFF Sources: LCFF, EPA, In Lieu Property Tax	8010-8099	2,131,309		2,131,309	2,673,584		2,673,584	2,747,882		2,747,882	2,842,475		2,842,475
Federal Revenues	8100-8299			-			-			-			-
Federal Funding: COVID19 (Unearned - record as expensed)				-			-			-			-
Other State Revenues	8300-8599	42,874	16,728	59,602	51,901	20,582	72,483	53,015	20,582	73,597	53,187	20,582	73,769
State Funding: IPI (Unearned-see Fed)				-			-			-			-
State Funding: ELO-P, Educator Effectiveness, Mental Health, Art Music IM BG, Learning Recovery ER BG, Prop 28 AMIS			92,341	92,341		157,709	157,709		142,341	142,341		142,341	142,341
ELOP funding recaptured by the State for 21-22 & 22-23			(100,000)	(100,000)									
Other State: STRS/PERS on Behalf of State			100,890	100,890		122,763	122,763		128,901	128,901		135,346	135,346
Local Revenues	8600-8799	22,000	9,524	31,524	22,000		22,000	22,000		22,000	22,000		22,000
Total Revenue		2,196,183	119,483	2,315,666	2,747,485	301,054	3,048,539	2,822,897	291,824	3,114,721	2,917,662	298,269	3,215,931
Expenditures													
Certificated Salaries	1000-1999	1,225,605		1,225,605	1,348,929		1,348,929	1,375,908		1,375,908	1,403,426		1,403,426
Certificated Salaries One Time Grant Funds			5,500	5,500		21,820	21,820			-			-
Additional Adjustments				-			-			-			-
Classified Salaries	2000-2999	270,084		270,084	289,262		289,262	295,047		295,047	300,948		300,948
Classified Salaries One Time Grant Funds			8,146	8,146			-			-			-
Additional Adjustments				-			-			-			-
Employee Benefits -- Statutory	3301-3399;	64,839		64,839	72,359		72,359	73,806		73,806	75,282		75,282
Employee Benefits One Time Grant Funds	3501-3699		3,954	3,954		8,313	8,313			-			-
Additional Adjustments				-			-			-			-
Employee Benefits STRS/PERS on Behalf of State			100,890	100,890		122,763	122,763		128,901	128,901		135,346	135,346
Employee Benefits STRS	3101-3199	208,971		208,971	234,807		234,807	247,141		247,141	252,087		252,087
Employee Benefits PERS	3201-3299	86,123		86,123	91,425		91,425	94,204		94,204	99,301		99,301
Employee & Retiree Benefits -- Health & Welfare	3400-3499;	198,286		198,286	236,857		236,857	241,595		241,595	246,425		246,425
EE Benefits-H&W One Time Grant Funds	3700-3799			-			-			-			-
Additional Adjustments				-			-			-			-
Books and Supplies	4000-4999	28,924	73,162	102,086	28,926	20,582	49,508	29,505	20,582	50,087	30,095	20,582	50,677
Books and Supplies One Time Grant Funds			55,061	55,061		26,151	26,151			-			-
Services, Other Operating Expenses	5000-5999	120,314		120,314	118,800		118,800	123,720		123,720	128,740		128,740
Services One Time Grant Funds			38,468	38,468		21,335	21,335		11,100	11,100		11,100	11,100
Necessary Expense Reductions - see narrative				-			-			-			-
Capital Outlay	6000-6999			-			-			-			-
Other Outgo (One Time Funds - ERMHS transfer to SELPA Obi 7282)	7100-7199		5,100	5,100		5,090	5,090		5,090	5,090		5,090	5,090
7300-7399				-			-			-			-
Total Expenditures		2,203,146	290,281	2,493,427	2,421,365	226,054	2,647,419	2,480,926	165,673	2,646,599	2,536,304	172,118	2,708,422
Excess (Deficiency)		(6,963)	(170,798)	(177,761)	326,120	75,000	401,121	341,971	126,151	468,122	381,358	126,151	507,509
Transfers In from General Fund 01	8910-8929	512,000		512,000	300,000		300,000	300,000		300,000	300,000		300,000
Transfers In from Fund 20 CRSP		11,110		11,110			-			-			-
Transfers Out to General Fund 01	7610-7629	(500,000)		(500,000)	(500,000)		(500,000)	(500,000)		(500,000)	(500,000)		(500,000)
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		(76,890)		(76,890)	(300,000)		(300,000)	(300,000)		(300,000)	(300,000)		(300,000)
Net Increase (Decrease)		(83,853)	(170,798)	(254,651)	26,120	75,000	101,121	41,971	126,151	168,122	81,358	126,151	207,509
Fund Balance													
Beginning Balance		205,066	434,539	639,605	121,213	213,741	334,954	147,333	288,741	436,074	189,304	414,892	604,196
Audit Adjustment(s)			(50,000)	(50,000)			-			-			-
Net Ending Balance		121,213	213,741	334,954	147,333	288,741	436,074	189,304	414,892	604,196	270,662	541,043	811,705
Components of Ending Balance:													
Revolving Cash (nonspendable)	9711			-			-			-			-
Stores (nonspendable)	9712			-			-			-			-
Restricted (Res 2000-9999)	9740		213,741	213,741		288,741	288,741		414,892	414,892		541,043	541,043
Lottery Res 1100 Unrestricted	9740			-			-			-			-
Committed	9750			-			-			-			-
Assigned: See Fund 01 for Assignment to meet 17%		(370,518)		(370,518)	(366,859)		(366,859)	(323,705)		(323,705)	(251,761)		(251,761)
Assigned - Lottery Res 1100 Unrestricted				-			-			-			-
Reserve for Economic Uncertainties	9789	491,731		491,731	514,192		514,192	513,009		513,009	522,423		522,423
Unassigned/Unappropriated Ending Balance		0		0	0		0	0		0	0		0
Net Ending Balance		121,213	213,741	334,954	147,333	288,741	436,074	189,304	414,892	604,196	270,662	541,043	811,705
<i>Reserve percentage is based on Reserve of Economic Uncertainties+Assigned Fund01 to meet 17% divided by Total Expenditures and Transfers Out.</i>				4%			5%			6%			9%

Twin Hills Charter Middle (6052302) - 25-26 Adopted Budget		5/23/2025			
		2024-25	2025-26	2026-27	2027-28
General Assumptions					
COLA & Augmentation		1.07%	2.30%	3.02%	3.42%
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	255	255	255
Unduplicated Pupil Count (UPC)		48	60	60	60
Unduplicated Pupil Percentage (UPP)		26.21%	24.66%	23.43%	23.53%
Current Year LCFF Average Daily Attendance (ADA)		192.99	240.00	240.00	240.00
Funded LCFF ADA		192.99	240.00	240.00	240.00
LCFF ADA Funding Method		Current Year	Current Year	Current Year	Current Year
Current Year Necessary Small School (NSS) ADA		-	-	-	-
Funded NSS ADA		-	-	-	-
LCFF Entitlement Summary					
Base Grant		\$2,004,327	\$2,547,920	\$2,624,880	\$2,714,720
Grade Span Adjustment		-	-	-	-
Adjusted Base Grant		\$2,004,327	\$2,547,920	\$2,624,880	\$2,714,720
Supplemental Grant		105,067	125,664	123,002	127,755
Concentration Grant		-	-	-	-
Total Base, Supplemental and Concentration Grant		\$2,109,394	\$2,673,584	\$2,747,882	\$2,842,475
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)		\$2,109,394	\$2,673,584	\$2,747,882	\$2,842,475
Miscellaneous Adjustments		-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)		\$ 2,109,394	\$ 2,673,584	\$ 2,747,882	\$ 2,842,475
LCFF Entitlement Per ADA (excludes Categorical MSA)		\$ 10,930	\$ 11,140	\$ 11,450	\$ 11,844
Additional State Aid		-	-	-	-
Total LCFF Entitlement with Additional State Aid		2,109,394	2,673,584	2,747,882	2,842,475
LCFF Sources Summary					
Funding Source Summary					
Local Revenue and In-Lieu of Property Taxes (net for school districts)		\$ 970,514	\$ 1,134,000	\$ 1,142,400	\$ 1,152,000
Education Protection Account Entitlement (includes \$200/minimum per ADA)		\$ 388,999	\$ 494,881	\$ 509,826	\$ 527,263
Net State Aid (excludes Additional State Aid)		\$ 749,881	\$ 1,044,703	\$ 1,095,656	\$ 1,163,212
Additional State Aid		\$ -	\$ -	\$ -	\$ -
Total Funding Sources		\$ 2,109,394	\$ 2,673,584	\$ 2,747,882	\$ 2,842,475
Funding Source by Resource-Object					
State Aid (Resource Code 0000, Object Code 8011)		\$ 749,881	\$ 1,044,703	\$ 1,095,656	\$ 1,163,212
EPA, Current Year (Resource 1400, Object Code 8012)		\$ 388,999	\$ 494,881	\$ 509,826	\$ 527,263
(P-2 plus Current Year Accrual)					
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019)		\$ 684	\$ -	\$ -	\$ -
(P-A less Prior Year Accrual)					
Property Taxes (Object 8021 to 8089)		\$ -	\$ -	\$ -	\$ -
% Change		0.0000%	0.0000%	0.0000%	0.0000%
In-Lieu of Property Taxes (Object Code 8096)		970,514	1,134,000	1,142,400	1,152,000
Entitlement and Source Reconciliation					
Basic Aid/Excess Tax District Status		\$ -	\$ -	\$ -	\$ -
Total LCFF Entitlement		\$ 2,109,394	\$ 2,673,584	\$ 2,747,882	\$ 2,842,475
Additional State Aid		\$ -	\$ -	\$ -	\$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)		\$ -	\$ -	\$ -	\$ -
Excess Taxes before Minimum State Aid		\$ -	\$ -	\$ -	\$ -
Total Funding Sources		\$ 2,109,394	\$ 2,673,584	\$ 2,747,882	\$ 2,842,475
LCAP Percentage to Increase or Improve Services Calculation					
Base Grant (Excludes add-ons for TIIG & Transportation)		\$ 2,004,327	\$ 2,547,920	\$ 2,624,880	\$ 2,714,720
Supplemental and Concentration Grant funding in the LCAP year		\$ 105,067	\$ 125,664	\$ 123,002	\$ 127,755
Projected Additional 15% Concentration Grant funding in the LCAP year		\$ -	\$ -	\$ -	\$ -
Percentage to Increase or Improve Services		5.24%	4.93%	4.69%	4.71%

Twin Hills Charter Middle (6052302) - 25-26 Adopted Budget		5/23/2025			
		2024-25	2025-26	2026-27	2027-28
PER-ADA FUNDING LEVELS					
Base, Supplemental and Concentration Rate per ADA					
Grades TK-3	\$	11,648.18	\$ 11,881.45	\$ 12,211.62	\$ 12,630.68
Grades 4-6	\$	10,710.48	\$ 10,924.47	\$ 11,227.57	\$ 11,613.99
Grades 7-8	\$	11,027.26	\$ 11,247.66	\$ 11,560.47	\$ 11,958.47
Grades 9-12	\$	13,113.15	\$ 13,374.63	\$ 13,746.32	\$ 14,219.07
Base Grants					
Grades TK-3	\$	10,025	\$ 10,256	\$ 10,566	\$ 10,927
Grades 4-6	\$	10,177	\$ 10,411	\$ 10,725	\$ 11,092
Grades 7-8	\$	10,478	\$ 10,719	\$ 11,043	\$ 11,421
Grades 9-12	\$	12,144	\$ 12,423	\$ 12,798	\$ 13,236
Grade Span Adjustment					
Grades TK-3	\$	1,043	\$ 1,067	\$ 1,099	\$ 1,136
Grades 9-12	\$	316	\$ 323	\$ 333	\$ 344
Prorated Base, Supplemental and Concentration Rate per ADA					
Grades TK-3	\$	11,068	\$ 11,323	\$ 11,665	\$ 12,063
Grades 4-6	\$	10,177	\$ 10,411	\$ 10,725	\$ 11,092
Grades 7-8	\$	10,478	\$ 10,719	\$ 11,043	\$ 11,421
Grades 9-12	\$	12,460	\$ 12,746	\$ 13,131	\$ 13,580
Prorated Base Grants					
Grades TK-3	\$	10,025	\$ 10,256	\$ 10,566	\$ 10,927
Grades 4-6	\$	10,177	\$ 10,411	\$ 10,725	\$ 11,092
Grades 7-8	\$	10,478	\$ 10,719	\$ 11,043	\$ 11,421
Grades 9-12	\$	12,144	\$ 12,423	\$ 12,798	\$ 13,236
Prorated Grade Span Adjustment					
Grades TK-3	\$	1,043	\$ 1,067	\$ 1,099	\$ 1,136
Grades 9-12	\$	316	\$ 323	\$ 333	\$ 344
Supplemental Grant		20%	20%	20%	20%
Maximum - 1.00 ADA, 100% UPP					
Grades TK-3	\$	2,214	\$ 2,265	\$ 2,333	\$ 2,413
Grades 4-6	\$	2,035	\$ 2,082	\$ 2,145	\$ 2,218
Grades 7-8	\$	2,096	\$ 2,144	\$ 2,209	\$ 2,284
Grades 9-12	\$	2,492	\$ 2,549	\$ 2,626	\$ 2,716
Actual - 1.00 ADA, Local UPP as follows:		26.21%	24.66%	23.43%	23.53%
Grades TK-3	\$	580	\$ 558	\$ 547	\$ 568
Grades 4-6	\$	533	\$ 513	\$ 503	\$ 522
Grades 7-8	\$	549	\$ 529	\$ 517	\$ 537
Grades 9-12	\$	653	\$ 629	\$ 615	\$ 639
Concentration Grant (>55% population)		65%	65%	65%	65%
Maximum - 1.00 ADA, 100% UPP					
Grades TK-3	\$	7,194	\$ 7,360	\$ 7,582	\$ 7,841
Grades 4-6	\$	6,615	\$ 6,767	\$ 6,971	\$ 7,210
Grades 7-8	\$	6,811	\$ 6,967	\$ 7,178	\$ 7,424
Grades 9-12	\$	8,099	\$ 8,285	\$ 8,535	\$ 8,827
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) - 25-26 Adopted Budget										v.26.1b		PY1		v.26.1b		5/23/2025		CY						
LOCAL CONTROL FUNDING FORMULA										2024-25		2025-26												
LCFF ENTITLEMENT CALCULATION																								
Calculation Factors										COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage		COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage				
										1.07%		0.00%		26.21% 26.21%		2.30%		0.00%		24.66% 24.66%				
Current Year										ADA		Base		Grade Span		Supplemental		Concentration		Total				
Grades TK-3										-	\$	10,025	\$	1,043	\$	580	\$	-	\$	-				
Grades 4-6										59.21		10,177			533	-		634,167						
Grades 7-8										133.78		10,478			549	-		1,475,227						
Grades 9-12										-		12,144	316		653	-		-						
Subtract Necessary Small School ADA and Funding										-		-			-		-		-					
Total Base, Supplemental, and Concentration Grant											\$	2,004,327	\$	-	\$	105,067	\$	-	\$	2,109,394				
NSS Allowance												-					-		-					
TOTAL BASE										192.99	\$	2,004,327	\$	-	\$	105,067	\$	-	\$	2,109,394				
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	\$	3,077.00				-		-				
ECONOMIC RECOVERY TARGET PAYMENT																			-					
LCFF Entitlement Before Adjustments																		\$	2,109,394					
Miscellaneous Adjustments																			-					
ADJUSTED LCFF ENTITLEMENT																		\$	2,109,394					
Local Revenue (including RDA)																			(970,514)					
Gross State Aid																		\$	1,138,880					
Education Protection Account Entitlement																			(388,999)					
Net State Aid																		\$	749,881					
MINIMUM STATE AID CALCULATION																								
												12-13 Rate		2024-25 ADA				N/A						
2012-13 RL/Charter Gen BG adjusted for ADA												\$	5,289.42	192.99		\$	1,020,805		\$	1,269,461				
2012-13 NSS Allowance (deficit)												\$	-						-					
Minimum State Aid Adjustments																			-					
Less Current Year Property Taxes/In-Lieu																		(970,514)						
Less Education Protection Account Entitlement																			(388,999)					
Subtotal State Aid for Historical RL/Charter General BG																		\$	-					
Categorical Minimum State Aid																			-					
Charter School Categorical Block Grant adjusted for ADA													481.92	192.99				93,006		481.92	240.00			
Minimum State Aid Guarantee Before Proration Factor																		\$	93,006					
Proration Factor																		0.00%		0.00%				
Minimum State Aid Guarantee																		\$	93,006					
CHARTER SCHOOL MINIMUM STATE AID OFFSET																								
LCFF Entitlement																		2,109,394		2,673,584				
Minimum State Aid plus Property Taxes including RDA																		1,063,520		1,249,661				
Offset																		-		-				
Minimum State Aid Prior to Offset																		93,006		115,661				
Total Minimum State Aid with Offset																		93,006		115,661				
State Aid Before Additional State Aid																		\$	749,881		\$	1,044,703		
ADDITIONAL STATE AID																		\$	-		\$	-		
LCFF State Aid, Adjusted for Minimum State Aid Guarantee																		\$	749,881		\$	1,044,703		
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplier																		\$	2,109,394		\$	2,673,584		
Change Over Prior Year													0.19%	3,943					26.75%	564,190				
LCFF Entitlement Per ADA (excluding Categorical MSA)																		10,930				11,140		
Per-ADA Change Over Prior Year													1.19%	129					1.92%	210				
Basic Aid Status (school districts only)																		-			-			
LCFF SOURCES INCLUDING EXCESS TAXES																								
														Increase		2024-25			Increase		2025-26			
State Aid												-10.95%		(92,202)		\$	749,881		39.32%		294,822		\$	1,044,703
Education Protection Account																	388,999						494,881	
Property Taxes Net of In-Lieu Transfers												0.00%		-			-		0.00%		-			-
Charter In-Lieu Taxes												1.15%		11,041			970,514		16.85%		163,486			1,134,000
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)												-3.85%		(81,161)		\$	2,109,394		21.73%		458,308		\$	2,673,584

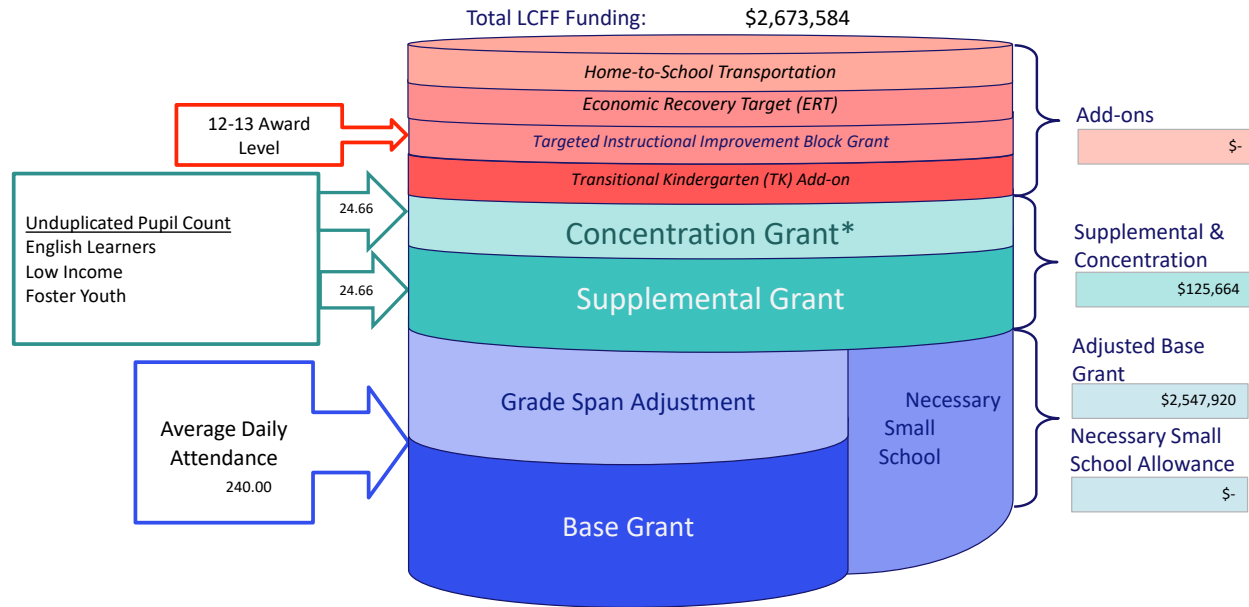
Twin Hills Charter Middle (6052302) - 25-26 Adopted Budget										v.26.1b	CY1	v.26.1b	CY2																						
LOCAL CONTROL FUNDING FORMULA										2026-27				2027-28																					
LCFF ENTITLEMENT CALCULATION																																			
Calculation Factors										COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage		COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage															
										3.02%		0.00%		23.43%		23.43%		3.42%		0.00%		23.53%													
Current Year										ADA		Base		Grade Span		Supplemental		Concentration		Total		Current Year		ADA		Base		Grade Span		Supplemental		Concentration		Total	
Grades TK-3										-	\$	10,566	\$	1,099	\$	547	\$	-	\$	-	-	\$	-	\$	-	\$	10,927	\$	1,136	\$	568	\$	-	\$	-
Grades 4-6										80.00		10,725				503		-		898,206		80.00		11,092				522		-		929,119			
Grades 7-8										160.00		11,043				517		-		1,849,676		160.00		11,421				537		-		1,913,356			
Grades 9-12										-		12,798		333		615		-		-		-		13,236		344		639		-		-			
Subtract Necessary Small School ADA and Funding										-		-		-		-		-		-		-		-		-		-		-		-			
Total Base, Supplemental, and Concentration Grant											\$	2,624,880	\$	-	\$	123,002	\$	-	\$	2,747,882			\$	2,714,720	\$	-	\$	127,755	\$	-	\$	2,842,475			
NSS Allowance												-						-		-		-		-		-		-		-		-			
TOTAL BASE										240.00	\$	2,624,880	\$	-	\$	123,002	\$	-	\$	2,747,882		240.00	\$	2,714,720	\$	-	\$	127,755	\$	-	\$	2,842,475			
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	\$	5,712.00			-	TK ADA - TK Add-on rate \$ 5,907.00 -																	
ECONOMIC RECOVERY TARGET PAYMENT																				-															
LCFF Entitlement Before Adjustments																				\$ 2,747,882															
Miscellaneous Adjustments																				-															
ADJUSTED LCFF ENTITLEMENT																				\$ 2,747,882															
Local Revenue (including RDA)																				(1,142,400)															
Gross State Aid																				\$ 1,605,482															
Education Protection Account Entitlement																				(509,826)															
Net State Aid																				\$ 1,095,656															
MINIMUM STATE AID CALCULATION																																			
												12-13 Rate		2026-27 ADA		N/A				12-13 Rate		2027-28 ADA		N/A											
2012-13 RL/Charter Gen BG adjusted for ADA												\$ 5,289.42		240.00		\$ 1,269,461				\$ 5,289.42		240.00		\$ 1,269,461											
2012-13 NSS Allowance (deficit)												\$ -				-				\$ -				-											
Minimum State Aid Adjustments																				-															
Less Current Year Property Taxes/In-Lieu																				(1,142,400)															
Less Education Protection Account Entitlement																				(509,826)															
Subtotal State Aid for Historical RL/Charter General BG																				\$ -															
Categorical Minimum State Aid																				-															
Charter School Categorical Block Grant adjusted for ADA												481.92		240.00		115,661				481.92		240.00		115,661											
Minimum State Aid Guarantee Before Proration Factor																				\$ 115,661															
Proration Factor																				0.00%															
Minimum State Aid Guarantee																				\$ 115,661															
CHARTER SCHOOL MINIMUM STATE AID OFFSET																																			
LCFF Entitlement																				2,747,882															
Minimum State Aid plus Property Taxes including RDA																				1,258,061															
Offset																				-															
Minimum State Aid Prior to Offset																				115,661															
Total Minimum State Aid with Offset																				115,661															
State Aid Before Additional State Aid																				\$ 1,095,656															
ADDITIONAL STATE AID																				\$ -															
LCFF State Aid, Adjusted for Minimum State Aid Guarantee																				\$ 1,095,656															
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplier																				\$ 2,747,882															
Change Over Prior Year												2.78%		74,298				3.44%		94,593				\$ 2,842,475											
LCFF Entitlement Per ADA (excluding Categorical MSA)																				11,450															
Per-ADA Change Over Prior Year												2.78%		310				3.44%		394				11,844											
Basic Aid Status (school districts only)																				-															
LCFF SOURCES INCLUDING EXCESS TAXES																																			
												Increase		2026-27				Increase		2027-28															
State Aid												4.88%		50,953		\$ 1,095,656				6.17%		67,556		\$ 1,163,212											
Education Protection Account																				509,826															
Property Taxes Net of In-Lieu Transfers												0.00%		-		-				0.00%		-		-											
Charter In-Lieu Taxes												0.74%		8,400		1,142,400				0.84%		9,600		1,152,000											
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)												2.22%		59,353		\$ 2,747,882				2.81%		77,156		\$ 2,842,475											

Twin Hills Charter Middle (6052302) - 25-26 Adopted Budget

Charts and Graphs

Components of LCFF Entitlement

		2025-26			
Base Grant	\$	2,547,920		240.00 ADA	
Grade Span Adjustment	\$	-		\$ 2,547,920	Adjusted Base Grant
Supplemental Grant	\$	125,664	24.66%		
Concentration Grant	\$	-	24.66%	\$ 125,664	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	\$	2,673,584		\$ 2,673,584	



*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

LCFF Entitlement per ADA	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Funded ADA (LCFF & NSS)	187.28	194.93	192.99	240.00	240.00	240.00
LCFF Sources per ADA, including NSS	\$ 9,963.49	\$ 10,801.06	\$ 10,930.07	\$ 11,139.93	\$ 11,449.51	\$ 11,843.65
Net Dollar Change per ADA		\$ 837.57	\$ 129.01	\$ 209.86	\$ 309.58	\$ 394.14
Net Percent Change		8.41%	1.19%	1.92%	2.78%	3.44%
Estimated LCFF Entitlement per ADA (excludes minimum state aid)	\$ 9,963.49	\$ 10,801.06	\$ 10,930.07	\$ 11,139.93	\$ 11,449.51	\$ 11,843.65
Net Change per ADA		\$ 837.57	\$ 129.01	\$ 209.86	\$ 309.58	\$ 394.14
Net Percent Change		8.41%	1.19%	1.92%	2.78%	3.44%

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
G8BJT9ZN65(2025-26)

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	2,595,892.00	2,645,194.00	1.9%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	252,102.00	273,526.00	8.5%
4) Other Local Revenue		8600-8799	30,650.00	16,000.00	-47.8%
5) TOTAL, REVENUES			2,878,644.00	2,934,720.00	1.9%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	1,514,921.00	1,468,067.00	-3.1%
2) Classified Salaries		2000-2999	189,223.00	254,915.00	34.7%
3) Employee Benefits		3000-3999	767,902.00	770,413.00	0.3%
4) Books and Supplies		4000-4999	140,111.56	56,036.00	-60.0%
5) Services and Other Operating Expenditures		5000-5999	157,195.67	58,235.00	-63.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	5,700.00	5,697.00	-0.1%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			2,775,053.23	2,613,363.00	-5.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			103,590.77	321,357.00	210.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	332,500.00	300,000.00	-9.8%
b) Transfers Out		7600-7629	630,000.00	630,000.00	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			(297,500.00)	(330,000.00)	10.9%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(193,909.23)	(8,643.00)	-95.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	382,799.34	188,890.11	-50.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			382,799.34	188,890.11	-50.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			382,799.34	188,890.11	-50.7%
2) Ending Balance, June 30 (E + F1e)			188,890.11	180,247.11	-4.6%
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	134,231.95	89,665.95	-33.2%
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	54,658.16	90,581.16	65.7%
BP3100: 17% Reserve	0000	9780	555,847.00		
SEE Fund01: Assignment to meet 17% Reserve	0000	9780	(501,188.84)		
BP3100: 17% Reserve	0000	9780		526,884.00	
SEE Fund 01: Assignment to meet 17% Reserve	0000	9780		(436,302.84)	
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	452,736.68		

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
6230	California Clean Energy Jobs Act	45,522.95	45,522.95
6266	Educator Effectiveness, FY 2021-22	8,000.00	0.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	15,000.00	0.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	35,399.00	32,865.00
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	19,032.00	0.00
7810	Other Restricted State	2,327.00	2,327.00
Total, Restricted Balance		134,231.95	89,665.95

**TWIN HILLS UNION SCHOOL DISTRICT
ORCHARD VIEW SCHOOL
2025-26 CASH FLOW ESTIMATES @ Adopted Budget**

ORCHARD VIEW		2025-26 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 26	
A: BEGIN CASH	9110	400,000.00	444,702.00	348,701.00	460,949.00	335,532.00	167,743.00	265,993.00	358,256.00	191,698.00	341,387.00	427,790.00	388,158.00			
B: RECEIPTS																
State Revenue	8010-8019															
LCFF + PY Recomputation	8011+8019	57,528.00	57,528.00	103,551.00	103,551.00	103,551.00	103,551.00	103,551.00	103,551.00	103,551.00	103,551.00	103,551.00	103,553.00	1,150,568.00	0.00	1,150,568.00
Education Protection Account	8012			118,507.00			118,507.00			118,506.00			118,506.00	474,026.00		474,026.00
In Lieu Property Tax + PY Rec	8096		61,236.00	122,472.00	81,648.00	81,648.00	81,648.00	81,648.00	81,648.00	142,884.00	71,442.00	71,442.00	71,442.00	949,158.00	71,442.00	1,020,600.00
Federal Revenues	8100-8299													0.00		0.00
Other State - see below	8300-8599															0.00
Mandated Block Grant	8550						8,070.00							8,070.00		8,070.00
New Block Grants	85xx	2,331.00	2,331.00	4,196.00	10,740.00	4,196.00	4,196.00	4,196.00	4,196.00	4,196.00	10,740.00	4,196.00	4,200.00	59,714.00		59,714.00
Lottery, Unrest+Rest	8560						15,425.00				15,425.00			30,850.00	30,848.00	61,698.00
STRS on Behalf of State	8590													0.00	144,044.00	144,044.00
Other Local	8660-8799				4,000.00			4,000.00			4,000.00			12,000.00	4,000.00	16,000.00
Interfund TF in	8910-8929							100,000.00			100,000.00		100,000.00	300,000.00		300,000.00
Other Finance sources	8930-8979													0.00		0.00
Other Non-Revenue														0.00		0.00
TOTAL RECEIPTS		59,859.00	121,095.00	348,726.00	199,939.00	189,395.00	315,972.00	308,820.00	189,395.00	369,137.00	305,158.00	179,189.00	397,701.00	2,984,386.00	250,334.00	3,234,720.00
C: DISBURSEMENTS																
Certificated Salaries	1000-1999	12,000.00	131,642.00	131,642.00	131,642.00	131,642.00	131,642.00	131,642.00	131,642.00	131,642.00	131,642.00	131,642.00	139,647.00	1,468,067.00		1,468,067.00
Classified Salaries	2000-2999	2,000.00	22,992.00	22,992.00	22,992.00	22,992.00	22,992.00	22,992.00	22,992.00	22,992.00	22,992.00	22,992.00	22,995.00	254,915.00		254,915.00
Employee Benefits	3000-3999	4,300.00	56,188.00	56,188.00	56,188.00	56,188.00	56,188.00	56,188.00	56,188.00	56,188.00	56,188.00	56,188.00	60,189.00	626,369.00	144,044.00	770,413.00
Books & Supplies	4000-4999	0.00	3,362.00	14,009.00	11,207.00	1,121.00	2,241.00	2,241.00	2,802.00	2,802.00	5,604.00	3,923.00	1,724.00	51,036.00	5,000.00	56,036.00
Services & Other Operatnl	5000-5999	582.00	2,912.00	11,647.00	5,241.00	5,241.00	4,659.00	3,494.00	2,329.00	5,824.00	2,329.00	4,076.00	4,901.00	53,235.00	5,000.00	58,235.00
Capital Outlay	6000-6599													0.00		0.00
Other Outgo	7000-7499													0.00	5,697.00	5,697.00
Interfund TF out	7600-7629					140,000.00			140,000.00				200,000.00	480,000.00	150,000.00	630,000.00
Other Finance sources	7630-7699													0.00		0.00
Other Non-Expenditures														0.00		0.00
TOTAL DISBURSM		18,882.00	217,096.00	236,478.00	227,270.00	357,184.00	217,722.00	216,557.00	355,953.00	219,448.00	218,755.00	218,821.00	429,456.00	2,933,622.00	309,741.00	3,243,363.00
D: PRIOR YR TRANSACTIONS																
Accounts Receivable	9200															
Prior year: LCFF, In Lieu Property Tax																
Lottery, Other State, Interest		79,425.00			36,914.00									116,339.00		
Accounts Payable	9500															
Prior year: Clear Due To/From, MOU, Books																
Sup, Unearned Rev. CY Use Tax		-75,700.00			-135,000.00									-210,700.00		
TOTAL PRIOR YR		3,725.00	0.00	0.00	-98,086.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-94,361.00	0.00	
E: NET INC/DEC	(B-C+D)	44,702.00	-96,001.00	112,248.00	-125,417.00	-167,789.00	98,250.00	92,263.00	-166,558.00	149,689.00	86,403.00	-39,632.00	-31,755.00	-43,597.00		
F: ENDING CASH BAL	(A+E)	444,702.00	348,701.00	460,949.00	335,532.00	167,743.00	265,993.00	358,256.00	191,698.00	341,387.00	427,790.00	388,158.00	356,403.00		-59,407.00	

Notes: Amount expected July and August of 2026 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 \$150,000 plus estimated amounts for unspent supplies and services.

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 (\$144,044).

Twin Hills Union School District - Orchard View Charter School
2025-26 Multi-Year Projection Assumptions @ Adopted Budget June 2025

General Note: Please refer to the attached spreadsheet presentation showing Multi-year Projections for Orchard View School, Fund #09

	2024-25	2025-26	2026-27	2027-28
Revenue	Prior Fiscal Year Budget	Current Budget Year	1st Subsequent Year	2nd Subsequent Year
LCFF Revenue Sources				
Funded/Planning COLA	1.07%	2.30%	3.02%	3.42%
Unduplicated Count # / LCFF Rolling % for Sup Grant	50 / 22.46%	50 / 23.15%	50 / 22.46%	50 / 22.52%
Funded ADA	213.05	216.00	216.00	216.00
Enrollment	224.00	222.00	222.00	222.00
In Lieu Property Tax per ADA	\$5,028	\$4,725	\$4,760	\$4,800
Federal: COVID19 (Unearned, recorded as spent)	NONE	NONE	NONE	NONE
Other State				
Lottery Unrestricted/Restricted	Unr \$191 Rest \$82	Unr \$191 Rest \$82 ADA*1.04446	Unr \$191 Rest \$82 ADA*1.04446	Unr \$191 Rest \$82 ADA*1.04446
Mandated Block Grant	Unr K-8 \$20.06; 9-12 \$55.76	Unr K-8 \$20.52; 9-12 \$57.04 *prior year ADA	Unr K-8 \$21.14; 9-12 \$58.76 *prior year ADA	Unr K-8 \$21.86; 9-12 \$60.77 *prior year ADA
COVID19 IPI and UPK (Unearned, see Fed)	\$0	None, no TK students	None, no TK students	None, no TK students
A-G A/S and LLM, Ethnic Studies, Art Music IM BG, Learning Recovery ER BG, Educator Effectiveness, ERMHS, Prop 28 AMIS	\$47,176	\$59,714	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	\$18,000	\$16,000 Interest only, no FMV until year end	Same as PY	Same as PY
Donations/ SCOE Prof Dev Stipend Reimb	\$12,650	\$0	Zero	Zero
Expenditures				
Certificated Salaries				
Staffing (FTEs)	13.8 FTE Teachers +1.0 FTE Site Admin	12.6 FTE Teachers +1.0 Ed Spec (\$Fund01) + 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 + Counselor 0.40 FTE R6456 ERMHS + R7435 LREBG	None. R6266 funding ended 6/30/26	None
Additional Adjustments			To be determined	To be determined
Classified Salaries				
Staffing (FTEs)	2.7 FTE	3.7 FTE	Same as prior year	Same as prior year
Step & Column Costs		Based on actual current known payroll	PY + estimated 2%	Estimated @ +2%
One Time Grant Funds	.21 FTE Art R6770+.26 FTE Math R7435	.35 FTE Art R6770	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 - \$6,100 + 2%. \$6,100 will be added in at 1st Interim, one time funding issue on MYP.	Prior year + 2%
One Time Grant Funds	Prof Dev R6266, AMIS R6770, LREGB R7435	Prof Dev R6266, AMIS R6770, LREGB R7435	None	None
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=27.05%	STRS = 19.10%; PERS = 26.81%	STRS = 19.1%; PERS = 26.9%	STRS = 19.1%; PERS = 27.8%
Health & Welfare Benefits	\$15,936 full FTE	District annual maximum is for a full FTE is apx. \$15,972. 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 - 2025-26 Adopted Budget/Page 2 of 2	2024-25	2025-26	2026-27	2027-28
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	\$10,460	R7435 LREBG \$1,038	None	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	\$95,099	\$19,335 includes prof development \$4,335 R6266, enrichment indep. contractors+software \$15,000 R6762.	Mental Health R6546 \$12,527	Mental Health R6546 \$12,527
Other Outgo (Mental Health TF to SELPA)	\$5,700	R6546 \$5,697	R6546 \$5,700	Same as prior year
Capital Outlay		None	None	None
Transfer In BAS from Fund 01	\$332,500	\$300,000	\$300,000	\$300,000
Transfer In CRSP from Fund 01	None	None	None	None
Transfers Out				
MOU amount for District Costs	\$310,000	\$310,000 is current estimate	Same as prior year	Same as prior year
MOU amount for Special Ed Excess Costs	\$320,000	\$320,000 is current estimate	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				
Restricted	CA Clean Energy \$45,523, Ed EH R6266 \$8,000, AMBG R6762 \$15,000, AMIS R6770 \$35,399, LRERBG R7435 \$19,032, A-G BG R7412+7413+7810 \$11,278	CA Clean Energy \$45,523; Prop 28 Art & Music IS R6770 \$32,865; A-G BG R7412+ 7413+ 7810 \$11,278	CA Clean Energy \$45,523; Prop 28 Art & Music IS R6770 \$61,264; A-G BG R7412+ 7413+ 7810 \$11,278	CA Clean Energy \$45,523; Prop 28 Art & Music IS R6770 \$89,663; A-G BG R7412+ 7413+ 7810 \$11,278
NEW: Unrestricted balance before Assignments and Reserve		Calculated amount is Net Ending Balance minus Revolving Cash and Restricted balances	See prior year for calculation	See prior year for calculation
Assigned- See MYP+SACS+Exhibit B	No funding available	No funding available	No funding available	No funding available
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
2024-25: 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
2025-26 Multi-Year Projection @ Adopted Budget**

	Prior Fiscal Year: 2024-25	Current Fiscal Year: 2025-26	First Subsequent Fiscal Year: 2026-27	Second Subsequent Fiscal Year: 2027-28
COLA (percentage)	1.07%	2.30%	3.02%	3.42%
Funded or Estimated COLA	1.07%	2.30%	3.02%	3.42%
ADA: Current Year / LCFF Funding	217.00	216.00	216.00	216.00
Enrollment Estimate	224.00	222.00	222.00	222.00
Object Codes				
Revenue	Total			
LCFF Sources: LCFF, Education Protection				
Account, In Lieu Property Tax 8010-8099	2,595,892	2,645,194	2,721,488	2,814,869
Federal Revenues 8100-8299	-			
Federal Funding: COVID19 (Unearned-recorded as expended)	-			
State Revenues 8300-8599	69,560	69,768	70,101	70,389
State Funding: UPK (Unearned-recorded as expended)	-	-	-	-
New Grants A-G A/S and LLM, Ethnic Studies, ERMHS, Arts Music IM Disc BG, Learning Recovery ER BG, Prop 28 AMIS	47,176	59,714	46,626	46,626
State Revenues: STRS/PERS on Behalf of State	135,366	144,044	151,246	158,809
Local Revenues 8600-8799	30,650	16,000	16,000	16,000
Total Revenue	2,878,644	2,934,720	3,005,461	3,106,693
Expenditures				
Certificated Salaries 1000-1999	1,511,921	1,434,365	1,463,052	1,492,313
Certificated Salaries One Time Grant Funds	3,000	33,702		
Additional Adjustments 25-26	-	-	-	-
Classified Salaries 2000-2999	158,647	226,595	231,127	235,750
Classified Salaries One Time Grant Funds	30,576	28,320		
Additional Adjustments 25-26	-	-	-	-
Employee Benefits -- Statutory 3300-3399;	57,758	64,213	59,256	60,441
Employee Benefits One Time Grant Funds 3500-3699	3,444	10,069		
Additional Adjustments 25-26	-	-	-	-
Employee Benefits -- STRS/PERS on Behalf of State 310x	135,366	144,044	151,246	158,809
Employee Benefits -- STRS 3100-3199	287,588	273,967	279,443	285,032
Employee Benefits -- PERS 3200-3299	38,508	32,286	38,770	41,353
Employee & Retiree Benefits -- Health & Welfare 3400-3499;	245,238	239,715	244,509	249,399
Health & Welfare One Time Grant Funds 3700-3799	-	6,119		
Additional Adjustments 25-26	-	-	-	-
Books and Supplies 4000-4999	129,651	54,998	56,100	57,220
Books and Supplies One Time Grant Funds	10,460	1,038	-	-
Services, Other Operating Expenses 5000-5999	62,097	38,900	39,680	40,475
Services, Other Operating Expenses One Time Grant Funds	95,099	19,335	12,527	12,527
Additional Adjustments 25-26	-	-	-	-
Capital Outlay 6000-6999	-	-	-	-
Other Outgo (One Time Funds - ERMHS 7100-7199 transfer to SELPA Obj 7282) 7300-7399	5,700	5,697	5,700	5,700
Total Expenditures	2,775,053	2,613,363	2,581,410	2,639,019
Excess (Deficiency)	103,591	321,357	424,051	467,674
Transfers In Basic Aid Supp from F01 8910-8929	332,500	300,000	300,000	300,000
Transfers In CRSP from Fund 01 8910-8929	-	-	-	-
Transfers Out to District (enter as negative) 7610-7629	(630,000)	(630,000)	(630,000)	(630,000)
Other Sources 8930-8979	-	-	-	-
Other Uses (enter as negative) 7630-7699	-	-	-	-
Contribution to Restricted Program 8980-8999	-	-	-	-
Total Transfers/Other Uses	(297,500)	(330,000)	(330,000)	(330,000)
Net Increase (Decrease)	(193,909)	(8,643)	94,051	137,674
Fund Balance				
Beginning Balance	382,799	188,890	180,247	274,298
Beginning Fund Balance Transfers (restricted program carryovers)				
Net Ending Balance	188,890	180,247	274,298	411,972
Components of Ending Balance:				
Revolving Cash (nonspendable) 9711				
Stores (nonspendable) 9712				
Restricted (Res 2000-9999) 9740	134,232	89,666	118,065	146,464
Lottery Res 1100 Unrestricted 9740		-	-	-
Committed 9750				
Unrestricted Balance before Assignments and Reserve	54,658	90,581	156,233	265,508
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	555,847	526,884	520,228	528,736
Balance After Above: See THUSD Fund 01 for Assignment*	(501,189)	(436,303)	(363,995)	(263,228)
Unasn/Unappr Amt (not for charters) 9790				
Net Ending Balance	188,890	180,247	274,298	411,972
Beginning 2011-12 Charter Schools were no longer allwed Unassigned/Unappropriated Ending Amounts and the ending balance must be assigned (see Assigned Balance After Above (GASB54).				
*Note: This Assigned Balance is a negative amount and will reduce the amount available for the 17% Reserve, reducing the reserve to the percentages shown on the line below. See Fund 01 for an Assigned amount to cover this difference. STRS on Behalf is deducted from 17% Reserve requirement.				
Actual Reserve percentage based on Assigned Balance divided by Total Expenditures and Transfers Out:	1%	2%	5%	8%

Orchard View (4930319) - 25-26 Adopted Budget		5/23/2025			
		2024-25	2025-26	2026-27	2027-28
General Assumptions					
COLA & Augmentation		1.07%	2.30%	3.02%	3.42%
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		224	222	222	222
Unduplicated Pupil Count (UPC)		50	50	50	50
Unduplicated Pupil Percentage (UPP)		22.46%	23.15%	22.46%	22.52%
Current Year LCFF Average Daily Attendance (ADA)		213.05	216.00	216.00	216.00
Funded LCFF ADA		213.05	216.00	216.00	216.00
LCFF ADA Funding Method		Current Year	Current Year	Current Year	Current Year
Current Year Necessary Small School (NSS) ADA		-	-	-	-
Funded NSS ADA		-	-	-	-
LCFF Entitlement Summary					
Base Grant		\$2,373,772	\$2,461,052	\$2,535,360	\$2,622,111
Grade Span Adjustment		62,486	67,090	69,134	71,440
Adjusted Base Grant		\$2,436,258	\$2,528,142	\$2,604,494	\$2,693,551
Supplemental Grant		109,437	117,052	116,994	121,318
Concentration Grant		-	-	-	-
Total Base, Supplemental and Concentration Grant		\$2,545,695	\$2,645,194	\$2,721,488	\$2,814,869
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)		\$2,545,695	\$2,645,194	\$2,721,488	\$2,814,869
Miscellaneous Adjustments		-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)		\$ 2,545,695	\$ 2,645,194	\$ 2,721,488	\$ 2,814,869
LCFF Entitlement Per ADA (excludes Categorical MSA)		\$ 11,949	\$ 12,246	\$ 12,599	\$ 13,032
Additional State Aid		-	-	-	-
Total LCFF Entitlement with Additional State Aid		2,545,695	2,645,194	2,721,488	2,814,869
LCFF Sources Summary					
Funding Source Summary					
Local Revenue and In-Lieu of Property Taxes (net for school districts)	\$	1,071,392	\$ 1,020,600	\$ 1,028,160	\$ 1,036,800
Education Protection Account Entitlement (includes \$200/minimum per ADA)	\$	457,040	\$ 474,026	\$ 488,342	\$ 505,043
Net State Aid (excludes Additional State Aid)	\$	1,017,263	\$ 1,150,568	\$ 1,204,986	\$ 1,273,026
Additional State Aid	\$	-	\$ -	\$ -	\$ -
Total Funding Sources	\$	2,545,695	\$ 2,645,194	\$ 2,721,488	\$ 2,814,869
Funding Source by Resource-Object					
State Aid (Resource Code 0000, Object Code 8011)	\$	1,017,263	\$ 1,150,568	\$ 1,204,986	\$ 1,273,026
EPA, Current Year (Resource 1400, Object Code 8012)	\$	457,040	\$ 474,026	\$ 488,342	\$ 505,043
(P-2 plus Current Year Accrual)					
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019)	\$	819	\$ -	\$ -	\$ -
(P-A less Prior Year Accrual)					
Property Taxes (Object 8021 to 8089)	\$	-	\$ -	\$ -	\$ -
% Change		0.0000%	0.0000%	0.0000%	0.0000%
In-Lieu of Property Taxes (Object Code 8096)		1,071,392	1,020,600	1,028,160	1,036,800
Entitlement and Source Reconciliation					
Basic Aid/Excess Tax District Status	\$	-	\$ -	\$ -	\$ -
Total LCFF Entitlement	\$	2,545,695	\$ 2,645,194	\$ 2,721,488	\$ 2,814,869
Additional State Aid	\$	-	\$ -	\$ -	\$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	\$	-	\$ -	\$ -	\$ -
Excess Taxes before Minimum State Aid	\$	-	\$ -	\$ -	\$ -
Total Funding Sources	\$	2,545,695	\$ 2,645,194	\$ 2,721,488	\$ 2,814,869
LCAP Percentage to Increase or Improve Services Calculation					
Base Grant (Excludes add-ons for TIIG & Transportation)	\$	2,436,258	\$ 2,528,142	\$ 2,604,494	\$ 2,693,551
Supplemental and Concentration Grant funding in the LCAP year	\$	109,437	\$ 117,052	\$ 116,994	\$ 121,318
Projected Additional 15% Concentration Grant funding in the LCAP year	\$	-	\$ -	\$ -	\$ -
Percentage to Increase or Improve Services		4.49%	4.63%	4.49%	4.50%

Orchard View (4930319) - 25-26 Adopted Budget		5/23/2025			
		2024-25	2025-26	2026-27	2027-28
PER-ADA FUNDING LEVELS					
Base, Supplemental and Concentration Rate per ADA					
Grades TK-3	\$	11,565.17	\$ 11,847.25	\$ 12,188.99	\$ 12,606.32
Grades 4-6	\$	10,634.15	\$ 10,893.03	\$ 11,206.77	\$ 11,591.58
Grades 7-8	\$	10,948.67	\$ 11,215.29	\$ 11,539.05	\$ 11,935.40
Grades 9-12	\$	13,019.70	\$ 13,336.14	\$ 13,720.84	\$ 14,191.64
Base Grants					
Grades TK-3	\$	10,025	\$ 10,256	\$ 10,566	\$ 10,927
Grades 4-6	\$	10,177	\$ 10,411	\$ 10,725	\$ 11,092
Grades 7-8	\$	10,478	\$ 10,719	\$ 11,043	\$ 11,421
Grades 9-12	\$	12,144	\$ 12,423	\$ 12,798	\$ 13,236
Grade Span Adjustment					
Grades TK-3	\$	1,043	\$ 1,067	\$ 1,099	\$ 1,136
Grades 9-12	\$	316	\$ 323	\$ 333	\$ 344
Prorated Base, Supplemental and Concentration Rate per ADA					
Grades TK-3	\$	11,068	\$ 11,323	\$ 11,665	\$ 12,063
Grades 4-6	\$	10,177	\$ 10,411	\$ 10,725	\$ 11,092
Grades 7-8	\$	10,478	\$ 10,719	\$ 11,043	\$ 11,421
Grades 9-12	\$	12,460	\$ 12,746	\$ 13,131	\$ 13,580
Prorated Base Grants					
Grades TK-3	\$	10,025	\$ 10,256	\$ 10,566	\$ 10,927
Grades 4-6	\$	10,177	\$ 10,411	\$ 10,725	\$ 11,092
Grades 7-8	\$	10,478	\$ 10,719	\$ 11,043	\$ 11,421
Grades 9-12	\$	12,144	\$ 12,423	\$ 12,798	\$ 13,236
Prorated Grade Span Adjustment					
Grades TK-3	\$	1,043	\$ 1,067	\$ 1,099	\$ 1,136
Grades 9-12	\$	316	\$ 323	\$ 333	\$ 344
Supplemental Grant		20%	20%	20%	20%
Maximum - 1.00 ADA, 100% UPP					
Grades TK-3	\$	2,214	\$ 2,265	\$ 2,333	\$ 2,413
Grades 4-6	\$	2,035	\$ 2,082	\$ 2,145	\$ 2,218
Grades 7-8	\$	2,096	\$ 2,144	\$ 2,209	\$ 2,284
Grades 9-12	\$	2,492	\$ 2,549	\$ 2,626	\$ 2,716
Actual - 1.00 ADA, Local UPP as follows:		22.46%	23.15%	22.46%	22.52%
Grades TK-3	\$	497	\$ 524	\$ 524	\$ 543
Grades 4-6	\$	457	\$ 482	\$ 482	\$ 500
Grades 7-8	\$	471	\$ 496	\$ 496	\$ 514
Grades 9-12	\$	560	\$ 590	\$ 590	\$ 612
Concentration Grant (>55% population)		65%	65%	65%	65%
Maximum - 1.00 ADA, 100% UPP					
Grades TK-3	\$	7,194	\$ 7,360	\$ 7,582	\$ 7,841
Grades 4-6	\$	6,615	\$ 6,767	\$ 6,971	\$ 7,210
Grades 7-8	\$	6,811	\$ 6,967	\$ 7,178	\$ 7,424
Grades 9-12	\$	8,099	\$ 8,285	\$ 8,535	\$ 8,827
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	\$	-	\$ -	\$ -	\$ -

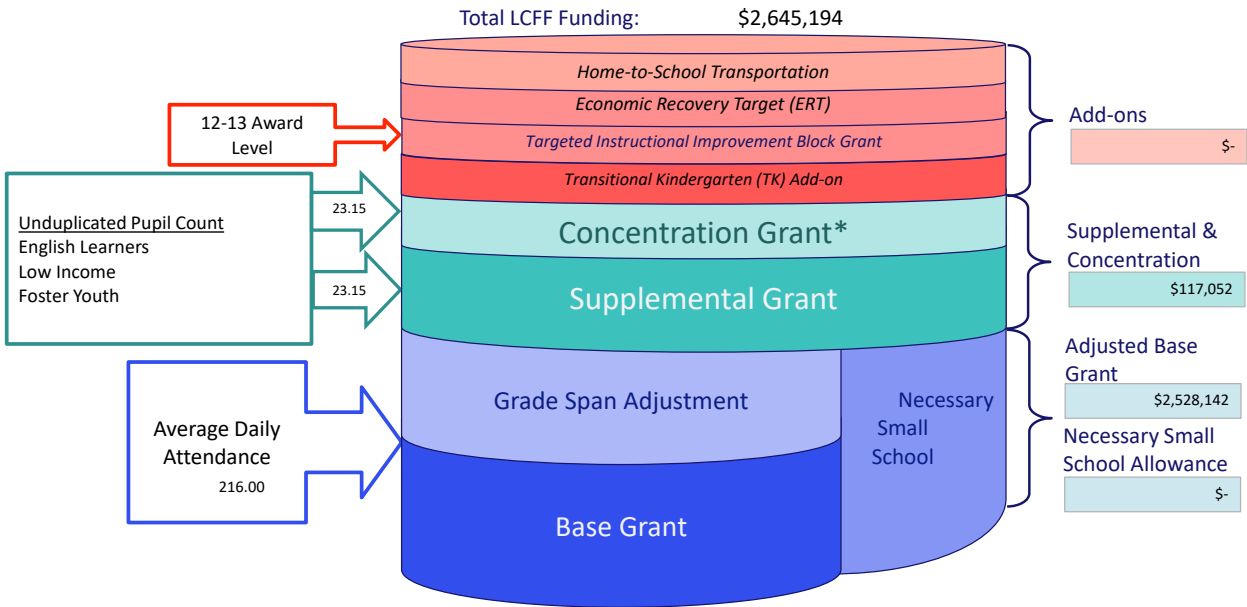
Orchard View (4930319) – 25-26 Adopted Budget										v.26.1b		PY1	v.26.1b		5/23/2025	CY				
LOCAL CONTROL FUNDING FORMULA										2024-25							2025-26			
LCFF ENTITLEMENT CALCULATION																				
Calculation Factors	COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage					COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage						
	1.07%		0.00%		22.46%		22.46%					2.30%		0.00%		23.15%		23.15%		
	Current Year									Current Year										
	ADA	Base	Grade Span	Supplemental	Concentration	Total		ADA	Base	Grade Span	Supplemental	Concentration	Total		ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	29.23	\$ 10,025	\$ 1,043	\$ 497	\$ -	\$ 338,050		32.00	\$ 10,256	\$ 1,067	\$ 524	\$ -	\$ 379,112		32.00	\$ 10,256	\$ 1,067	\$ 524	\$ -	\$ 379,112
Grades 4-6	46.59	10,177		457	-	495,445		43.00	10,411		482	-	468,400		43.00	10,411		482	-	468,400
Grades 7-8	35.97	10,478		471	-	393,824		39.00	10,719		496	-	437,396		39.00	10,719		496	-	437,396
Grades 9-12	101.26	12,144	316	560	-	1,318,376		102.00	12,423	323	590	-	1,360,286		102.00	12,423	323	590	-	1,360,286
Subtract Necessary Small School ADA and Funding	-	-	-	-	-	-		-	-	-	-	-	-		-	-	-	-	-	-
Total Base, Supplemental, and Concentration Grant		\$ 2,373,772	\$ 62,486	\$ 109,437	\$ -	\$ 2,545,695			\$ 2,461,052	\$ 67,090	\$ 117,052	\$ -	\$ 2,645,194			\$ 2,461,052	\$ 67,090	\$ 117,052	\$ -	\$ 2,645,194
NSS Allowance		-				-			-				-			-				-
TOTAL BASE	213.05	\$ 2,373,772	\$ 62,486	\$ 109,437	\$ -	\$ 2,545,695		216.00	\$ 2,461,052	\$ 67,090	\$ 117,052	\$ -	\$ 2,645,194		216.00	\$ 2,461,052	\$ 67,090	\$ 117,052	\$ -	\$ 2,645,194
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	\$ 3,077.00		-		TK ADA	-	TK Add-on rate	\$ 5,545.00		-		TK ADA	-	TK Add-on rate	\$ 5,545.00		-
ECONOMIC RECOVERY TARGET PAYMENT						-							-							-
LCFF Entitlement Before Adjustments						\$ 2,545,695							\$ 2,645,194							\$ 2,645,194
Miscellaneous Adjustments						-							-							-
ADJUSTED LCFF ENTITLEMENT						\$ 2,545,695							\$ 2,645,194							\$ 2,645,194
Local Revenue (including RDA)						(1,071,392)							(1,020,600)							(1,020,600)
Gross State Aid						\$ 1,474,303							\$ 1,624,594							\$ 1,624,594
Education Protection Account Entitlement						(457,040)							(474,026)							(474,026)
Net State Aid						\$ 1,017,263							\$ 1,150,568							\$ 1,150,568
MINIMUM STATE AID CALCULATION																				
			12-13 Rate	2024-25 ADA		N/A				12-13 Rate	2025-26 ADA		N/A							N/A
2012-13 RL/Charter Gen BG adjusted for ADA			\$ 5,629.47	213.05		\$ 1,199,359				\$ 5,629.47	216.00		\$ 1,215,966							\$ 1,215,966
2012-13 NSS Allowance (deficit)			\$ -			-				\$ -			-							-
Minimum State Aid Adjustments						-							-							-
Less Current Year Property Taxes/In-Lieu						(1,071,392)							(1,020,600)							(1,020,600)
Less Education Protection Account Entitlement						(457,040)							(474,026)							(474,026)
Subtotal State Aid for Historical RL/Charter General BG						\$ -							\$ -							\$ -
Categorical Minimum State Aid						-							-							-
Charter School Categorical Block Grant adjusted for ADA			455.53	213.05		97,051				455.53	216.00		98,394							98,394
Minimum State Aid Guarantee Before Proration Factor						\$ 97,051							\$ 98,394							\$ 98,394
Proration Factor						0.00%							0.00%							0.00%
Minimum State Aid Guarantee						\$ 97,051							\$ 98,394							\$ 98,394
CHARTER SCHOOL MINIMUM STATE AID OFFSET																				
LCFF Entitlement						2,545,695							2,645,194							2,645,194
Minimum State Aid plus Property Taxes including RDA						1,168,443							1,118,994							1,118,994
Offset						-							-							-
Minimum State Aid Prior to Offset						97,051							98,394							98,394
Total Minimum State Aid with Offset						97,051							98,394							98,394
State Aid Before Additional State Aid						\$ 1,017,263							\$ 1,150,568							\$ 1,150,568
ADDITIONAL STATE AID						\$ -							\$ -							\$ -
LCFF State Aid, Adjusted for Minimum State Aid Guarantee						\$ 1,017,263							\$ 1,150,568							\$ 1,150,568
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplier																				
Change Over Prior Year			-0.96%	(24,697)		\$ 2,545,695				3.91%	99,499		\$ 2,645,194							\$ 2,645,194
LCFF Entitlement Per ADA (excluding Categorical MSA)						11,949							12,246							12,246
Per-ADA Change Over Prior Year			2.02%	237		-				2.49%	297		-							-
Basic Aid Status (school districts only)						-							-							-
LCFF SOURCES INCLUDING EXCESS TAXES																				
			Increase	2024-25						Increase	2025-26									
State Aid			-9.66%	(108,784)		\$ 1,017,263				13.10%	133,305		\$ 1,150,568							\$ 1,150,568
Education Protection Account						457,040							474,026							474,026
Property Taxes Net of In-Lieu Transfers			0.00%	-		-				0.00%	-		-							-
Charter In-Lieu Taxes			-0.82%	(8,821)		1,071,392				-4.74%	(50,792)		1,020,600							1,020,600
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)			-4.58%	(117,605)		\$ 2,545,695				3.24%	82,513		\$ 2,645,194							\$ 2,645,194

Orchard View (4930319) - 25-26 Adopted Budget

Charts and Graphs

Components of LCFF Entitlement

	2025-26		
Base Grant	\$ 2,461,052	216.00	ADA
Grade Span Adjustment	\$ 67,090	\$ 2,528,142	Adjusted Base Grant
Supplemental Grant	\$ 117,052	23.15%	
Concentration Grant	\$ -	23.15%	\$ 117,052 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	\$ 2,645,194	\$ 2,645,194	



*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

LCFF Entitlement per ADA	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Funded ADA (LCFF & NSS)	207.46	219.46	213.05	216.00	216.00	216.00
LCFF Sources per ADA, including NSS	\$ 10,827.85	\$ 11,712.35	\$ 11,948.81	\$ 12,246.27	\$ 12,599.48	\$ 13,031.80
Net Dollar Change per ADA		\$ 884.50	\$ 236.47	\$ 297.45	\$ 353.21	\$ 432.32
Net Percent Change		8.17%	2.02%	2.49%	2.88%	3.43%
Estimated LCFF Entitlement per ADA (excludes minimum state aid)	\$ 10,827.85	\$ 11,712.35	\$ 11,948.81	\$ 12,246.27	\$ 12,599.48	\$ 13,031.80
Net Change per ADA		\$ 884.50	\$ 236.47	\$ 297.45	\$ 353.21	\$ 432.32
Net Percent Change		8.17%	2.02%	2.49%	2.88%	3.43%

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
G8BY2HKR2N(2025-26)

			2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
A. REVENUES									
1) LCFF Sources		8010-8099	2,802,721.00	0.00	2,802,721.00	3,037,055.00	0.00	3,037,055.00	8.4%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	52,505.00	178,242.00	230,747.00	55,109.00	342,151.00	397,260.00	72.2%
4) Other Local Revenue		8600-8799	195,500.00	618,877.00	814,377.00	195,000.00	626,700.00	821,700.00	0.9%
5) TOTAL, REVENUES			3,050,726.00	797,119.00	3,847,845.00	3,287,164.00	968,851.00	4,256,015.00	10.6%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	1,138,643.00	60,523.00	1,199,166.00	1,188,897.00	59,469.00	1,248,366.00	4.1%
2) Classified Salaries		2000-2999	345,688.00	408,660.00	754,348.00	424,074.00	356,478.00	780,552.00	3.5%
3) Employee Benefits		3000-3999	583,282.00	289,883.75	873,165.75	639,163.00	276,013.00	915,176.00	4.8%
4) Books and Supplies		4000-4999	74,563.82	226,554.37	301,118.19	62,433.00	181,360.00	243,793.00	-19.0%
5) Services and Other Operating Expenditures		5000-5999	666,121.00	304,236.98	970,357.98	674,480.00	280,408.00	954,888.00	-1.6%
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	5,600.00	5,600.00	0.00	5,600.00	5,600.00	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			2,808,297.82	1,295,458.10	4,103,755.92	2,989,047.00	1,159,328.00	4,148,375.00	1.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			242,428.18	(498,339.10)	(255,910.92)	298,117.00	(190,477.00)	107,640.00	-142.1%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	13,000.00	0.00	13,000.00	13,000.00	0.00	13,000.00	0.0%
b) Transfers Out		7600-7629	0.00	13,000.00	13,000.00	0.00	13,000.00	13,000.00	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	(289,823.00)	289,823.00	0.00	(308,618.00)	308,618.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(276,823.00)	276,823.00	0.00	(295,618.00)	295,618.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(34,394.82)	(221,516.10)	(255,910.92)	2,499.00	105,141.00	107,640.00	-142.1%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	327,103.75	675,862.40	1,002,966.15	292,708.93	340,743.30	633,452.23	-36.8%
b) Audit Adjustments		9793	0.00	(113,603.00)	(113,603.00)	0.00	0.00	0.00	-100.0%

Description Resource Codes Object Codes			2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
c) As of July 1 - Audited (F1a + F1b)			327,103.75	562,259.40	889,363.15	292,708.93	340,743.30	633,452.23	-28.8%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			327,103.75	562,259.40	889,363.15	292,708.93	340,743.30	633,452.23	-28.8%
2) Ending Balance, June 30 (E + F1e)			292,708.93	340,743.30	633,452.23	295,207.93	445,884.30	741,092.23	17.0%
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	340,743.30	340,743.30	0.00	445,884.30	445,884.30	30.9%
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	288,708.93	0.00	288,708.93	291,207.93	0.00	291,207.93	0.9%
RESIG Deductible-8th Grade FT	0000	9780	18,000.00		18,000.00			0.00	
BP3100: 17% Reserve	0000	9780	677,785.00		677,785.00			0.00	
SEE D53 Fund 01: Assign Bal to meet 17% Reserve	0000	9780	(407,076.07)		(407,076.07)			0.00	
RESIG Deductible-8th Grade FT	0000	9780			0.00	18,000.00		18,000.00	
BP3100: 17% Reserve	0000	9780			0.00	685,890.00		685,890.00	
SEE D53 Fund01: Assign Bal to meet 17% Reserve	0000	9780			0.00	(412,682.07)		(412,682.07)	
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	759,098.05	258,085.69	1,017,183.74				
1) Fair Value Adjustment to Cash in County Treasury		9111	(19,658.00)	0.00	(19,658.00)				
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	2024-25 Estimated Actuals	2025-26 Budget
2600	Expanded Learning Opportunities Program	105,445.00	215,445.00
6230	California Clean Energy Jobs Act	11,604.30	11,604.30
6266	Educator Effectiveness, FY 2021-22	14,000.00	0.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	13,000.00	0.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	41,694.00	62,220.00
9010	Other Restricted Local	155,000.00	156,615.00
Total, Restricted Balance		340,743.30	445,884.30

**TWIN HILLS UNION SCHOOL DISTRICT
SUNRIDGE SCHOOL
2025-26 CASH FLOW ESTIMATES @ Adopted Budget**

SUNRIDGE		2025-26 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 26	
A: BEGIN CASH	9110	1,200,000.00	1,243,071.00	1,089,168.00	1,174,526.00	860,621.00	810,560.00	885,604.00	1,011,997.00	952,871.00	1,087,353.00	1,160,772.00	1,107,305.00			
B: RECEIPTS																
State Revenue	8010-8019															
LCFF	8011	66,922.00	66,922.00	120,459.00	120,459.00	120,459.00	120,459.00	120,459.00	120,459.00	120,459.00	120,459.00	120,459.00	120,458.00	1,338,433.00		1,338,433.00
Education Protection Account	8012			126,981.00			126,981.00			126,980.00			126,980.00	507,922.00		507,922.00
In Lieu Property Tax	8096		71,442.00	142,884.00	95,256.00	95,256.00	95,256.00	95,256.00	95,256.00	166,698.00	83,349.00	83,349.00	83,349.00	1,107,351.00	83,349.00	1,190,700.00
Federal COVID	8100-8299													0.00		0.00
Other State - see below	8300-8599															0.00
Mandated Block Grant, Unres	8550						4,876.00							4,876.00		4,876.00
Lottery, Unrest+Rest	8560							17,950.00			17,950.00			35,900.00	35,899.00	71,799.00
State categorical: ELOP, Universal PreK, Art Music																
IM Disc BG, Learning ER BG, Mental Health		7,961.00	7,961.00	14,330.00	25,642.00	14,330.00	14,330.00	39,330.00	14,330.00	14,330.00	25,641.00	14,330.00	14,324.00	206,839.00		206,839.00
STRS on Behalf of State	8590													0.00	113,746.00	113,746.00
Other Local - Interest	8600-8799				11,250.00			11,250.00			11,250.00			33,750.00	11,250.00	45,000.00
Other Local - After Care Prog.	8689			15,000.00	20,000.00	22,000.00	20,000.00	20,000.00	20,000.00	20,000.00	17,000.00	17,000.00	14,000.00	185,000.00		185,000.00
Universal Meal Program	8699							45,000.00			40,000.00		30,000.00	115,000.00	20,000.00	135,000.00
Other Local - Parent Pledges																
& SR Ed Foundation	8600-8799				30,000.00	20,000.00	20,000.00	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00	31,700.00	226,700.00		226,700.00
BAS/CRSP TF in from D53	8781							50,000.00			50,000.00		50,000.00	150,000.00		150,000.00
Special Ed Revenue TF	8930-8979												80,000.00	80,000.00		80,000.00
After Care Program TF	8919												13,000.00	13,000.00		13,000.00
TOTAL RECEIPTS		74,883.00	146,325.00	419,654.00	302,607.00	272,045.00	401,902.00	424,245.00	275,045.00	473,467.00	390,649.00	260,138.00	563,811.00	4,004,771.00	264,244.00	4,269,015.00
C: DISBURSEMENTS																
Certificated Salaries	1000-1999	13,000.00	111,397.00	111,397.00	111,397.00	111,397.00	111,397.00	111,397.00	111,397.00	111,397.00	111,397.00	111,397.00	121,396.00	1,248,366.00		1,248,366.00
Classified Salaries	2000-2999	45,000.00	66,414.00	66,414.00	66,414.00	66,414.00	66,414.00	66,414.00	66,414.00	66,414.00	66,414.00	66,414.00	71,412.00	780,552.00		780,552.00
Employee Benefits	3000-3999	7,000.00	71,766.00	71,766.00	71,766.00	71,766.00	71,766.00	71,766.00	71,766.00	71,766.00	71,766.00	71,766.00	76,770.00	801,430.00	113,746.00	915,176.00
Books & Supplies	4000-4999	2,438.00	9,752.00	36,569.00	24,379.00	24,379.00	14,628.00	14,628.00	21,941.00	19,503.00	19,503.00	19,503.00	16,570.00	223,793.00	20,000.00	243,793.00
Services	5000-5999	7,252.00	21,755.00	29,006.00	29,006.00	29,006.00	43,509.00	14,503.00	43,509.00	50,761.00	29,006.00	25,381.00	2,464.00	325,158.00	400,000.00	725,158.00
Rent @ Pinecrest	5600	19,144.00	19,144.00	19,144.00	19,144.00	19,144.00	19,144.00	19,144.00	19,144.00	19,144.00	19,144.00	19,144.00	19,146.00	229,730.00		229,730.00
Capital Outlay	6000-6599												0.00	0.00		0.00
Other Outgo	7000-7499													0.00	5,600.00	5,600.00
Interfund TF out	7600-7629												13,000.00	13,000.00		13,000.00
Other Finance sources	7630-7699													0.00		0.00
Other Non-Expenditures														0.00		0.00
TOTAL DISBURSM		93,834.00	300,228.00	334,296.00	322,106.00	322,106.00	326,858.00	297,852.00	334,171.00	338,985.00	317,230.00	313,605.00	320,758.00	3,622,029.00	539,346.00	4,161,375.00
D: PRIOR YR TRANSACTIONS																
Accounts Receivable	9200															
Prior year: LCFF, In Lieu Property Tax																
Lottery, Other State, Interest		107,622.00	0.00	0.00	57,594.00									165,216.00		
Accounts Payable	9500+9650															
Prior year: Clear Due To/From, MOU, Books																
sup, Unearned Rev. CY Use Tax		-45,600.00	0.00	0.00	-352,000.00											
TOTAL PRIOR YR		62,022.00	0.00	0.00	-294,406.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	165,216.00	0.00	
E: NET INC/DEC	(B-C+D)	43,071.00	-153,903.00	85,358.00	-313,905.00	-50,061.00	75,044.00	126,393.00	-59,126.00	134,482.00	73,419.00	-53,467.00	243,053.00	547,958.00		
F: ENDING CASH BAL	(A+E)	1,243,071.00	1,089,168.00	1,174,526.00	860,621.00	810,560.00	885,604.00	1,011,997.00	952,871.00	1,087,353.00	1,160,772.00	1,107,305.00	1,350,358.00		-275,102.00	

Notes: Revenue expected in July and August 2026 is over \$150,000 for In Lieu property tax, lottery, meal program and interest.

Expenses to be made after June 30, 2026 are for supplies of \$20k, the MOU and special ed consortium costs payable to the district in the amount of \$380,000, services of \$20k and SCOE transfer of \$5,600.

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 (\$113,746).

Twin Hills Union School District - SunRidge Charter School
2025-26 Multi-Year Projection Assumptions @ Adopted Budget June 2025

General Note: Please refer to the attached spreadsheet presentation showing Multi-year Projections for SunRidge School, District #21

	2024-25	2025-26	2026-27	2027-28
Revenue	Prior Fiscal Year Budget	Current Budget Year	1st Subsequent Year	2nd Subsequent Year
LCFF Revenue Sources				
Funded/Planning COLA	1.07%	2.30%	3.02%	3.42%
Unduplicated Count # / LCFF Rolling % for Sup Grant	83 / 33.74%	87 / 33.11%	87 / 32.29%	87 / 32.34%
Actual ADA / Funded ADA	241.00	252.00	252.00	252.00
Enrollment	258.00	269.00 includes 2 NPS students	269.00 includes 2 NPS students	269.00 includes 2 NPS students
In Lieu Property Tax per ADA	\$5,028	\$4,725	\$4,760	\$4,800
Federal: COVID19 (Unearned, recorded as spent)	NONE	NONE	NONE	NONE
Other State				
Lottery Unrestricted/Restricted	Unr \$191 Rest \$82	Unr \$191 Rest \$82 ADA*1.04446	Unr \$191 Rest \$82 ADA*1.04446	Unr \$191 Rest \$82 ADA*1.04446
Mandated Block Grant	Unr \$20.06	Unr \$20.52 *prior year ADA	\$21.14 *prior year ADA	\$21.86 *prior year ADA
COVID19 IPI and UPK (Unearned, see Fed)	\$40,000	\$25,000.00	All funds should be spent prior year	See prior year
ELO-P, Educator Effectiveness, ERMHS, Art Music IM BG, Learning Recovery ER BG Prop 28 Art & Music In Schools	\$156,481	\$181,839	ELO-P, Mental Health, Prop 28 Art & Music In Schools	ELO-P, Mental Health, Prop 28 Art & Music In Schools
ELO-P funding recaptured by the State 21 - 23	(\$155,691) negative revenue/funds recaptured by State	24-25 Only	24-25 Only	24-25 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	\$46,377	Interest \$45k, no FMV until year end	Interest \$45k	Same as PY
Meal Program-Fed & State Tfd from D53	\$130,000	\$135,000	Prior Year +\$5,000	Prior Year +\$5,000
Parent Pledges	\$223,000	Estimate based on amount needed to cover exp.	Prior Year +2%, follow expense increases	Prior Year +2%, follow expense increases
After Care Program	\$185,000	Estimate based on prior year \$185,000	PY + 2% as costs increase annually	PY + 2% as costs increase annually
Special Education	\$80,000	Direct transfer from District/SELPA \$80k	Direct transfer from District/SELPA \$80k	Direct transfer from District/SELPA \$80k
Expenditures				
Certificated Salaries				
Staffing (FTEs)	12.3 FTE Teachers plus 1.0 FTE Site Admin	12.5 FTE Teachers, includes 1.6 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	.03 FTE counselor R6546+Prof Dev R6266	Professional Development R6266	None, funding ended 6/30/26	None, funding ended 6/30/26
Additional Adjustments			To be determined	To be determined
Classified Salaries				
Staffing (FTEs)	13.5 FTE	14.9 FTE includes: 0.7 FTE Spec Ed IA + 0.70 FTE Cafeteria + 2.9 FTE After Care + 2.6 Specialty Instructors (includes Garden SI)	FTE same as prior year	FTE same as prior year
Step & Column Costs		Based on actual current known payroll	PY + estimated 2%	Estimated @ +2%
One Time Grant Funds	0.30 FTE Garden SpecIn R6762+0.70 Counselor R7435+0.3 Music SpecInR6770	0.03 FTE Music SpecIn R6770, 0.30 FTE Counselor R7435+R6546	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	Prior year +2%	Prior year + 2%
One Time Grant Funds		Benefit costs for 1X Grant funded employees	Professional Development R6266	None, funding ended 6/30/26
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=27.05%	STRS = 19.10%; PERS = 26.81%	STRS = 19.1%; PERS = 26.9%	STRS = 19.1%; PERS = 27.8%
Health & Welfare Benefits	\$15,936 full FTE	District annual maximum is for a full FTE is apx. \$15,972. 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 -2025-26 Adopted Budget/Page 2 of 2	2024-25	2025-26	2026-27	2027-28
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	\$15,755	\$22,146	None	None
Services, Other Operating Expenses	Includes MOU to District \$278,000	Estimated expenses based on prior year updated for current year. Includes MOU due to the District of \$290,000. Carryover and donations are not set up.	Prior year +2%	Prior year + 2%
One Time Grant Funds	\$64,610	Estimated expenses using grant funds \$34k+:: UPK \$17k, Prof Dev \$10k, AMIMDBG \$6k	Mental Health \$12k+	Mental Health \$12k+
Services	\$227,976	\$229,730	Prior year plus 3%	Prior year plus 3%
Other Outgo (Mental Health TF to SELPA)	\$5,600	Res6546 \$5,600	Same as prior year	Same as prior year
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	\$150,000 BAS for exp support	\$150,000 BAS from Fund 01-D53/Exp Support	\$150,000 BAS from Fund 01-D53/Exp Support	\$150,000 BAS from Fund 01-D53/Exp Support
Transfer In CRSP from D53	None	None anticipated	None anticipated	None anticipated
Contribution: Net to zero \$ from Unr to Rest	Special Ed \$259,823 Cafeteria \$30,000	Special Education encroachment \$278,618 Cafeteria \$30,000	Same as prior year, nets to zero	Same as prior year
Net Increase (Decrease)		Positive amount increases fund balance	Positive amount increases fund balance	Positive amount increases fund balance
Components of Ending Fund Balance				
Nonspendable (Revolving Fund cash)	\$4,000	\$4,000	Same as prior year	Same as prior year
Restricted	CACE \$11,604; ELOP R2600 \$105,445; Ed Effect R6266 \$14,000; Art Music BG R6762 \$13,000; Prop 28 Art&MusicIS R6770 \$41,694; AC Pgm \$155,000	CA Clean Energy \$11,604; ELOP Res2600 \$215,445; Prop 28 Art&Music IS Res6770 \$62,220; AC Pgm \$155,000	CA Clean Energy \$11,604; ELOP Res2600 \$325,445; Prop 28 Art&Music IS Res6770 \$93,330; AC Pgm \$155,000	CA Clean Energy \$11,604; ELOP Res2600 \$435,445; Prop 28 Art&Music IS Res6770 \$124,440; AC Pgm \$155,000
NEW: Unrestricted balance before Assignments and Reserve		Calculated amount is Net Ending Balance minus Revolving Cash and Restricted balances	See prior year for calculation	See prior year for calculation
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
2024-25: 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
2025-26 Multi-Year Projection @ Adopted Budget**

	Prior Fiscal Year: 2024-25	Current Fiscal Year: 2025-26	First Subsequent Fiscal Year: 2026-27	Second Subsequent Fiscal Year: 2027-28
COLA per SSC Dartboard (percentage)	1.07%	2.30%	3.02%	3.42%
Funded COLA+Increase to Base/Actual COLA/Estimated COLA	1.07%	2.30%	3.02%	3.42%
ADA: Current Year / LCFF Funding	237.64	252.00	252.00	252.00
Enrollment Estimate	258.00	269.00	269.00	269.00
Object Codes				
Revenue	Total			
LCFF Sources: LCFF, Education Protection				
Account, In Lieu Property Tax 8010-8099	2,802,721	3,037,055	3,124,105	3,231,498
Federal Revenues: 8100-8299	-	-	-	-
Federal Funding: COVID19 (Unearned-recorded as expended)	-	-	-	-
State Revenues: 8300-8599	-	-	-	-
State Revenues: Lottery & Mandated Block Grant 8300-8599	73,169	76,675	77,126	77,308
State Funding: UPK, IPI (Unearned-recorded as expended)	40,000	25,000	-	-
State Funding: ELOP, Educator Effectiveness, Art Music IM BG, Learning Recovery ER BG, Mental Health, Prop 28 AMIS	156,481	181,839	159,216	159,216
ELOP funding recaptured by the State for 21-22 & 22-23 (155,691)	-	-	-	-
State Revenues: STRS/PERS on Behalf of State	116,788	113,746	119,433	125,405
Local Revenues: Interest + Other 8600-8799	46,377	45,000	45,000	45,000
Local Revenues: Meal Program Reimbursement 8699	130,000	135,000	140,000	145,000
Local Revenues: Parent Pledges 8699	223,000	226,700	231,230	235,860
Local Revenues: After Care Program 8689	185,000	185,000	188,700	192,500
Local Revenues: Special Ed 8792	80,000	80,000	80,000	80,000
Total Revenue	3,697,845	4,106,015	4,164,810	4,291,787
Expenditures				
Certificated Salaries 1000-1999	1,193,291	1,245,366	1,270,275	1,295,680
Certificated Salaries One Time Grant Funds	5,875	3,000	-	-
Additional Adjustments for 25-26	-	-	-	-
Classified Salaries 2000-2999	674,547	752,345	767,390	782,740
Classified Salaries One Time Grant Funds	79,801	28,207	-	-
Additional Adjustments for 25-26	-	-	-	-
Employee Benefits-Statutory: Social Security, Medicare, State Unemployment, Workers Comp 3301-3399; 3501-3699	96,218	107,283	109,430	111,620
Employee Benefits One Time Grant Funds: Includes STRS/PERS	29,639	10,102	-	-
Additional Adjustments for 25-26	-	-	-	-
Employee Benefits-Statutory: STRS on Behalf of State 310x	116,788	113,746	119,433	125,405
Employee Benefits-Statutory: STRS 3101-3199	225,060	237,869	242,623	247,475
Employee Benefits-Statutory: PERS 3201-3299	159,080	184,278	187,759	198,308
Employee & Retiree Benefits -- Health & Welfare 3400-3499; 3700-3799	246,381	261,898	267,135	272,480
Employee H&W Benefits One Time Grant Funds	-	-	-	-
Employee H&W Benefits Proposed Adjustments	-	-	-	-
Books and Supplies 4000-4999	285,363	221,647	226,080	230,600
Books and Supplies One Time Grant Funds	15,755	22,146	-	-
Services, Other Operating Expenses 5000-5999	677,772	690,900	704,700	718,790
Services, Other Operating Expenses One time Grant Funds	64,610	34,258	12,506	12,506
Services, Other Op Expenses	227,976	229,730	236,620	243,720
Necessary reductions	-	-	-	-
Capital Outlay 6000-6999	-	-	-	-
Other Outgo (One Time Funds - ERMHS transfer to SELPA Obj 7282) 7100-7199 7300-7399	5,600	5,600	5,600	5,600
Total Expenditures	4,103,756	4,148,375	4,149,551	4,244,924
Excess (Deficiency)	(405,911)	(42,360)	15,259	46,863
Transfers In BAS from D53 87,8910-8929	150,000	150,000	150,000	150,000
Transfers In CRSP from D53 87,8910-8929	-	-	-	-
Transfers In After Care Costs 8919	13,000	13,000	13,000	13,000
Transfers Out After Care Costs 7619	(13,000)	(13,000)	(13,000)	(13,000)
Other Sources 8930-8979	-	-	-	-
Other Uses (enter as negative) 7630-7699	-	-	-	-
Contribution to Restricted Program 8980-8999	-	-	-	-
Total Transfers/Other Uses	150,000	150,000	150,000	150,000
Net Increase (Decrease)	(255,911)	107,640	165,259	196,863
Fund Balance				
Beginning Balance	889,363	633,452	741,092	906,351
Beginning Fund Balance Audit Adjustment or Transfers (restricted program carryovers)	-	-	-	-
Net Ending Balance	633,452	741,092	906,351	1,103,214
Components of Ending Balance:				
Revolving Cash (nonspendable) 9711	4,000	4,000	4,000	4,000
Stores (nonspendable) 9712	-	-	-	-
Restricted (Res 2000-9999) 9740	340,743	445,884	586,994	728,104
Lottery Res 1100 Unrestricted 9740	-	-	-	-
Committed 9760	-	-	-	-
Unrestricted Balance before Assignments and Reserve	288,709	291,208	315,357	371,110
Assigned: 9780	-	-	-	-
Assigned - RESIG deductible, 8th grade field trip	18,000	18,000	18,000	18,000
Assigned - Per Board Policy 3100 (17%)	677,785	685,890	685,120	700,320
Assigned - Balance After Above: GASB54 - *See Notes Below	(407,076)	(412,682)	(387,763)	(347,210)
Unasgn/Unappr Amount (not for charters) 9790	-	-	-	-
Net Ending Balance	633,452	741,092	906,351	1,103,214
Beginning 2011-12 Charter Schools were no longer allowed. Unassigned/Unappropriated Ending Amounts and the ending balance must be assigned (see Assigned Balance After Above GASB54).				
Pledge issue which began in 20-21 continues. If actual pledge revenue is below the necessary amount needed to cover specialty expenses, the fund balance and Actual Reserve percentage below will decrease as unrestricted funds are used to pay those expenses. *The Assigned Balance After Above are negative amounts and will reduce the amount available for the Assigned BP3100 17% Reserve. Please see Fund 01 for an Assigned amount that equals the negative amount each year.				
Actual Reserve percentage based on Assigned Balance divided by Total Expenditures and Transfers Out:	7%	7%	7%	9%

Sunridge Charter (4930350) - 25-26 Adopted Budget		5/23/2025			
		2024-25	2025-26	2026-27	2027-28
General Assumptions					
COLA & Augmentation		1.07%	2.30%	3.02%	3.42%
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		258	269	269	269
Unduplicated Pupil Count (UPC)		83	87	87	87
Unduplicated Pupil Percentage (UPP)		33.74%	33.11%	32.29%	32.34%
Current Year LCFF Average Daily Attendance (ADA)		237.64	252.00	252.00	252.00
Funded LCFF ADA		237.64	252.00	252.00	252.00
LCFF ADA Funding Method		Current Year	Current Year	Current Year	Current Year
Current Year Necessary Small School (NSS) ADA		-	-	-	-
Funded NSS ADA		-	-	-	-
LCFF Entitlement Summary					
Base Grant		\$2,409,223	\$2,619,446	\$2,698,566	\$2,791,175
Grade Span Adjustment		129,123	130,174	134,078	138,592
<i>Adjusted Base Grant</i>		\$2,538,346	\$2,749,620	\$2,832,644	\$2,929,767
Supplemental Grant		171,288	182,080	182,933	189,498
Concentration Grant		-	-	-	-
Total Base, Supplemental and Concentration Grant		\$2,709,634	\$2,931,700	\$3,015,577	\$3,119,265
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		57,632	105,355	108,528	112,233
Total Allowance and Add-On Amounts		\$57,632	\$105,355	\$108,528	\$112,233
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)		\$2,767,266	\$3,037,055	\$3,124,105	\$3,231,498
Miscellaneous Adjustments		-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)		\$ 2,767,266	\$ 3,037,055	\$ 3,124,105	\$ 3,231,498
LCFF Entitlement Per ADA (excludes Categorical MSA)		\$ 11,645	\$ 12,052	\$ 12,397	\$ 12,823
Additional State Aid		-	-	-	-
Total LCFF Entitlement with Additional State Aid		2,767,266	3,037,055	3,124,105	3,231,498
LCFF Sources Summary					
Funding Source Summary					
Local Revenue and In-Lieu of Property Taxes (<i>net for school districts</i>)	\$	1,195,051	\$ 1,190,700	\$ 1,199,520	\$ 1,209,600
Education Protection Account Entitlement (<i>includes \$200/minimum per ADA</i>)	\$	465,737	\$ 507,922	\$ 523,262	\$ 541,157
Net State Aid (<i>excludes Additional State Aid</i>)	\$	1,106,478	\$ 1,338,433	\$ 1,401,323	\$ 1,480,741
Additional State Aid	\$	-	\$ -	\$ -	\$ -
Total Funding Sources	\$	2,767,266	\$ 3,037,055	\$ 3,124,105	\$ 3,231,498
Funding Source by Resource-Object					
State Aid (Resource Code 0000, Object Code 8011)	\$	1,106,478	\$ 1,338,433	\$ 1,401,323	\$ 1,480,741
EPA, Current Year (Resource 1400, Object Code 8012)	\$	465,737	\$ 507,922	\$ 523,262	\$ 541,157
(P-2 plus Current Year Accrual)					
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019)	\$	747	\$ -	\$ -	\$ -
(P-A less Prior Year Accrual)					
Property Taxes (Object 8021 to 8089)	\$	-	\$ -	\$ -	\$ -
% Change		0.0000%	0.0000%	0.0000%	0.0000%
In-Lieu of Property Taxes (Object Code 8096)		1,195,051	1,190,700	1,199,520	1,209,600
Entitlement and Source Reconciliation					
Basic Aid/Excess Tax District Status	\$	-	\$ -	\$ -	\$ -
Total LCFF Entitlement	\$	2,767,266	\$ 3,037,055	\$ 3,124,105	\$ 3,231,498
Additional State Aid	\$	-	\$ -	\$ -	\$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	\$	-	\$ -	\$ -	\$ -
Excess Taxes before Minimum State Aid	\$	-	\$ -	\$ -	\$ -
Total Funding Sources	\$	2,767,266	\$ 3,037,055	\$ 3,124,105	\$ 3,231,498
LCAP Percentage to Increase or Improve Services Calculation					
Base Grant (<i>Excludes add-ons for TIIG & Transportation</i>)	\$	2,595,978	\$ 2,854,975	\$ 2,941,172	\$ 3,042,000
Supplemental and Concentration Grant funding in the LCAP year	\$	171,288	\$ 182,080	\$ 182,933	\$ 189,498
Projected Additional 15% Concentration Grant funding in the LCAP year	\$	-	\$ -	\$ -	\$ -
Percentage to Increase or Improve Services		6.60%	6.38%	6.22%	6.23%

Sunridge Charter (4930350) - 25-26 Adopted Budget		5/23/2025			
		2024-25	2025-26	2026-27	2027-28
PER-ADA FUNDING LEVELS					
Base, Supplemental and Concentration Rate per ADA					
Grades TK-3	\$	11,814.87	\$ 12,072.81	\$ 12,418.33	\$ 12,843.23
Grades 4-6	\$	10,863.74	\$ 11,100.42	\$ 11,417.62	\$ 11,809.43
Grades 7-8	\$	11,185.06	\$ 11,428.81	\$ 11,756.16	\$ 12,159.71
Grades 9-12	\$	13,300.80	\$ 13,590.04	\$ 13,979.00	\$ 14,458.35
Base Grants					
Grades TK-3	\$	10,025	\$ 10,256	\$ 10,566	\$ 10,927
Grades 4-6	\$	10,177	\$ 10,411	\$ 10,725	\$ 11,092
Grades 7-8	\$	10,478	\$ 10,719	\$ 11,043	\$ 11,421
Grades 9-12	\$	12,144	\$ 12,423	\$ 12,798	\$ 13,236
Grade Span Adjustment					
Grades TK-3	\$	1,043	\$ 1,067	\$ 1,099	\$ 1,136
Grades 9-12	\$	316	\$ 323	\$ 333	\$ 344
Prorated Base, Supplemental and Concentration Rate per ADA					
Grades TK-3	\$	11,068	\$ 11,323	\$ 11,665	\$ 12,063
Grades 4-6	\$	10,177	\$ 10,411	\$ 10,725	\$ 11,092
Grades 7-8	\$	10,478	\$ 10,719	\$ 11,043	\$ 11,421
Grades 9-12	\$	12,460	\$ 12,746	\$ 13,131	\$ 13,580
Prorated Base Grants					
Grades TK-3	\$	10,025	\$ 10,256	\$ 10,566	\$ 10,927
Grades 4-6	\$	10,177	\$ 10,411	\$ 10,725	\$ 11,092
Grades 7-8	\$	10,478	\$ 10,719	\$ 11,043	\$ 11,421
Grades 9-12	\$	12,144	\$ 12,423	\$ 12,798	\$ 13,236
Prorated Grade Span Adjustment					
Grades TK-3	\$	1,043	\$ 1,067	\$ 1,099	\$ 1,136
Grades 9-12	\$	316	\$ 323	\$ 333	\$ 344
Supplemental Grant		20%	20%	20%	20%
Maximum - 1.00 ADA, 100% UPP					
Grades TK-3	\$	2,214	\$ 2,265	\$ 2,333	\$ 2,413
Grades 4-6	\$	2,035	\$ 2,082	\$ 2,145	\$ 2,218
Grades 7-8	\$	2,096	\$ 2,144	\$ 2,209	\$ 2,284
Grades 9-12	\$	2,492	\$ 2,549	\$ 2,626	\$ 2,716
Actual - 1.00 ADA, Local UPP as follows:		33.74%	33.11%	32.29%	32.34%
Grades TK-3	\$	747	\$ 750	\$ 753	\$ 780
Grades 4-6	\$	687	\$ 689	\$ 693	\$ 717
Grades 7-8	\$	707	\$ 710	\$ 713	\$ 739
Grades 9-12	\$	841	\$ 844	\$ 848	\$ 878
Concentration Grant (>55% population)		65%	65%	65%	65%
Maximum - 1.00 ADA, 100% UPP					
Grades TK-3	\$	7,194	\$ 7,360	\$ 7,582	\$ 7,841
Grades 4-6	\$	6,615	\$ 6,767	\$ 6,971	\$ 7,210
Grades 7-8	\$	6,811	\$ 6,967	\$ 7,178	\$ 7,424
Grades 9-12	\$	8,099	\$ 8,285	\$ 8,535	\$ 8,827
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) - 25-26 Adopted Budget	v.26.1b	PY1	v.26.1b	5/23/2025	CY	
LOCAL CONTROL FUNDING FORMULA			2024-25			
LCFF ENTITLEMENT CALCULATION						
Calculation Factors	COLA & Augmentation		Base Grant Proration	Unduplicated Pupil Percentage		
	1.07%		0.00%	33.74%	33.74%	
	Current Year					
	ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	123.80	\$ 10,025	\$ 1,043	\$ 747	\$ -	\$ 1,462,680
Grades 4-6	82.02	10,177		687	-	891,045
Grades 7-8	31.82	10,478		707	-	355,909
Grades 9-12	-	12,144	316	841	-	-
Subtract Necessary Small School ADA and Funding	-	-	-	-	-	-
Total Base, Supplemental, and Concentration Grant		\$ 2,409,223	\$ 129,123	\$ 171,288	\$ -	\$ 2,709,634
NSS Allowance		-				-
TOTAL BASE	237.64	\$ 2,409,223	\$ 129,123	\$ 171,288	\$ -	\$ 2,709,634
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	18.73	TK Add-on rate	\$ 3,077.00		57,632
ECONOMIC RECOVERY TARGET PAYMENT					-	-
LCFF Entitlement Before Adjustments					\$ 2,767,266	\$ 3,037,055
Miscellaneous Adjustments					-	-
ADJUSTED LCFF ENTITLEMENT					\$ 2,767,266	\$ 3,037,055
Local Revenue (including RDA)					(1,195,051)	(1,190,700)
Gross State Aid					\$ 1,572,215	\$ 1,846,355
Education Protection Account Entitlement					(465,737)	(507,922)
Net State Aid					\$ 1,106,478	\$ 1,338,433
MINIMUM STATE AID CALCULATION						
	12-13 Rate	2024-25 ADA		12-13 Rate	2025-26 ADA	
2012-13 RL/Charter Gen BG adjusted for ADA	\$ 5,170.29	237.64	\$ 1,228,668	\$ 5,170.29	252.00	\$ 1,302,913
2012-13 NSS Allowance (deficient)	\$ -		-	\$ -		-
Minimum State Aid Adjustments			-			-
Less Current Year Property Taxes/In-Lieu			(1,195,051)			(1,190,700)
Less Education Protection Account Entitlement			(465,737)			(507,922)
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	237.64	106,591	448.54	252.00	113,032
Minimum State Aid Guarantee Before Proration Factor			\$ 191,200			\$ 197,641
Proration Factor			0.00%			0.00%
Minimum State Aid Guarantee			\$ 191,200			\$ 197,641
CHARTER SCHOOL MINIMUM STATE AID OFFSET						
LCFF Entitlement			2,709,634			2,931,700
Minimum State Aid plus Property Taxes including RDA			1,386,251			1,388,341
Offset			-			-
Minimum State Aid Prior to Offset			191,200			197,641
Total Minimum State Aid with Offset			191,200			197,641
State Aid Before Additional State Aid			\$ 1,106,478			\$ 1,338,433
ADDITIONAL STATE AID			\$ -			\$ -
LCFF State Aid, Adjusted for Minimum State Aid Guarantee			\$ 1,106,478			\$ 1,338,433
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supple			\$ 2,767,266			\$ 3,037,055
Change Over Prior Year	10.66%	266,476		9.75%	269,789	
LCFF Entitlement Per ADA (excluding Categorical MSA)			11,645			12,052
Per-ADA Change Over Prior Year	1.51%	173		3.50%	407	
Basic Aid Status (school districts only)			-			-
LCFF SOURCES INCLUDING EXCESS TAXES						
	Increase		2024-25	Increase		2025-26
State Aid	0.99%	10,856	\$ 1,106,478	20.96%	231,955	\$ 1,338,433
Education Protection Account			465,737			507,922
Property Taxes Net of In-Lieu Transfers	0.00%	-	-	0.00%	-	-
Charter In-Lieu Taxes	11.38%	122,074	1,195,051	-0.36%	(4,351)	1,190,700
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)	5.32%	132,930	\$ 2,767,266	8.22%	227,604	\$ 3,037,055

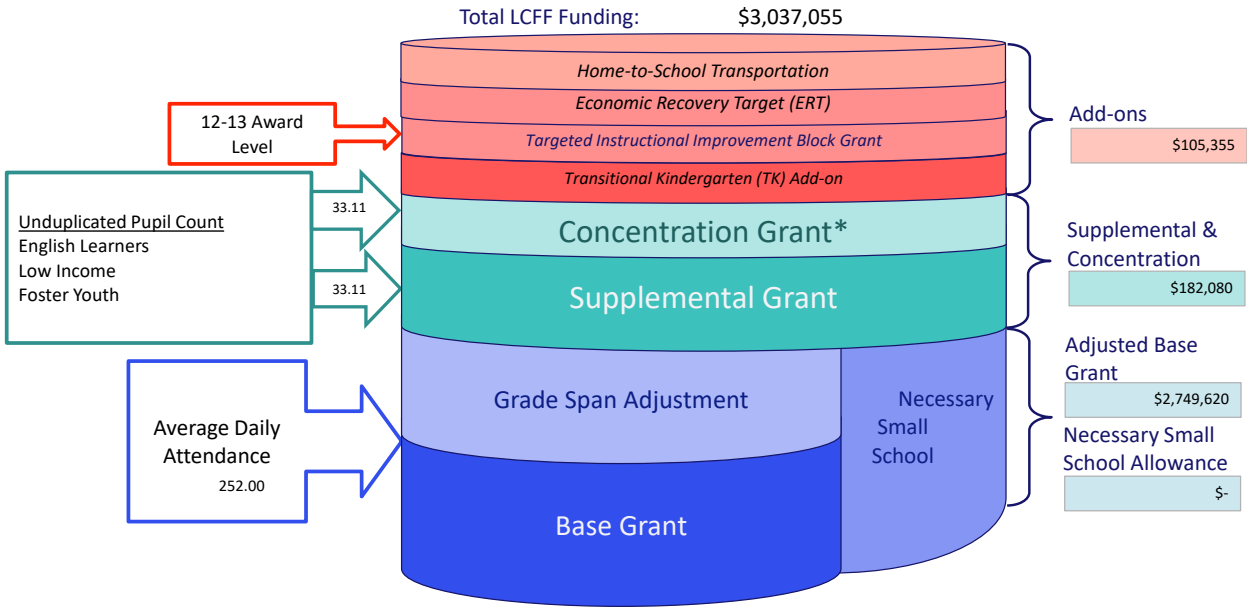
Sunridge Charter (4930350) - 25-26 Adopted Budget		v.26.1b		CY1		v.26.1b		CY2						
LOCAL CONTROL FUNDING FORMULA						2026-27		2027-28						
LCFF ENTITLEMENT CALCULATION														
Calculation Factors		COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage		COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage		
		3.02%		0.00%		32.29% 32.29%		3.42%		0.00%		32.34% 32.34%		
Current Year		ADA		Base		Grade Span		Supplemental		Concentration		Total		
Grades TK-3		122.00	\$ 10,566	\$ 1,099	\$ 753	\$ -	\$ 1,515,036	122.00	\$ 10,927	\$ 1,136	\$ 780	\$ -	\$ 1,566,875	
Grades 4-6		82.00	10,725		693	-	936,245	81.00	11,092		717	-	956,564	
Grades 7-8		48.00	11,043		713	-	564,296	49.00	11,421		739	-	595,826	
Grades 9-12		-	12,798	333	848	-	-	-	13,236	344	878	-	-	
Subtract Necessary Small School ADA and Funding		-	-	-	-	-	-	-	-	-	-	-	-	
Total Base, Supplemental, and Concentration Grant			\$ 2,698,566	\$ 134,078	\$ 182,933	\$ -	\$ 3,015,577		\$ 2,791,175	\$ 138,592	\$ 189,498	\$ -	\$ 3,119,265	
NSS Allowance			-				-		-				-	
TOTAL BASE		252.00	\$ 2,698,566	\$ 134,078	\$ 182,933	\$ -	\$ 3,015,577	252.00	\$ 2,791,175	\$ 138,592	\$ 189,498	\$ -	\$ 3,119,265	
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	19.00	TK Add-on rate	\$ 5,712.00		108,528	TK ADA	19.00	TK Add-on rate	\$ 5,907.00		112,233	
ECONOMIC RECOVERY TARGET PAYMENT								-						
LCFF Entitlement Before Adjustments								\$ 3,124,105						
Miscellaneous Adjustments								-						
ADJUSTED LCFF ENTITLEMENT								\$ 3,124,105						
Local Revenue (including RDA)								(1,199,520)						
Gross State Aid								\$ 1,924,585						
Education Protection Account Entitlement								(523,262)						
Net State Aid								\$ 1,401,323						
MINIMUM STATE AID CALCULATION														
		12-13 Rate		2026-27 ADA		N/A		12-13 Rate		2027-28 ADA		N/A		
2012-13 RL/Charter Gen BG adjusted for ADA		\$ 5,170.29		252.00		\$ 1,302,913		\$ 5,170.29		252.00		\$ 1,302,913		
2012-13 NSS Allowance (deficit)		\$ -				-		\$ -				-		
Minimum State Aid Adjustments								-						
Less Current Year Property Taxes/In-Lieu								(1,199,520)						
Less Education Protection Account Entitlement								(523,262)						
Subtotal State Aid for Historical RL/Charter General BG								\$ -						
Categorical Minimum State Aid								84,609						
Charter School Categorical Block Grant adjusted for ADA		448.54		252.00		113,032		448.54		252.00		113,032		
Minimum State Aid Guarantee Before Proration Factor								\$ 197,641						
Proration Factor								0.00%						
Minimum State Aid Guarantee								\$ 197,641						
CHARTER SCHOOL MINIMUM STATE AID OFFSET														
LCFF Entitlement								3,015,577						
Minimum State Aid plus Property Taxes including RDA								1,397,161						
Offset								-						
Minimum State Aid Prior to Offset								197,641						
Total Minimum State Aid with Offset								197,641						
State Aid Before Additional State Aid								\$ 1,401,323						
ADDITIONAL STATE AID								\$ -						
LCFF State Aid, Adjusted for Minimum State Aid Guarantee								\$ 1,401,323						
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplier								\$ 3,124,105						
Change Over Prior Year		2.87%		87,050				3.44%		107,393				
LCFF Entitlement Per ADA (excluding Categorical MSA)								12,397						
Per-ADA Change Over Prior Year		2.86%		345				3.44%		426				
Basic Aid Status (school districts only)								-						
LCFF SOURCES INCLUDING EXCESS TAXES														
		Increase		2026-27				Increase		2027-28				
State Aid		4.70%		62,890		\$ 1,401,323		5.67%		79,418		\$ 1,480,741		
Education Protection Account				523,262						541,157				
Property Taxes Net of In-Lieu Transfers		0.00%		-		-		0.00%		-		-		
Charter In-Lieu Taxes		0.74%		8,820		1,199,520		0.84%		10,080		1,209,600		
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)		2.36%		71,710		\$ 3,124,105		2.86%		89,498		\$ 3,231,498		

Sunridge Charter (4930350) - 25-26 Adopted Budget

Charts and Graphs

Components of LCFF Entitlement

	2025-26		
Base Grant	\$ 2,619,446	252.00	ADA
Grade Span Adjustment	\$ 130,174	\$ 2,749,620	Adjusted Base Grant
Supplemental Grant	\$ 182,080	33.11%	
Concentration Grant	\$ -	33.11%	
Allowance: Necessary Small School	\$ -	\$ 182,080	Supplemental & Concentration Allowance
Add-on: Targeted Instructional Improvement Block Grant	\$ -	\$ -	
Add-on: Home-to-School Transportation	\$ -		
Add-on: Small School District Bus Replacement Program	\$ -	\$ 105,355	Add-ons
Add-on Economic Recovery Target	\$ -		
Add-on: Transitional Kindergarten	\$ 105,355		
Total	\$ 3,037,055	\$ 3,037,055	



*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

LCFF Entitlement per ADA	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Funded ADA (LCFF & NSS)	213.73	217.99	237.64	252.00	252.00	252.00
LCFF Sources per ADA, including NSS	\$ 10,554.36	\$ 11,472.04	\$ 11,644.78	\$ 12,051.81	\$ 12,397.24	\$ 12,823.40
Net Dollar Change per ADA		\$ 917.68	\$ 172.74	\$ 407.02	\$ 345.44	\$ 426.16
Net Percent Change		8.69%	1.51%	3.50%	2.87%	3.44%
Estimated LCFF Entitlement per ADA (excludes minimum state aid)	\$ 10,554.36	\$ 11,472.04	\$ 11,644.78	\$ 12,051.81	\$ 12,397.24	\$ 12,823.40
Net Change per ADA		\$ 917.68	\$ 172.74	\$ 407.02	\$ 345.44	\$ 426.16
Net Percent Change		8.69%	1.51%	3.50%	2.87%	3.44%

Child Development: Apple Blossom After School Program

Twin Hills Union Elementary
Sonoma County

Budget, July 1
Child Development Fund
Expenditures by Object

49 70961 0000000
Form 12
G8BJT9ZN65(2025-26)

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 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	386,980.00	401,000.00	3.6%
5) TOTAL, REVENUES			386,980.00	401,000.00	3.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	233,542.00	272,308.00	16.6%
3) Employee Benefits		3000-3999	69,725.00	77,533.00	11.2%
4) Books and Supplies		4000-4999	28,258.00	26,550.00	-6.0%
5) Services and Other Operating Expenditures		5000-5999	26,018.00	29,600.00	13.8%
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			357,543.00	405,991.00	13.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			29,437.00	(4,991.00)	-117.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	29,000.00	30,000.00	3.4%
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			(29,000.00)	(30,000.00)	3.4%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			437.00	(34,991.00)	-8,107.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	113,690.85	114,127.85	0.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			113,690.85	114,127.85	0.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			113,690.85	114,127.85	0.4%
2) Ending Balance, June 30 (E + F1e)			114,127.85	79,136.85	-30.7%
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	110,127.85	75,136.85	-31.8%
Fee driven program, all funds generated to be used by this fund only.	0000	9780	110,127.85		
Fee driven program, all funds generated to be used by this fund only.	0000	9780		75,136.85	
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	135,338.94		
1) Fair Value Adjustment to Cash in County Treasury		9111	(2,456.00)		
b) in Banks		9120	0.00		

Cafeteria Fund: Universal Meal Program

Twin Hills Union Elementary
Sonoma County

Budget, July 1
Cafeteria Special Revenue Fund
Expenditures by Object

49 70961 0000000
Form 13
G8BJT9ZN65(2025-26)

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	95,489.00	105,000.00	10.0%
3) Other State Revenue		8300-8599	246,247.00	271,000.00	10.1%
4) Other Local Revenue		8600-8799	1,000.00	1,000.00	0.0%
5) TOTAL, REVENUES			342,736.00	377,000.00	10.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	57,305.00	58,536.00	2.1%
3) Employee Benefits		3000-3999	33,244.00	34,619.00	4.1%
4) Books and Supplies		4000-4999	225,435.00	231,400.00	2.6%
5) Services and Other Operating Expenditures		5000-5999	114,632.00	139,350.00	21.6%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			430,616.00	463,905.00	7.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(87,880.00)	(86,905.00)	-1.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	90,000.00	87,000.00	-3.3%
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			90,000.00	87,000.00	-3.3%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			2,120.00	95.00	-95.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	14,909.20	17,029.20	14.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			14,909.20	17,029.20	14.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			14,909.20	17,029.20	14.2%
2) Ending Balance, June 30 (E + F1e)			17,029.20	17,124.20	0.6%
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	12,572.40	12,667.20	0.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	50,936.74		
1) Fair Value Adjustment to Cash in County Treasury		9111	(178.00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	4,000.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Deferred Maintenance Fund

Twin Hills Union Elementary
Sonoma County

Budget, July 1
Deferred Maintenance Fund
Expenditures by Object

49 70961 0000000
Form 14
G8BJT9ZN65(2025-26)

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 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	7,000.00	6,000.00	-14.3%
5) TOTAL, REVENUES			57,000.00	56,000.00	-1.8%
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	55,100.00	44,000.00	-20.1%
6) Capital Outlay		6000-6999	14,500.00	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			69,600.00	44,000.00	-36.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(12,600.00)	12,000.00	-195.2%
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)			(12,600.00)	12,000.00	-195.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	195,260.50	182,660.50	-6.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			195,260.50	182,660.50	-6.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			195,260.50	182,660.50	-6.5%
2) Ending Balance, June 30 (E + F1e)			182,660.50	194,660.50	6.6%
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	182,660.50	194,660.50	6.6%
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	203,204.96		
1) Fair Value Adjustment to Cash in County Treasury		9111	(2,780.00)		
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: Other Than Capital Outlay

Budget, July 1

Twin Hills Union Elementary
Sonoma County

Special Reserve Fund for Other Than Capital Outlay Projects
Expenditures by Object

49 70961 0000000
Form 17
G8BJT9ZN65(2025-26)

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 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	12,500.00	12,000.00	-4.0%
5) TOTAL, REVENUES			12,500.00	12,000.00	-4.0%
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)			12,500.00	12,000.00	-4.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			12,500.00	12,000.00	-4.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	323,174.54	335,674.54	3.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			323,174.54	335,674.54	3.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			323,174.54	335,674.54	3.9%
2) Ending Balance, June 30 (E + F1e)			335,674.54	347,674.54	3.6%
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	335,674.54	347,674.54	3.6%
Volatile State revenue/funding for schools	0000	9780	335,674.54		
Volatile State revenue/funding for schools	0000	9780		347,674.54	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	337,348.93		
1) Fair Value Adjustment to Cash in County Treasury		9111	(4,601.00)		
b) in Banks		9120	0.00		

Special Reserve Fund: Postemployment Benefits

Twin Hills Union Elementary
Sonoma County

Budget, July 1
Special Reserve Fund for Postemployment Benefits
Expenditures by Object

49 70961 0000000
Form 20
G8BJT9ZN65(2025-26)

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 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	18,000.00	18,000.00	0.0%
5) TOTAL, REVENUES			18,000.00	18,000.00	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)			18,000.00	18,000.00	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	22,816.00	46,270.00	102.8%
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			(22,816.00)	(46,270.00)	102.8%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(4,816.00)	(28,270.00)	487.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	484,714.54	479,898.54	-1.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			484,714.54	479,898.54	-1.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			484,714.54	479,898.54	-1.0%
2) Ending Balance, June 30 (E + F1e)			479,898.54	451,628.54	-5.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	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	479,898.54	451,628.54	-5.9%
Retirement Program Liability (CRSP)	0000	9780	479,898.54		
Retirement Program Liability (CRSP)	0000	9780		451,628.54	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	482,753.22		
1) Fair Value Adjustment to Cash in County Treasury		9111	(6,900.00)		
b) in Banks		9120	0.00		

Building Bond Fund: Measure M

Twin Hills Union Elementary
Sonoma County

Budget, July 1
Building Fund
Expenditures by Object

49 70961 0000000
Form 21
G8BJT9ZN65(2025-26)

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 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	6,500.00	6,500.00	0.0%
5) TOTAL, REVENUES			6,500.00	6,500.00	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)			6,500.00	6,500.00	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)			6,500.00	6,500.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	163,987.15	170,487.15	4.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			163,987.15	170,487.15	4.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			163,987.15	170,487.15	4.0%
2) Ending Balance, June 30 (E + F1e)			170,487.15	176,987.15	3.8%
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	170,487.15	176,987.15	3.8%
Measure M approved projects only	0000	9780	170,487.15		
Measure M approved projects only	0000	9780		176,987.15	
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	171,178.92		
1) Fair Value Adjustment to Cash in County Treasury		9111	(2,334.00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		

Capital Facilities Fund: Developer Fees

Twin Hills Union Elementary
Sonoma County

Budget, July 1
Capital Facilities Fund
Expenditures by Object

49 70961 0000000
Form 25
G8BJT9ZN65(2025-26)

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 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	800.00	-20.0%
5) TOTAL, REVENUES			1,000.00	800.00	-20.0%
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	7,340.00	7,100.00	-3.3%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			7,340.00	7,100.00	-3.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(6,340.00)	(6,300.00)	-0.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(6,340.00)	(6,300.00)	-0.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	29,313.46	22,973.46	-21.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			29,313.46	22,973.46	-21.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			29,313.46	22,973.46	-21.6%
2) Ending Balance, June 30 (E + F1e)			22,973.46	16,673.46	-27.4%
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	22,973.46	16,673.46	-27.4%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	23,263.50		
1) Fair Value Adjustment to Cash in County Treasury		9111	(417.00)		
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
G8BJT9ZN65(2025-26)

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3,500.00	3,500.00	0.0%
5) TOTAL, REVENUES			3,500.00	3,500.00	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)			3,500.00	3,500.00	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)			3,500.00	3,500.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	93,447.33	96,947.33	3.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			93,447.33	96,947.33	3.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			93,447.33	96,947.33	3.7%
2) Ending Balance, June 30 (E + F1e)			96,947.33	100,447.33	3.6%
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	96,947.33	100,447.33	3.6%
Capital Equipment purchases only	0000	9780	96,947.33		
Capital Equipment purchases only	0000	9780		100,447.33	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	97,545.50		
1) Fair Value Adjustment to Cash in County Treasury		9111	(1,330.00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		

District 53: District/Apple Blossom/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):	531	
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 (2022-23)				
District Regular	304	353		
Charter School	193	187		
Total ADA	497	541	N/A	Met
Second Prior Year (2023-24)				
District Regular	318	319		
Charter School	195	195		
Total ADA	513	514	N/A	Met
First Prior Year (2024-25)				
District Regular	283	287		
Charter School	195	193		
Total ADA	478	480	N/A	Met
Budget Year (2025-26)				
District Regular	291			
Charter School	240			
Total ADA	531			

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)

2. **CRITERION: Enrollment**

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

District's Enrollment Standard Percentage Level:

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, 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	Budget	Enrollment CALPADS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2022-23)				
District Regular	320	293		
Charter School	205	204		
Total Enrollment	525	497	5.3%	Not Met
Second Prior Year (2023-24)				
District Regular	285	283		
Charter School	205	207		
Total Enrollment	490	490	0.0%	Met
First Prior Year (2024-25)				
District Regular	292	305		
Charter School	205	207		
Total Enrollment	497	512	N/A	Met
Budget Year (2025-26)				
District Regular	307			
Charter School	255			
Total Enrollment	562			

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 MET - Enrollment 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)

During 22-23 declining enrollment was a state issue and our schools followed suit. Projecting enrollment was a challenge due to this so for 23-24 we had Site Administrators provide us with actual enrollment numbers and we continue to do this.

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 (2022-23)			
District Regular	272	293	
Charter School	187	204	
Total ADA/Enrollment	459	497	92.5%
Second Prior Year (2023-24)			
District Regular	268	283	
Charter School	195	207	
Total ADA/Enrollment	463	490	94.4%
First Prior Year (2024-25)			
District Regular	287	305	
Charter School	193	207	
Total ADA/Enrollment	480	512	93.8%
Historical Average Ratio:			93.6%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			94.1%

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 (2025-26)				
District Regular	291	307		
Charter School	240	255		
Total ADA/Enrollment	531	562	94.5%	Not Met
1st Subsequent Year (2026-27)				
District Regular	291	307		
Charter School	240	255		
Total ADA/Enrollment	531	562	94.5%	Not Met
2nd Subsequent Year (2027-28)				
District Regular	291	307		
Charter School	240	255		
Total ADA/Enrollment	531	562	94.5%	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)

2022-23 was still a COVID year resulting in a decreased average attendance. The 0.4% difference for the budget and 2 subsequent years is immaterial.

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 (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6 and C4)	481.18	532.00	532.00	532.00
b. Prior Year ADA (Funded)		481.18	532.00	532.00
c. Difference (Step 1a minus Step 1b)		50.82	0.00	0.00
d. Percent Change Due to Population (Step 1c divided by Step 1b)		10.56%	0.00%	0.00%
Step 2 - Change in Funding Level				
a. Prior Year LCFF Funding		5,845,842.00	6,620,552.00	6,801,065.00
b1. COLA percentage		2.30%	3.02%	3.42%
b2. COLA amount (proxy for purposes of this criterion)		134,454.37	199,940.67	232,596.42
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		2.30%	3.02%	3.42%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)		12.86%	3.02%	3.42%
LCFF Revenue Standard (Step 3, plus/minus 1%):		11.86% to 13.86%	2.02% to 4.02%	2.42% to 4.42%

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 (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	4,700,000.00	4,725,000.00	4,760,000.00	4,800,000.00
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 (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
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 (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	9,386,852.00	10,010,852.00	10,173,846.00	10,497,583.00
District's Projected Change in LCFF Revenue:		6.65%	1.63%	3.18%
LCFF Revenue Standard		11.86% to 13.86%	2.02% to 4.02%	2.42% to 4.42%
Status:		Not Met	Not Met	Met

4C. Comparison of District LCFF Revenue to the Standard

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

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

Explanation:
(required if NOT met)

This criteria is inappropriate for this district as it does not include In Lieu property tax transfer amounts. As charter ADA increases, larger amounts of In Lieu property tax are transferred.

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.

Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)			Ratio
Fiscal Year	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
Third Prior Year (2022-23)	5,694,467.77	6,572,115.54	86.6%
Second Prior Year (2023-24)	5,956,843.79	6,973,928.83	85.4%
First Prior Year (2024-25)	6,099,788.00	7,222,638.56	84.5%
Historical Average Ratio:			85.5%
	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
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):	81.5% to 89.5%	81.5% to 89.5%	81.5% to 89.5%

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

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

Fiscal Year	Budget - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)		
	(Form MYP, Lines B1-B3)	(Form MYP, Lines B1-B8, B10)		
Budget Year (2025-26)	6,343,174.00	7,417,428.00	85.5%	Met
1st Subsequent Year (2026-27)	6,464,988.00	7,600,172.00	85.1%	Met
2nd Subsequent Year (2027-28)	6,606,831.00	7,794,142.00	84.8%	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 (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	12.86%	3.02%	3.42%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	2.86% to 22.86%	-6.98% to 13.02%	-6.58% to 13.42%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	7.86% to 17.86%	-1.98% to 8.02%	-1.58% to 8.42%

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 (2024-25)	230,566.00		
Budget Year (2025-26)	177,300.00	(23.10%)	Yes
1st Subsequent Year (2026-27)	177,300.00	0.00%	No
2nd Subsequent Year (2027-28)		(100.00%)	Yes

Explanation:
(required if Yes)

24-25 includes the final COVID/ESSER funding that was spent in July of 2024.

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

First Prior Year (2024-25)	555,056.65		
Budget Year (2025-26)	925,418.00	66.72%	Yes
1st Subsequent Year (2026-27)	906,023.00	(2.10%)	Yes
2nd Subsequent Year (2027-28)	924,464.00	2.04%	No

Explanation:
(required if Yes)

In 24-25 the state recaptured unspent ELOP funds for 21-22 through 23-24. 26-27 does not include Learning Recovery Emergency Block Grant funding that is included in 25-26.

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

First Prior Year (2024-25)	877,522.00		
Budget Year (2025-26)	947,160.00	7.94%	No
1st Subsequent Year (2026-27)	1,090,440.00	15.13%	Yes
2nd Subsequent Year (2027-28)	1,091,845.00	.13%	No

Explanation:
(required if Yes)

The SELPA changed it's funding model for 25-26 and 26-27 resulting in additional special education funding for this district.

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

First Prior Year (2024-25)	487,855.38		
Budget Year (2025-26)	221,671.00	(54.56%)	Yes
1st Subsequent Year (2026-27)	178,517.00	(19.47%)	Yes
2nd Subsequent Year (2027-28)	181,577.00	1.71%	No

Explanation:
(required if Yes)

24-25 includes one time expenses paid for with block grant funds and includes carryover and donations. 25-26 has some block grant expenses that are not included in 26-27.

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

First Prior Year (2024-25)	2,427,232.48		
Budget Year (2025-26)	2,485,939.00	2.42%	Yes
1st Subsequent Year (2026-27)	2,456,906.00	(1.17%)	No
2nd Subsequent Year (2027-28)	2,508,011.00	2.08%	No

Explanation:
(required if Yes)

25-26 includes increased costs for our local special education consortium.

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

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

Total Federal, Other State, and Other Local Revenue (Criterion 6B)

First Prior Year (2024-25)	1,663,144.65		
Budget Year (2025-26)	2,049,878.00	23.25%	Not Met
1st Subsequent Year (2026-27)	2,173,763.00	6.04%	Met
2nd Subsequent Year (2027-28)	2,016,309.00	(7.24%)	Not Met

Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)

First Prior Year (2024-25)	2,915,087.86		
Budget Year (2025-26)	2,707,610.00	(7.12%)	Not Met
1st Subsequent Year (2026-27)	2,635,423.00	(2.67%)	Met
2nd Subsequent Year (2027-28)	2,689,588.00	2.06%	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)

24-25 includes the final COVID/ESSER funding that was spent in July of 2024.

Explanation:
Other State Revenue
(linked from 6B
if NOT met)

In 24-25 the state recaptured unspent ELOP funds for 21-22 through 23-24. 26-27 does not include Learning Recovery Emergency Block Grant funding that is included in 25-26.

Explanation:
Other Local Revenue

The SELPA changed it's funding model for 25-26 and 26-27 resulting in additional special education funding for this district.

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.

<div>Explanation: Books and Supplies (linked from 6B if NOT met)</div>	24-25 includes one time expenses paid for with block grant funds and includes carry over and donations. 25-26 has some block grant expenses that are not included in 26-27.
<div>Explanation: Services and Other Exps (linked from 6B if NOT met)</div>	25-26 includes increased costs for our local special education consortium.

7. **CRITERION: Facilities Maintenance**

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

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

NOTE: EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Statute exclude the following resource codes from the total general fund expenditures calculation: 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation?

b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690)

11,498,503.00

b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)

--

3% Required
Minimum Contribution
(Line 2c times 3%)

Budgeted Contribution¹
to the Ongoing and Major
Maintenance Account

Status

c. Net Budgeted Expenditures and Other Financing Uses

11,498,503.00

344,955.09

300,000.00

Not Met

¹ Fund 01, Resource 8150, Objects 8900-8999

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

- ☐ 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)

Calculation to be redone at 1st Interim and adjustments will be made at that time to comply.

8. **CRITERION: Deficit Spending**

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

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2022-23)	Second Prior Year (2023-24)	First Prior Year (2024-25)
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)	1,697,900.00	1,954,810.00	1,990,651.00
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)	1,697,900.00	1,954,810.00	1,990,651.00
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	10,300,367.38	11,803,019.09	12,022,299.86
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)	10,300,367.38	11,803,019.09	12,022,299.86
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	16.5%	16.6%	16.6%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	5.5%	5.5%	5.5%

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

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

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000- 7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2022-23)	11,309.67	7,677,798.23	N/A	Met
Second Prior Year (2023-24)	94,013.55	8,580,482.21	N/A	Met
First Prior Year (2024-25)	(948,392.56)	8,657,138.56	11.0%	Not Met
Budget Year (2025-26) (Information only)	(556,730.00)	8,604,428.00		

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)

This district is going through the process of reducing expenses due to the very minimal COLA from the state as costs for salaries and employee benefits continue to rise. Costs for utilities and food for students also continues to increase. These issues will result in some hard choices in the coming years.

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):

District's Fund Balance Standard Percentage Level:

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)		Beginning Fund Balance Variance Level	Status
	Original Budget	Estimated/Unaudited Actuals	(If overestimated, else N/A)	
Third Prior Year (2022-23)	3,277,026.64	3,624,539.30	N/A	Met
Second Prior Year (2023-24)	3,654,596.21	3,635,848.97	.5%	Met
First Prior Year (2024-25)	3,277,564.89	3,729,862.52	N/A	Met
Budget Year (2025-26) (Information only)	2,781,469.96			

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 (2025-26)	2,830,567.00		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 reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA
5% or \$88,000 (greater of)	0 to 300
4% or \$88,000 (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 (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	531	531	531
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):

b. Special Education Pass-through Funds

(Fund 10, resources 3300-3499, 6500-6540 and 6546,
objects 7211-7213 and 7221-7223)

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
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 (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	11,846,486.00	11,847,410.00	12,085,208.00
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)	11,846,486.00	11,847,410.00	12,085,208.00

4.	Reserve Standard Percentage Level	4%	4%	4%
5.	Reserve Standard - by Percent (Line B3 times Line B4)	473,859.44	473,896.40	483,408.32
6.	Reserve Standard - by Amount (\$88,000 for districts with 0 to 1,000 ADA, else 0)	88,000.00	88,000.00	88,000.00
7.	District's Reserve Standard (Greater of Line B5 or Line B6)	473,859.44	473,896.40	483,408.32

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 (2025-26) 1st Subsequent Year (2026-27) 2nd Subsequent Year (2027-28)

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)	1,954,747.00	1,881,613.00	1,568,651.00
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)	1,954,747.00	1,881,613.00	1,568,651.00
9.	District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	16.50%	15.88%	12.98%
District's Reserve Standard (Section 10B, Line 7):		473,859.44	473,896.40	483,408.32
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 (2024-25)	(1,695,789.00)			
Budget Year (2025-26)	(1,878,259.00)	182,470.00	10.8%	Not Met
1st Subsequent Year (2026-27)	(1,677,820.00)	(200,439.00)	(10.7%)	Not Met
2nd Subsequent Year (2027-28)	(1,703,380.00)	25,560.00	1.5%	Met
1b. Transfers In, General Fund *				
First Prior Year (2024-25)	1,693,816.00			
Budget Year (2025-26)	1,506,270.00	(187,546.00)	(11.1%)	Not Met
1st Subsequent Year (2026-27)	1,494,550.00	(11,720.00)	(.8%)	Met
2nd Subsequent Year (2027-28)	1,494,550.00	0.00	0.0%	Met
1c. Transfers Out, General Fund *				
First Prior Year (2024-25)	1,434,500.00			
Budget Year (2025-26)	1,187,000.00	(247,500.00)	(17.3%)	Not Met
1st Subsequent Year (2026-27)	1,187,000.00	0.00	0.0%	Met
2nd Subsequent Year (2027-28)	1,187,000.00	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. NOT MET - The projected contributions from the unrestricted general fund to restricted general fund programs have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify restricted programs and amount of contribution for each program and whether contributions are ongoing or one-time in nature. Explain the district's plan, with timeframes, for reducing or eliminating the contribution.

Explanation:
(required if NOT met)

Special education costs and the student counts continue to increase resulting in a higher contribution for 25-26. Due to a change in the SELPA funding model, we expect increased revenue in 26-27 so the contribution declines slightly.

- 1b. NOT MET - The projected transfers in to the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timelines, for reducing or eliminating the transfers.

Explanation:
(required if NOT met)

The transfer into THCMS, Fund 03, from Fund 01 has decreased in 25-26 as they have increased enrollment by 40 students.

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

Explanation:
(required if NOT met)

The transfer out from Fund 01 to THCMS, Fund 03, has decreased in 25-26 due to the increased enrollment at THCMS.

- 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 commitments¹ 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:		Principal Balance as of July 1, 2025
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Leases				
Certificates of Participation				
General Obligation Bonds	14	F51 Property Tax Revenue	Total includes ACR interest/Balance per audit 6/30/2024.	4,941,916
Supp Early Retirement Program	3	F21 Postemployment fund. CRSP	F01+F03+F09+D21: Object 1199, 3xx1 (GASB73 Liability per actuary study @ 6/30/24 \$991,391). Prin Bal is amount due based on current retirements.	115,370
State School Building Loans				
Compensated Absences	N/A	F01=R0000+R8150/F12=R0000	F01=R0000+R8150, F12 R0000: Object 2x and 3x	106,668

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

TOTAL:				5,163,954

Type of Commitment (continued)	Prior Year (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)
Leases				
Certificates of Participation				
General Obligation Bonds	516,499	528,833	535,000	560,000
Supp Early Retirement Program	22,816	46,270	34,550	34,550
State School Building Loans				
Compensated Absences		106,668		
Other Long-term Commitments (continued):				
Total Annual Payments:	539,315	681,771	569,550	594,550
Has total annual payment increased over prior year (2024-25)?		Yes	Yes	Yes

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

- 1a. Yes - Annual payments for long-term commitments have increased in one or more of the budget or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

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

Increase in 25-26 is due to compensated absences (vacation pay for 12 month classified employees) showing as 100% paid which does not actually happen. For 25-26, 26-27 and 27-28 the amount paid on the GO bonds increases annually.

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

63,559.00

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

0.00

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

63,559.00

- 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

6/30/2024

- 5 OPEB Contributions

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

6,330.00

6,457.00

6,586.00

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

6,330.00

6,457.00

6,586.00

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

6,330.00

6,457.00

6,586.00

- d. Number of retirees receiving OPEB benefits

1.00

1.00

1.00

Budget Year
(2025-26)

1st Subsequent Year
(2026-27)

2nd Subsequent Year
(2027-28)

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
	6,330.00	6,457.00	6,586.00
	6,330.00	6,457.00	6,586.00
	6,330.00	6,457.00	6,586.00
	1.00	1.00	1.00

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

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

- 1 Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

No

- 2 Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

3. Self-Insurance Liabilities

- a. Accrued liability for self-insurance programs
b. Unfunded liability for self-insurance programs

4. Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs
b. Amount contributed (funded) for self-insurance programs

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)

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) (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Number of certificated (non-management) full - time - equivalent(FTE) positions	30	32	32	32

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.

Negotiations for 2025-26 have not yet begun as we will have a new Superintendent in place on 7/1/25.

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

1st Subsequent Year

2nd Subsequent Year

(2025-26)

(2026-27)

(2027-28)

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 (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
--------------------------	----------------------------------	----------------------------------

7. Amount included for any tentative salary schedule increases

--	--	--

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
--------------------------	----------------------------------	----------------------------------

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

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

Certificated (Non-management) Prior Year Settlements

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

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

If Yes, explain the nature of the new costs:

--

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
--------------------------	----------------------------------	----------------------------------

Certificated (Non-management) Step and Column Adjustments

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

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
--------------------------	----------------------------------	----------------------------------

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

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

Certificated (Non-management) - Other

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

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

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

	Prior Year (2nd Interim) (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Number of classified(non - management) FTE positions	28	29	29	29

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.

We are a Me Too district as we do not have a classified union. Negotiations for 2025-26 have not yet begun as we will have a new Superintendent in place on 7/1/25.

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

1st Subsequent Year

2nd Subsequent Year

(2025-26)

(2026-27)

(2027-28)

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
(2025-26)

1st Subsequent Year
(2026-27)

2nd Subsequent Year
(2027-28)

7. Amount included for any tentative salary schedule increases

--	--	--

Budget Year
(2025-26)

1st Subsequent Year
(2026-27)

2nd Subsequent Year
(2027-28)

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

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

Classified (Non-management) Prior Year Settlements

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

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

If Yes, explain the nature of the new costs:

--	--	--

--

Budget Year
(2025-26)

1st Subsequent Year
(2026-27)

2nd Subsequent Year
(2027-28)

Classified (Non-management) Step and Column Adjustments

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

Budget Year
(2025-26)

1st Subsequent Year
(2026-27)

2nd Subsequent Year
(2027-28)

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

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) (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Number of management, supervisor, and confidential FTE positions	4	4	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

2. Salary settlement:

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
--------------------------	----------------------------------	----------------------------------

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 (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
--------------------------	----------------------------------	----------------------------------

4. Amount included for any tentative salary schedule increases

Management/Supervisor/Confidential

Health and Welfare (H&W) Benefits

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
--------------------------	----------------------------------	----------------------------------

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

Management/Supervisor/Confidential

Step and Column Adjustments

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
--------------------------	----------------------------------	----------------------------------

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

Management/Supervisor/Confidential

Other Benefits (mileage, bonuses, etc.)

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
--------------------------	----------------------------------	----------------------------------

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

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 26, 2025

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?	Yes

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. A9. This district has a new superintendent starting on 7/1/2025.

End of School District Budget Criteria and Standards Review

District/Apple Blossom Elem/Twin Hills CMS

Twin Hills Union Elementary
Sonoma County

Budget, July 1
2025-26 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

49 70961 0000000
Form SIAB
G8BJT9ZN65(2025-26)

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					1,506,270.00	1,187,000.00		
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					300,000.00	630,000.00		
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	30,000.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					87,000.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Budget, July 1
2025-26 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
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	46,270.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Budget, July 1
2025-26 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	0.00	0.00	0.00	0.00	1,893,270.00	1,893,270.00		

District 53

Twin Hills Union Elementary
Sonoma County

Budget, July 1
FINANCIAL REPORTS
2025-26 Budget
School District Certification

49 70961 0000000
Form CB
G8BJT9ZN65(2025-26)

ANNUAL BUDGET REPORT:

July 1, 2025 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 95472

Date: 06/18-23/25

Adoption Date: 06/26/2025

Signed: _____

Clerk/Secretary of the Governing Board

(Original signature required)

Printed Name: Dana Pedersen

Public Hearing:

Place: Apple Blossom Elementary, 700
Watertrough Rd, Sebastopol CA 95472

Date: 06/24/25

Time: 4:30PM

Title: Superintendent/Secretary
of the Board

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

**Budget, July 1
FINANCIAL REPORTS
2025-26 Budget
School District Certification**

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Form CB
G8BJT9ZN65(2025-26)

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? • If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2024-25) annual payment?		X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)? • If yes, are they lifetime benefits? • If yes, do benefits continue beyond age 65? • If yes, are benefits funded by pay-as-you-go?		X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for: • Certificated? (Section S8A, Line 1) • Classified? (Section S8B, Line 1) • Management/supervisor/confidential? (Section S8C, Line 1)		X
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year? • Adoption date of the LCAP or an update to the LCAP:		X
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

Budget, July 1
FINANCIAL REPORTS
2025-26 Budget
School District Certification

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

District 21

Sunridge Charter
Twin Hills Union Elementary
Sonoma County

Budget, July 1
FINANCIAL REPORTS
2025-26 Budget
Charter School Certification

49 70961 4930350
Form CB
G8BY2HKR2N(2025-26)

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):	
2025-26 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: Dana Pedersen	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	_____

District 53

Twin Hills Union Elementary
Sonoma County

Budget, July 1
2025-26 Budget
WORKERS' COMPENSATION CERTIFICATION

49 70961 0000000
Form CC
G8BJT9ZN65(2025-26)

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:

RESIG is located at 5760 Skylane Blvd, Windsor CA 95492.

This school district is not self-insured for workers' compensation claims.

Signed

Date of Meeting: 06/26/25

Clerk/Secretary of the Governing Board

(Original signature required)

Printed Name: Dana Pedersen

Title: Superintendent/Board Secretary

For additional information on this certification, please contact:

Name: Patty Nosecchi

Title: Business Manager

Telephone: 707-823-0871

E-mail: pnosecchi@twinhillsusd.org

District 53

SACS Web System - SACS V12

6/16/2025 10:49:33 AM

49-70961-0000000

Budget, July 1
Budget 2025-26

Technical Review Checks

Phase - All

Display - Exceptions Only

Twin Hills Union Elementary

Sonoma County

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)

W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)

O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

EXPORT VALIDATION CHECKS

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 this 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 this report.

District 21

SACS Web System - SACS V12
6/10/2025 3:52:01 PM

49-70961-4930350

Budget, July 1
Budget 2025-26
Technical Review Checks
Phase - All
Display - Exceptions Only

Sunridge Charter

Sonoma County

Following is a chart of the various types of technical review checks and related requirements:

- F - Fatal (Data must be corrected; an explanation is not allowed)
- W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
- O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

Twin Hills Union School District:

Adopted Budget 2025-26

Exhibits

SCOE BIZ

Business Services

Bulletin No. 25-19



May 19, 2025

To: Chief Business Officials
From: Sarah Lampenfeld, Assistant Superintendent, Business Services
Subject: May Revision Guidance for the 2025-26 Budget Adoption

This letter aims to provide 2025-26 Adopted Budget guidance, along with the release of *The Common Message*, which will follow in late May/early June.

The Governor's May Revision, released on May 14th, underscores the heightened uncertainty surrounding California's budget outlook, primarily driven by federal policy shifts—namely broad and elevated tariffs, strict immigration enforcement, and federal workforce reductions. According to the Department of Finance (DOF), these developments are expected to push the U.S. into a "growth recession" during the first three quarters of 2025, characterized by below-average growth and rising unemployment, with GDP growth for the year projected at just 1.3%. California is particularly at risk due to its significant trade exposure and reliance on high-wage sectors, which are forecasted to see notable job losses. Inflation is projected to rise sharply due to tariffs, limiting the Federal Reserve's ability to reduce interest rates and tightening credit markets. As a result, the state anticipates slower job growth, downgraded projections for personal income and wages, and a decline in housing permits. Ongoing volatility in federal trade and immigration policies further amplifies the risk of a downturn, with the DOF outlining a potential mild recession scenario if these trends persist or worsen.

Despite the projected deficit and economic uncertainty, the 2025-26 May Revision protects TK-12 education funding, maintaining total support at \$137.8 billion. The budget avoids cuts to education and prioritizes continued investment in key programs while relying on one-time solutions to sustain funding levels.

Key Highlights:

- ✚ **2.30% Cost-of-Living Adjustment (COLA):** Lower than earlier projections but fully funded for Local Control Funding Formula (LCFF) using one-time dollars, including \$481 million from the Proposition 98 Rainy Day Fund.
 - Subsequent years' COLAs are 3.02% in 2026-27 and 3.42% in 2027-28.
- ✚ **\$1.8 billion LCFF deferral:** Shifts payments from June 2026 to July 2026. The \$246.6 million deferral from 2023-24 and 2024-25 will be fully repaid within the three-year budget window.
- ✚ **Universal TK Implementation:**
 - \$2.1 billion to fully implement universal transitional kindergarten by 2025-26.
 - \$1.2 billion to reduce classroom ratios from 12:1 to 10:1.

- \$7.5 million in supplemental support for multilingual learners.
- \$10 million to develop a TK-appropriate English language proficiency screener.
- ✚ **Expanded Learning Opportunities Program (ELO-P):**
 - \$515.5 million to expand before, after-school, and summer programs for TK–6 students.
 - \$10 million to increase the minimum ELO-P grant from \$50,000 to \$100,000 per Local Educational Agency LEA, benefiting small districts.
 - Maintains the proposal that LEAs with more than 55% unduplicated pupils must offer ELO-P to all TK–6 students (down from 75%), with a one-year grace period for LEAs transitioning tiers.
- ✚ **Ethnic Studies:** Funding to support the high school ethnic studies graduation requirement (AB 101) has been removed, pausing statewide implementation.
- ✚ **Student Support and Professional Development Block Grant:**
 - \$1.7 billion in one-time discretionary funding (revised down from \$1.8 billion [~\$323 per ADA] in January).
 - Intended to support rising costs and state priorities, similar to the Arts, Music, and Instructional Materials Block Grant.
- ✚ **Learning Recovery:** The bill includes \$378.6 million to restore Learning Recovery Emergency Block Grant funds in 2025–26, 2026–27, and 2027–28.
- ✚ **Proposition 98 Guarantee Re-benching:** Reflects the continued rollout of universal TK and changes the funding split between TK–12 and community colleges.
 - The new split notably negatively impacts community colleges, so let’s show our colleagues some support and be kind.
- ✚ **Proposition 98 Rainy Day Fund:** The May Revision maintains a withdrawal of the \$8.4 billion balance from the Proposition 98 Reserve. For 2024–25, the required deposit into the Public School System Stabilization Account (PSSSA) is reduced from \$1.2 billion to \$540 million. In 2025–26, additional triggers will require a mandatory withdrawal from the PSSSA, which will fully deplete the remaining funds.

Amid ongoing economic uncertainty, the DOF has proposed a limited set of immediate budget solutions, focusing instead on potential measures that may be required in the future. The current year's only enacted reductions are a \$177.5 million cut to unused School Facilities Program funds and the State Preschool COLA suspension for 2025–26.

LEAs are encouraged to exercise caution in developing their 2025–26 budgets. **Maintaining sufficient reserves and avoiding deficit spending is critical.** Given the uncertain economic outlook, thoughtful financial planning is essential to reducing the risk of receiving a qualified or negative interim certification.

When developing the Local Control Accountability Plan (LCAP), LEAs should consider the 2.30% COLA and include any available carryover funds from prior years. This will help ensure the LEA meets minimum expenditure requirements once local governing boards have finalized and adopted the budget.

2024-25 and 2025-26 Cash Flow Projections

Cash remains King! Therefore, now is the time to **update your 2024-25 Cash Flow** with actuals through April 2025 and revise your May and June 2025 estimates. Accurate 2024-25 Cash Flow Projections provide reasonable June 30 cash balance estimates. The June 30 cash balance will be your 2025-26 July 1 beginning balance estimate plus reasonable estimates throughout the 2025-26 projections.

2025-26 Adopted Budget and Multi-Year Projections (MYP)

The following should be considered when preparing the 2025-26 Adopted Budget, which is **due to SCOE within 5 days of adoption or no later than July 1, 2025 (whichever is sooner)**:

Common Message (to follow)

Please read *The Common Message – May Revision 2025-2026 (will follow this memo once available)*.

Dartboard (attached)

Use the *SSC School District and Charter School Financial Projection Dartboard 2025-26 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 the 2024-25 Second Interim Reports.

LCFF Calculator

Use the latest calculator to incorporate the May Revision's 2025-26 Adopted Budget estimates. *See the Next Fiscal Year Manual for LCFF calculator instructions.*

SCOE recommends sending LCFF calculators to your Fiscal Advisor before finalizing projections for the 2025-26 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. Prescribed information must be provided for public review and comment on the proposed 2025-26 budget at the public hearing.

Local Reserve Cap

The reserve cap is NOT in place for 2025-26.

Federal Funding

The CDE's current projections for 2025–26 are pending and expected to be released in June or July. The CDE anticipates flat funding levels for 2025–26. Projections beyond that year remain uncertain, and LEAs are encouraged to run scenarios with reduced federal funding to evaluate their ability to absorb potential decreases.

 STRS and PERS contribution rates:

Please note that PERS contribution rates have changed since the January proposed budget and preparation of 2024-25 Second Interim Reports. Below are the most recent projections:

Employer Contribution Rates – May Revise 2024	2024-25	2025-26	2026-27	2027-28
STRS – Actual and projected rates	19.10%	19.10%	19.10%	19.10%
PERS – Actual and projected rates	26.68%	26.81%	26.90%	27.80%

 STRS On behalf Budget Amount for Fiscal Year 2025-26:

STRS on-behalf calculations from the ESSCO subcommittee are attached for your 2025-26 Budget.

 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's previous year's 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 preceding year's transportation add-on (found on the LCFF calculator's summary tab).
 - Example: 2024-25's transportation expenses equal \$200,000, and the 2024-25 add-on (found on LCFF calculator) equals \$90,000. $\$200,000 \times 60\% = \$120,000 - \$90,000 = \underline{\$30,000}$ transportation reimbursement outside of the LCFF add-on.

 Prop 28:

In November 2022, voters approved Proposition 28, which funds arts and music education. The funding depends on the amount 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.

Routine Restricted Maintenance (RRM) 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 2024-25 to 2025-26 are as follows:

- In the 2024-25 school year, children who turn five 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, 2025.
- Attendance for TK students turning five years old **after** the TK eligibility cut-off date only generates ADA for 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, representing 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**: This funding extends to July 1, 2028, and is included in the audit guide. Remember 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 minimum guarantee of \$200 per ADA from the Education Protection Account (EPA) depends 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 the volatility in property taxes for school districts and continued debate over this funding, the county recommends that 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 LCAP and budget adoption may be no sooner than the following day. LCAPs must be adopted by June 30, before the fiscal year for which they are created.

Please remember that the local indicator results must be reported to your local governing board/body on or before July 1, 2025, at the same meeting at which the LCAP is adopted.

✚ **One-Time Funding**

- Remember that stimulus and one-time funding are one-time and should not be budgeted in the subsequent years of the MYP.
- Plan expenditures according to spending deadlines and appropriately incorporate them into cash flow and MYP.

- Utilize the reporting cycle information to update and keep the budget accurate.

Reminder of Spending Deadlines:

<u>One-Time Funding*</u>	Resource Number	Spending deadline
A-G Completion Improvement Grant Program	7412,7413	June 30, 2026
Educator Effectiveness Block Grant	6266	June 30, 2026
Learning Recovery Block Grant	7435	June 30, 2028
Literacy Coaches and Reading Specialists Grant Program	6211	2022-23's allocation June 30, 2027
		2023-24's allocation June 30, 2028
Art, Music, Instructional Material, Discretionary Block Grant	6762	June 30, 2026
Expanded Learning Opportunities Program FY 2023-24	2600	June 30, 2025
Universal Prekindergarten Planning & Implementation Grant	6053	June 30, 2026

- *Not inclusive list

Please get in touch with Sarah Lampenfeld or your SCOE Fiscal Advisor if you have questions or need assistance/advice. We are here to assist LEAs in any way we can.

Proportionate Share Calculations for Total CalSTRS and On-Behalf Contributions

Employer Reporting Number	Employer Name	2023-24 CalSTRS Calculated Employer Contribution	2023-24 Employer Proportionate Share of Total CalSTRS– Calculated Employer Contribution	2023-24 Employer Proportionate Share of State on- Behalf Contribution	2024-25 On- Behalf Contribution to Book	2025-26 On-Behalf Amount to Budget
49001	Alexander Valley Union Elementary	207,164	0.002%	0.0024090%	\$ 102,749	\$108,137
49002	Sebastopol Independent Charter	301,354	0.002%	0.0035040%	\$ 149,453	\$157,304
49005	Bellevue Union Elementary	2,145,083	0.017%	0.0249410%	\$ 1,063,789	\$1,119,711
49006	Bennett Valley Union Elementary	1,014,741	0.008%	0.0117990%	\$ 503,253	\$529,684
49007	Kid Street Learning Center Charter	135,201	0.001%	0.0015720%	\$ 67,049	\$70,574
49011	Cinnabar Elementary	215,677	0.002%	0.0025080%	\$ 106,972	\$112,581
49012	Live Oak Charter	198,308	0.002%	0.0023060%	\$ 98,356	\$103,515
49015	Dunham Elementary	159,595	0.001%	0.0018560%	\$ 79,163	\$83,307
49017	Forestville Union Elementary	376,829	0.003%	0.0043810%	\$ 186,859	\$196,701
49018	Fort Ross Elementary	52,886	0.000%	0.0006150%	\$ 26,231	\$27,606
49020	Gravenstein Union Elementary	1,055,812	0.008%	0.0122760%	\$ 523,599	\$551,123
49021	Sunridge Charter	217,909	0.002%	0.0025340%	\$ 108,081	\$113,746
49022	Guerneville Elementary	265,224	0.002%	0.0030840%	\$ 131,539	\$138,444
49023	Pathways Charter	338,391	0.003%	0.0039350%	\$ 167,836	\$176,637
49024	Harmony Union Elementary	418,722	0.003%	0.0048690%	\$ 207,674	\$218,569
49026	Horicon Elementary	115,686	0.001%	0.0013450%	\$ 57,367	\$60,387
49029	Kenwood Elementary	250,514	0.002%	0.0029130%	\$ 124,246	\$130,766
49031	Liberty Elementary	245,748	0.002%	0.0028570%	\$ 121,857	\$128,278
49032	Woodland Star Charter	141,531	0.001%	0.0016460%	\$ 70,206	\$73,878
49033	California Virtual Academy at Sonoma	634,057	0.005%	0.0073720%	\$ 314,432	\$330,971
49034	Mark West Union Elementary	1,903,410	0.015%	0.0221310%	\$ 943,936	\$993,560
49035	Monte Rio Union Elementary	131,207	0.001%	0.0015260%	\$ 65,087	\$68,489
49036	Montgomery Elementary	26,177	0.000%	0.0003040%	\$ 12,966	\$13,650
49038	Oak Grove Union Elementary	883,066	0.007%	0.0102680%	\$ 437,953	\$460,951
49039	Old Adobe Union Elementary	2,282,599	0.018%	0.0265400%	\$ 1,131,990	\$1,191,493
49040	River Montessori Charter	158,144	0.001%	0.0018390%	\$ 78,437	\$82,550
49041	Pivot Charter School North Bay	492,366	0.004%	0.0057250%	\$ 244,184	\$257,010
49043	Piner-Olivet Union Elementary	1,453,062	0.012%	0.0168950%	\$ 720,609	\$758,483
49046	Kashia Elementary	17,292	0.000%	0.0002010%	\$ 8,573	\$9,026
49047	Rincon Valley Union Elementary	4,745,265	0.038%	0.0551740%	\$ 2,353,293	\$2,476,979
49048	Roseland Elementary	3,883,577	0.031%	0.0451550%	\$ 1,925,961	\$2,027,187
49051	Sebastopol Union Elementary	596,603	0.005%	0.0069370%	\$ 295,878	\$311,421
49052	Credo High	567,694	0.005%	0.0066010%	\$ 281,547	\$296,330
49053	Twin Hills Union Elementary	942,599	0.008%	0.0109600%	\$ 467,468	\$492,027
49054	Two Rock Union School District	124,498	0.001%	0.0014480%	\$ 61,760	\$64,987
49060	Waugh Elementary	866,151	0.007%	0.0100710%	\$ 429,550	\$452,122
49061	West Side Union Elementary	160,751	0.001%	0.0018690%	\$ 79,717	\$83,910
49062	Wilmar Union Elementary	253,955	0.002%	0.0029530%	\$ 125,952	\$132,562
49063	Windsor Unified School District	5,480,166	0.044%	0.0637190%	\$ 2,717,756	\$2,860,589
49064	Wright Elementary	1,448,689	0.012%	0.0168440%	\$ 718,434	\$756,200
49065	Village Charter	45,667	0.000%	0.0005310%	\$ 22,648	\$23,838
49069	California Pacific Charter School-Sonoma	188,978	0.002%	0.0021970%	\$ 93,707	\$98,645
49070	Sonoma Charter	139,084	0.001%	0.0016170%	\$ 68,969	\$72,600
49071	West Sonoma County Union High	2,034,667	0.016%	0.0236570%	\$ 1,009,023	\$1,062,075
49081	Cloverdale Unified School District	1,670,073	0.013%	0.0194180%	\$ 828,221	\$871,761
49082	Cotati-Rohnert Park Unified School District	6,339,423	0.051%	0.0737090%	\$ 3,143,852	\$3,309,112
49084	Geyserville Unified School District	355,362	0.003%	0.0041320%	\$ 176,239	\$185,495
49085	Petaluma City Schools District	\$9,839,232	0.078%	0.1144020%	\$ 4,879,498	\$5,135,976
49086	Santa Rosa City Schools District	19,708,893	0.157%	0.2291580%	\$ 9,774,096	\$10,287,836
49087	Healdsburg Unified School District	2,030,496	0.016%	0.0236090%	\$ 1,006,976	\$1,059,898
49088	Sonoma Valley Unified School District	4,520,155	0.036%	0.0525560%	\$ 2,241,630	\$2,359,474
49091	Sonoma County Junior College District	9,827,935	0.078%	0.1142710%	\$ 4,873,911	\$5,130,079
49097	Sonoma County Office of Education	3,622,903	0.029%	0.0421240%	\$ 1,796,682	\$1,891,117

Total	Total CalSTRS-calculated employer contributions	\$8,600,576,193	68.549%
24-25	Total State Contributions for 24-25	\$4,265,221,216	31.451%
23-24	State of California contributions (nonemployer contributing entity)	\$3,945,973,951	
	2024-25 STRS Rate	19.10%	

SSC School District and Charter School Financial Projection Dartboard 2025-26 May Revision

This version of School Services of California Inc. (SSC) Financial Projection Dartboard is based on the Governor's 2025-26 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	2024-25 ¹	2025-26 ²	2026-27	2027-28	2028-29
Department of Finance Statutory COLA	1.07%	2.30%	3.02%	3.42%	3.31%

LCFF GRADE SPAN FACTORS FOR 2025-26				
Entitlement Factors per ADA*	TK-3	4-6	7-8	9-12
2024-25 Base Grants	\$10,025	\$10,177	\$10,478	\$12,144
Statutory COLA of 2.30%	\$231	\$234	\$241	\$279
2025-26 Base Grants	\$10,256	\$10,411	\$10,719	\$12,423
Grade Span Adjustment Factors	10.4%	—	—	2.6%
Grade Span Adjustment Amounts	\$1,067	—	—	\$323
2025-26 Adjusted Base Grants ³	\$11,323	\$10,411	\$10,719	\$12,746
Transitional Kindergarten (TK) Add-On ⁴	\$5,545	—	—	—

*Average daily attendance (ADA)

OTHER PLANNING FACTORS						
Factors		2024-25	2025-26	2026-27	2027-28	2028-29
California CPI		3.07%	3.42%	2.98%	2.77%	2.90%
California Lottery	Unrestricted per ADA	\$191	\$191	\$191	\$191	\$191
	Restricted per ADA	\$82	\$82	\$82	\$82	\$82
Mandate Block Grant (District)	Grades K-8 per ADA	\$38.21	\$39.09	\$40.27	\$41.65	\$43.03
	Grades 9-12 per ADA	\$73.62	\$75.31	\$77.58	\$80.23	\$82.89
Mandate Block Grant (Charter)	Grades K-8 per ADA	\$20.06	\$20.52	\$21.14	\$21.86	\$22.58
	Grades 9-12 per ADA	\$55.76	\$57.04	\$58.76	\$60.77	\$62.78
Interest Rate for Ten-Year Treasuries		4.23%	4.56%	4.58%	4.50%	4.40%
CalSTRS Employer Rate ⁵		19.10%	19.10%	19.10%	19.10%	19.10%
CalPERS Employer Rate ⁵		27.05%	26.81%	26.90%	27.80%	27.40%
Unemployment Insurance Rate ⁶		0.05%	0.05%	0.05%	0.05%	0.05%
Minimum Wage ⁷		\$16.50	\$16.90	\$17.40	\$17.80	\$18.30

STATE MINIMUM RESERVE REQUIREMENTS FOR 2025-26	
Reserve Requirement	District ADA Range
The greater of 5% or \$88,000	0 to 300
The greater of 4% or \$88,000	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 250,000
1%	250,001 and higher

¹Applies to Adults in Correctional Facilities Program in the 2025-26 fiscal year.

²Applies to Equity Multiplier, Special Education, Child Nutrition, Youth in Foster Care, Mandate Block Grant, Charter School Facility Grant Program, American Indian Education Centers, and the American Indian Early Childhood Education Program. California State Preschool Program is proposed to be excluded in 2025-26.

³Additional 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.

⁴Funding 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.

⁵California 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.

⁶Unemployment insurance rate in 2025-26 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).

⁷Minimum wage rates are effective January 1 of the respective year.



The Common Message

2025-26 May Revision

BASIC

Business and Administration
Services Committee

Writers and Contributors

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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
Statewide Local Educational Consortium Co-Chairs
WestEd

Background

Since May 2008, county office of education (COE) chief business officials (CBOs) have collaborated to develop common messages to guide districts in crafting assumptions for their budget and interim reports. The Business and Administration Services Committee (BASC) supports this endeavor by providing COE CBOs with a uniform common message based on assumptions used by the California Department of Finance (DOF).

The Business Administration Services Committee (BASC) would like to thank the California Department of Finance (DOF), State Board of Education (SBE), California Department of Education (CDE), Fiscal Crisis and Management Assistance Team (FCMAT), and our colleagues listed in the [“Sources”](#) section of this message for providing BASC and our local educational agencies (LEAs) with the most up-to-date information at the time of writing.

The BASC Common Message is intended to provide guidance and recommendations to COEs, which then tailor this guidance to the unique circumstances of the local educational agencies (LEAs) in their respective counties. Even within a single county, the guidance may vary considerably based on each district’s educational, fiscal and operational characteristics. Consequently, districts and other entities seeking to understand the guidance applicable to a specific LEA should refer to the information released by the COE in the county where that LEA is located.

Key Guidance Based on Governor’s May Revision

On May 14, 2025, Governor Gavin Newsom released the May Revision for the proposed 2025-26 State Budget. At May Revision the budget includes an increase of approximately \$2.9 billion in Proposition 98 guarantee funding over the three-year period relative to the 2024 Budget Act and a decrease of approximately \$4.6 billion from the Governor’s Budget in January. The revision proposes to appropriate only \$117.6 billion for education programs in 2024-25, instead of the current calculated Proposition 98 level of \$118.9 billion. The difference between the appropriated and the calculated levels is less than at Governor’s Budget, \$1.3 billion instead of \$1.6 billion. This is intended to mitigate the risk of appropriating more resources than are ultimately available when the final calculation for 2024-25 is made during the 2025-26 fiscal year. The 2025-26 budget includes \$114.6 billion in Proposition 98 funding for all TK-12 programs for continued fiscal stability to meet the obligations to TK-12 education.

The major TK-12 funding provisions in the 2025-26 May Revision are as follows:

- Adjusts the 2024-25 mandatory Proposition 98 Rainy Day fund deposit of \$1.2 billion down to \$540 million due to adjustment of capital gains revenues for the year. Additionally, a decrease in Proposition 98 guarantee triggers a mandatory withdrawal of \$540 million in 2025-26 exhausting the remaining fund balance of the reserve account.

- Funded cost-of-living adjustment (COLA) to the Local Control Funding Formula (LCFF), LCFF Equity Multiplier and several other categorical programs outside the LCFF are reduced to 2.30% from 2.43% at Governor’s Budget. Specified categorical programs receiving COLA include Special Education, Child Nutrition, Youth in Foster Care, Mandated Block Grant, Adults in Correctional Facilities Program, Charter School Facility Grant Program, American Indian Education Centers, and the American Indian Early Childhood Education Program. May Revise includes suspension of State Preschool Program COLA for 2025-26.
- May Revise proposes deferring \$1.8 billion in LCFF funding from June 2026 to July 2026. Prior deferrals of \$246.6 million for TK-12 education from 2023-24 and 2024-25 are fully repaid in the three-year budget window.
- Provides a total of \$2.1 billion in ongoing funding (inclusive of all prior years’ investments) to support the full implementation of universal transitional kindergarten (TK) so that all children who turn four years old by September 1 of the school year can enroll in TK. This is a slight decrease from the Governor’s Budget estimate of \$2.4 billion. The budget also provides an accumulated amount of \$1.2 billion in on-going funding to support lowering the average student-to-adult ratio from 12-to-1 to 10-to-1 in every TK class. This is also lower than the \$1.5 billion included in the Governor’s Budget for this purpose.
- Increases the proposed adjustment for the Expanded Learning Opportunities Program from \$4.435 billion to \$4.515 billion in total ongoing funds for full implementation of the program increasing the number of LEAs that offer universal access to students from those with an unduplicated pupil percentage of at least 75% to those with an unduplicated pupil percentage of at least 55%. This funding also includes ongoing support to LEAs with less than 55% unduplicated pupils to provide access to all unduplicated pupils. Trailer bill also provides for a one-year grace period in transitioning from Tier II to Tier I. Additionally, the May Revise includes an additional \$10 million to increase the minimum grant amount from \$50,000 to \$100,000 per LEA.
- The May Revise includes \$200 million in one-time Proposition 98 funds to support evidence-based professional learning for elementary school educators aligned with the English Language Arts/English Language Development Framework, and \$10 million in one-time Proposition 98 funding for the Sacramento County Office of Education to partner with the UCSF Dyslexia Center to support the Multitudes screener. These funds are in addition to the following investments included at the Governor’s Budget to support literacy instruction: \$500 million in one-time funds for TK-12 literacy and mathematics coaches, \$40 million in one-time funds for purchase of screening materials and training for educators to administer literacy screening, \$25 million to spend by 2029-30 to launch Literacy and Mathematics Networks within the Statewide System of Support, and \$300,000 in one-time non-Proposition 98 in 2024-25 for the Instructional Quality Commission to develop a curriculum guide and resources for teaching personal finance per Assembly Bill (AB) 2927.

- May Revise builds on the funding for teacher preparation and professional development proposed in January to:
 - Repurpose \$150 million in one-time funding for the Teacher Recruitment Incentive Grant to \$100 million in one-time Proposition 98 funding for stipends of \$10,000 for at least 500 hours of student teaching on a first-come, first-served basis. The remaining \$50 million is part of the Proposition 98 budget solution.
 - Extending by one year the deadlines for clear credential candidates who received a related waiver during the COVID-19 Pandemic to complete an induction program or two years of service, and for teacher candidates who received a related waiver during the COVID-19 Pandemic to pass the Reading Instruction Competence Assessment.
 - Allow (1) credential candidates who completed preparation programs that were aligned to the Reading Instruction Competence Assessment to take that assessment on or before October 31, 2025; and (2) the Commission on Teacher Credentialing to adopt and administer an off-the-shelf reading instruction competence assessment that meets the requirements outlined in statute for candidates who have yet to pass a reading assessment and cannot take the state’s literacy performance assessment.
- Reduces the investment in the Student Support and Professional Development Discretionary Block Grant from \$1.8 billion to \$1.7 billion. The block grant maintains the flexibility to use the funding for discretionary purposes and to fund statewide priorities including: (1) professional development for teachers on the ELA/ELD framework; (2) professional development for teachers on the mathematics framework; (3) teacher recruitment and retention strategies; and (4) career pathways and dual enrollment. Proposed funds will be disbursed based on average daily attendance (ADA) and will be available through June 30, 2029. Final expenditures must be reported to the CDE by September 30, 2029.
- The May Revise does not include any changes to Governor’s Budget proposal to restore \$378.6 million in one-time funding to support the Learning Recovery Emergency Block Grant (LREBG) through 2027-28.
- May Revise proposed \$90.7 million in additional ongoing funding to fully fund the universal meals program in 2025-26 and provides \$21.9 million in additional ongoing Proposition 98 funds for the Summer Electronic Benefits Transfer (SUN Bucks) program, which provides nutrition funding to eligible students during the summer months.
- May Revise includes \$15 million in one-time Proposition 98 General Fund for Secondary School Redesign Pilot Program for a COE to administer a pilot program to redesign middle and high schools to better serve the needs of all students and increase student outcomes, and to manage a network of grantees to support peer learning and documentation of practices.
- Includes \$2 million in ongoing Proposition 98 General Fund to support Regional English Learner lead agencies that help schools provide focused support to English learners.

- One-time property tax backfills of \$1.2 million in 2024-25 and \$8.5 million in 2025-26 for impacted basic aid school districts due to the recent wildfires in Southern California.
- A one-time \$500,000 in Proposition 98 General Fund to support the California Association of Student Councils.
- To address the projected budget shortfall, the May Revision includes a reduction of \$177.5 million in remaining, unused General Fund from a \$2 billion one-time allocation provided to the Office of Public School Construction in the 2023 Budget Act for TK-12 school facilities. These funds were made available on an as-needed basis for fire-impacted LEAs through August 2025; however, impacted schools have indicated that they do not plan to apply for the funds by this date. Proposition 2 facilities funds will be available as needed for fire-impacted LEAs moving forward.

Although the May Revision fully funds the COLA and avoids cuts to ongoing education programs, it only does so by deferring \$1.8 billion in LCFF payments from June to July of 2026. The financial impact of devastating wildfires in Southern California and federal policy and funding changes being pursued by the new federal administration bring a risk of additional state budget shortfalls in future years.

The federal administration's tariff policies and potential federal funding reductions and layoffs could negatively affect the state's economy, reduce state revenues and increase state costs. The May Revision assumes a "growth recession," a period of below-trend growth and rising unemployment, but it does not reflect a traditional economic recession. Given the inconsistent federal tariff policy, stock market volatility, heightened uncertainty among both businesses and consumers, and higher inflation expectations, the relative probability of a recession is higher than in a typical period of normal growth and stability. In a mild recession state revenues could be around \$14 billion lower than the May Revision forecast.

Furthermore, the federal administration and Congress are considering significant cuts to education programs and to other programs, such as Medicaid, which would have a direct effect on LEA budgets but could potentially have a much larger indirect effect to the extent they force the state to redirect funding from schools to mitigate the impact of federal funding cuts. Projected declines in state revenue combined with growth in Medi-Cal costs have created a state budget deficit that is projected to grow significantly in the future. Federal funding reductions, especially to Medicaid, will significantly increase the state's budget deficit and may require the state to suspend Proposition 98 and reduce education funding.

Many LEAs continue to experience chronic student absences, long-term declining enrollment, and various cost pressures such as increased pension rates and energy costs. 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.

In addition, districts' fund balances have dwindled due to spending down of prior years' one-time revenues. The decision about how much of a general fund unrestricted fund balance is prudent to maintain will depend on each LEA's unique circumstances. For example, LEAs may be vulnerable to natural disasters or dependent on slow-growing local revenue sources and so

may need to maintain a higher level in the unrestricted fund balance. The June to July funding deferral proposed in the May Revision along with cuts to federal grant funding and the state's uncertain revenue projections, add pressure locally to maintain reserves above minimum required amounts. For example, the Government Finance Officers Association (GFOA) recommends reserving an amount equal to not less than two months of general fund operating expenditures, or 17% of general fund expenditures and other financing uses.

Given the risks associated with the state budget, LEAs should exercise caution before making any long-term commitments and LEAs should consider increasing reserves so that they can manage the deferral and absorb potential state and federal funding reductions.

Planning Factors for 2025-26 and Multiyear Projections

Key planning factors for LEAs to include in their 2025-26 adopted budgets and multiyear projections (MYPs) based on the latest information available at the time of writing.

Planning Factor	2025-26	2026-27	2027-28
Cost-of-Living Adjustment (COLA)			
Local Control Funding Formula (LCFF) COLA	2.30%	3.02%	3.42%
Special Education COLA	2.30%	3.02%	3.42%
Employer Benefit Rates			
CalSTRS	19.10%	19.10%	19.10%
CalPERS-Schools	26.81%	26.90%	27.80%
State Unemployment Insurance	0.05%	0.05%	0.05%
Lottery			
Unrestricted per ADA	\$191.00	\$191.00	\$191.00
Proposition 20 per ADA	\$82.00	\$82.00	\$82.00
Minimum Wage	\$16.90 ¹	\$17.40 ²	\$17.80 ³

Universal TK/ADA LCFF add-on	\$3,148.00 ⁴	\$3,243.00 ⁴	\$3,354.00 ⁴
Mandate Block Grant			
School Districts			
Grades K-8 per ADA	\$39.09	\$40.27	\$41.65
Grades 9-12 per ADA	\$75.31	\$77.58	\$80.23
Charter Schools			
Grades K-8 per ADA	\$20.52	\$21.14	\$21.86
Grades 9-12 per ADA	\$57.04	\$58.76	\$60.77

¹Effective January 1, 2026, ²Effective January 1, 2027, ³Effective January 1, 2028.

⁴The rates do not reflect the May Revise proposal to increase the rate to \$5,545 in 2025-26, \$5,712 in 2026-27, and \$5,907 in 2027-28.

Deficit Spending

Although districts experienced higher fund balances as a result of unprecedented pandemic one-time funding from federal and state sources, many are returning to ongoing support levels that are much more constrained. Taking proactive steps to reduce spending early helps safeguard reserve levels, preventing their depletion, and minimizes the need for deeper reductions in the future. Assumptions in multiyear projections should be well documented, with full-time equivalent positions aligned with criteria and standards.

For any significant reductions deferred to the 2026-27 or 2027-28 fiscal year(s), it is crucial to explicitly identify these adjustments and ensure that the governing board acknowledges the stabilization measures required based on current financial conditions. Below is a sample fiscal solvency statement that can serve as a stand-alone resolution or be included in the budget approval:

Sample Fiscal Solvency Statement

In preparing the 2025-26 Adopted Budget, the board acknowledges its fiduciary responsibility to maintain fiscal solvency for the current year and two subsequent fiscal years.

The district's budget stabilization plan includes position reductions, non-personnel cost reductions, and established timelines for ongoing budget planning and actions. These plans are based on the current state budget, anticipated revenue losses due to declining student enrollment, and rising ongoing costs. Under these assumptions, the board projects the need for \$XX million in budget reductions in 2026-27 and an additional \$XX million in reductions in 2027-28 to maintain fiscal solvency.

As districts potentially face declining fund balances, exercising caution when allocating funds for negotiated salary compensation is imperative. Revenue gains from COLA may be offset by declining enrollment and rising costs, including retirement contributions and health benefits. Each district's capacity to sustain compensation increases will vary based on its unique financial circumstances. Thoughtful planning and conservative financial management are critical to ensuring long-term stability.

Federal Funding Uncertainties

Federal funding is an area about which there may be some of the greatest uncertainties regarding ongoing revenues. While federal sources make up approximately 10% of an average LEA's the budget, the complexities of layoff provisions and the timing of possible reductions makes the unknowns even harder to predict; therefore, it is imperative to plan for multiple scenarios.

It is anticipated that some of the federal programs identified for cuts would impact funding in 2026-27 for LEAs. However, nothing is certain, and these times are unprecedented. There is potential for some reductions in 2025-26.

Districts are reminded that potential reductions in federally-funded programs are on top of other pressures on their budgets – declining enrollment, increased costs, one-time funds expiring, and so on. We must also recognize that the May Revise points out that the state budget is now facing a larger deficit than previously projected. Solutions have been proposed to avoid cuts in funding for 2025-26; however, with the uncertain economic forecast, we cannot assume the 2026-27 fiscal year will maintain the same funding levels, including a funded COLA.

Districts should prepare now for multiple uncertain funding streams and ensure that elements of the known details are handled with fidelity, such as:

- Decreases in expenses commensurate with declines in enrollment.
- Reduced expenses equivalent to the amount of the one-time programs no longer funded.
- Sufficient reserves to sustain expenses when funding is unexpectedly reduced mid-year pursuant to the recent federal letters.

Cash Flow

The May Revise proposes to pay off the cash deferral that is in effect for 2024-25. The 2025-26 proposed state budget has a projected deficit and one of the solutions to avoid a reduction in revenue to LEAs is a new cash deferral of \$1.8 billion from June 2026 to July 2026.

The accuracy of cash flow projections will be of utmost importance leading into 2025-26 given the amount of uncertainty in overall funding. If a district discovers projected low cash balances for any month, it is better to seek advice well in advance about whether a Tax and Revenue Anticipation Note (TRAN) or internal borrowing is necessary, so that the district can join a TRAN pool.

Reserves/Reserve Cap

Given the ongoing uncertainty regarding the federal budget, including potential reductions in education-related funding, it is essential to approach fiscal planning with increased caution. Current federal budget discussions indicate possible impacts on state and local educational agencies. Maintaining strong reserves is essential to mitigate potential impacts, safeguard districts' financial stability, and ensure the continuity of essential programs and services.

The Governor's May Revision for 2025–26 reflects a more constrained fiscal outlook, projecting a \$12 billion general fund deficit and proposing a range of budget solutions, including spending reductions and funding shifts. As part of this plan, the state will draw down the Public School System Stabilization Account (PSSSA), reducing its balance to zero.

As a result of this withdrawal, the local reserve cap is not expected to be triggered in either the 2025–26 or 2026–27 fiscal years. Under current law, districts subject to the 10% cap on reserves would apply in fiscal years immediately following those in which the PSSSA balance equals or exceeds 3% of the total TK–12 share of the Proposition 98 guarantee.

With continued uncertainty at both the federal and state levels, careful reserve management is more important than ever. Maintaining reserves that are strategically organized and clearly documented will help ensure districts' long-term fiscal stability.

Attendance Recovery

Considering the state's current budget challenges and projections, districts should take advantage of all opportunities to provide students with additional learning opportunities while recovering student average daily attendance (ADA). Beginning July 1, 2025, school districts and classroom-based charter schools can provide classroom-based students with attendance recovery opportunities to make up lost instructional time, offset student absences, and mitigate learning loss, thus also mitigating the fiscal impacts of absences.

Students may only be credited up to the lesser of: 1) 10 days attendance, or, 2) the number of their absences in that school year. Recovery time must be taught by certificated teachers of the LEA. Participation is not mandatory and shall be at the election of the student, parent, or guardian.

Expanded Learning Opportunity Program (ELOP) funds may be used to fund attendance recovery programs in conjunction with, and on the same site(s) as, the LEA's ELOP program activities.

Detailed instructions and answers to common questions can be found on the CDE's [Attendance Recovery webpage](#). You can also review a presentation from the CDE's School Fiscal Services Division at <https://www.cde.ca.gov/fg/it/documents/aaitwebinar24.pdf>.

Instructional Continuity

Instructional Continuity provisions focus on facilitating continuity of learning during emergencies that disrupt regular classroom instruction.

As of July 1, 2025, LEAs must include an instructional continuity plan in their comprehensive school safety plan. Plans must include procedures for student engagement within five (5) days of an emergency and hybrid or remote learning opportunities within ten (10) instructional days.

Instructional Continuity also encourages LEAs to plan to meet the instructional standards that are equivalent to independent study programs.

Form J-13A submittals for events occurring in fiscal year 2026-27 and beyond will require, LEAs to certify that they have a comprehensive school safety plan that includes an instructional continuity plan that complies with the aforementioned engagement and instructional offering requirements. If the LEA did not offer engagement and instruction during an emergency, it must, as part of the J-13A submittal, describe the circumstances that prevented it from doing so and explain what engagement and instruction, if any, it did provide.

Detailed instructions and answers to common questions can be found on the CDE's [Instructional Continuity webpage](https://www.cde.ca.gov/re/di/or/documents/icpwebinarpresentation.pdf). You can also review a presentation from the CDE at <https://www.cde.ca.gov/re/di/or/documents/icpwebinarpresentation.pdf>.

Transitional Kindergarten

The 2025-26 K-12 Trailer Bill includes intent language that LEAs provide language development support to multilingual learners in TK, and that local educational agencies, teachers and staff assigned to TK classrooms provide parents and guardians of pupils enrolled in TK with information regarding the benefits of multilingualism.

In addition, the Trailer Bill states that commencing with the 2027-28 school year, LEAs serving pupils in TK shall screen those pupils whose primary language is a language other than English. For the 2026-27 school year, LEAs may screen TK pupils. The screening tool will be determined by the state superintendent of public instruction in 2025-26.

Effective July 1, 2025, the adult-to-student ratio will be 1 adult to 10 students. Refer to the CDE's TK FAQ #15 under Transitional Kindergarten Class Size Ratio Information at <https://www.cde.ca.gov/fg/it/tkfiscalfaq.asp#how-can-schools-meet-the-110-adult-to-student-ratio-requirement-upon-full-implementation-of-transitional-kindergarten-tk-in-fiscal-year-fy-2025-26-updated-09-sep-2024>.

There are separate penalties for not meeting the required 1-to-10 adult-to-pupil ratio, for not maintaining an average TK class enrollment of not more than 24 pupils for each school site, and for teachers not meeting the TK credentialing requirements listed below. The 2025-26 K-12 Trailer Bill includes language to change the class size penalty to loss of ADA funding for each student over the 24-pupil limit, which will also provide relief for mid-year TK class size growth.

Credentialed teachers assigned to TK classes (including independent study), must meet one of the following criteria by August 1, 2025:

- Have completed at least 24 units in early childhood education, childhood development, or both.
- Have professional experience in a classroom setting with preschool-age children, as determined and documented by the employing LEA, that is comparable to 24 units of relevant education and meets the criteria established by the LEA's governing board or body.
- Hold a child development teacher permit or an early childhood education specialist credential issued by the California Commission on Teacher Credentialing.

LCAP and the Learning Recovery Emergency Block Grant

The State Board of Education (SBE) adopted revised LCAP instructions at their November 2024 meeting (see <https://www.cde.ca.gov/re/lc/>) to require the inclusion of all LREBG expenditures in the LCAP going forward. The May Revision continues to provide \$378.6 million additional LREBG funding to LEAs in 2025-26. Assuming this proposal is approved, all LEAs that were eligible for the original LREBG funding in 2022-23 will have LREBG expenditures that will need to be included in the LCAP.

For those LEAs that are already planning on carrying over LREBG funds to 2025-26, additional funds allocated through the 2025-26 budget could be incorporated into the 2025-26 budget and LCAP through a midyear update and the Annual Update in 2025-26. For LEAs that were not expecting LREBG funds in 2025-26, options might include:

- Incorporating the new allocation into their 2025-26 LCAP and budget adoption but clearly calling out in writing in the LCAP and budget assumptions that these dollars and actions are dependent on the new LREBG funds being included in the adopted state budget.
- Documenting the needs assessment in the LCAP summary sections but waiting to put the funds into the LCAP and budget. Then the dollars and actions could be added as part of the midyear update and Annual Update if the funds are approved in the state budget.
- Waiting until 2026-27 to incorporate the funds into the budget and LCAP, recognizing that even more LREBG funds may be allocated by the state in subsequent years.

LEAs should consult with their COE for specific guidance.

Summary

This edition of the Common Message gives LEAs data and guidance for fiscal planning and for developing their 2025-26 budget and multiyear projections. The information provided for 2025-26 and beyond includes the latest known proposals and projections to assist with multiyear planning. The state budget continues to face additional risks due to the results of massive

wildfires and federal policy and funding changes, which may impact both revenues and expenditures. LEAs face short-and long-term challenges, including risks to the state revenue forecast, reduced ADA due to declining enrollment and student absence rates, inflationary pressures including pension rate increases, and expired one-time funds. Because each LEA has unique funding and program needs, it remains essential that LEAs continually assess their individual situations, work closely with their respective COEs, and develop comprehensive plans to maintain fiscal solvency while preserving the integrity of their educational programs.

2025-26 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

2025-26 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	25-26 Budget
01	General Fund	\$2,219,740.00
17	Special Reserve Fund for Other Than Capital Outlay Projects	\$347,675.00
Total Assigned and Unassigned Ending Fund Balances		\$2,567,415.00
Reserve Standard Percentage Level as defined by Criteria and Standards		4%
Less District's Reserve Standard as defined by Criterial and Standards		\$473,859.00
Remaining Balance to Substantiate Need		\$2,093,556.00

SACS combines Funds 01 and 03
Objects 9780/9789/9790

Form 01 Unrestricted Fund Balance @ 6/30/24 - \$5,000 revolving cash
Form 17 - include estimated interest (rounded)

Criteria and Standards - Form 01CS Line 10B-4

Criteria and Standards - Form 01CS Line 10B-7

Reasons for Assigned and Unassigned/Unappropriated Fund Balances in Excess of Minimum Reserve for Economic Uncertainties

Form	Fund	25-26 Budget	Description of Need
01	General Fund (Assigned)	\$1,480,888.00	Amount to comply w/BP3100, 17% reserve (also recommended by GFOA)
01	General Fund (Assigned)	\$40,000.00	\$1,954,747 - standard 4% \$473,859
01	General Fund (Assigned)	\$30,000.00	West Count JPA: Special Education
			West Count JPA: Transportation
01	General Fund (Assigned)	\$0.00	Fund Balance support: F03 to maintain 17% reserve net, amount of \$347,205 is included above.
01	General Fund (Assigned)	\$436,303.00	Fund Balance support: F09 (OV) to maintain 17% reserve
01	General Fund (Assigned)	\$412,682.00	Fund Balance support: D21 (SR) to maintain 17% reserve
01	General Fund (Assigned)	(\$653,992.00)	Assignment adjustment: Negative amount indicates one of the above assignments will be reduced by this amount
01	General Fund (Assigned)	\$0.00	COVID19 Legal for Distance Learning
17	Special Reserve Fund for Other Than Capital Outlay Projects	\$347,675.00	Volatile State revenues/funding for schools, cash to cover deferrals
Total of Substantiated Needs		\$2,093,556.00	
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

2025-26 Adopted Budget ✕ EXHIBIT B ✕ Assigned/Unassigned Detail - Page 2

2025-26

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	25-26 Budget	Description of Need
D53 09	Orchard View Charter (Assigned)	\$526,884.00	Amount required to comply w/BP3100, 17% reserve
09	Orchard View Charter (Assigned)	<u>(\$436,303.00)</u>	Required amount not available, SEE amount Assigned in Fund 01
Equals =	Total of Assigned Fund Balances D53/Fund 09	<u><u>\$90,581.00</u></u>	Unrestricted Ending Fund Balance for Reserve (See Note)

SunRidge Charter D21 Fund 09

Form	Fund	25-26 Budget	Description of Need
D21 09	SunRidge Charter (Assigned)	\$685,890.00	Amount required to comply w/BP3100, 17% reserve
09	SunRidge Charter (Assigned)	\$18,000.00	RESIG Deductible - 8th Grade field trip
09	SunRidge Charter (Assigned)	<u>(\$412,682.00)</u>	Required amount not available, SEE amount Assigned in Fund 01
Equals =	Total of Assigned Fund Balances in D21	<u><u>\$291,208.00</u></u>	Unrestricted Ending Fund Balance for Reserve (See Note)

Note: Charter Schools that show an amount assigned in Fund 01 indicates the Unrestricted Ending Fund Balance amount is used for the reserve.

Funds 12 through 40

Form	Fund	25-26 Budget	Description of Need
12	After School Program	<u>\$75,137.00</u>	Fee based fund: To be used for and by this program only
Equals =	Total of Assigned Fund Balances in Fund 12	<u><u>\$75,137.00</u></u>	
20	Post Employment Benefits	<u>\$451,629.00</u>	Set aside for unfunded liabilities (CRSP Pensions/Cash Buy-outs)
Equals =	Total of Assigned Fund Balances in Fund 20	<u><u>\$451,629.00</u></u>	
21	Bond Building Fund	<u>\$176,987.00</u>	Measure M Projects only
Equals =	Total of Assigned Fund Balances in Fund 21	<u><u>\$176,987.00</u></u>	
40	Special Reserve for Capital Outlay Projects	<u>\$100,447.00</u>	For large projects or capital equipment purchases
Equals =	Total of Assigned Fund Balances in Fund 40	<u><u>\$100,447.00</u></u>	

2025-26 Adopted Budget ✧ EXHIBIT B ✧ Assigned/Unassigned Detail



**Twin Hills
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2025-26 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
01	General Fund	\$1,876,613.00
17	Special Reserve Fund for Other Than Capital Outlay Projects	\$359,675.00
Total Assigned and Unassigned Ending Fund Balances		\$2,236,288.00
Reserve Standard Percentage Level as defined by Criteria and Standards		4%
Less District's Reserve Standard as defined by Criterial and Standards		\$473,896.00
Remaining Balance to Substantiate Need		\$1,762,392.00

SACS combines Funds 01 and 03

Objects 9780/9789/9790

Unrestricted Fund Balance - Revolving Cash

Form 17 - include estimated interest

Criteria and Standards - Form 01CS Line 10B-4

Criteria and Standards - Form 01CS Line 10B-7

Reasons for Assigned and Unassigned/Unappropriated Fund Balances in Excess of Minimum Reserve for Economic Uncertainties

Form	Fund	2026-27 Budget	Description of Need
01	General Fund (Assigned)	\$1,478,053.00	Amount to comply w/BP3100, 17% reserve (also recommended by GFOA)
01	General Fund (Assigned)	\$40,000.00	\$1,951,949 - standard 4% \$473,896
01	General Fund (Assigned)	\$30,000.00	West Count JPA: Special Education
			West Count JPA: Transportation
			Fund Balance support: F03 to maintain 17% reserve net, amount of \$326,490 is included above
01	General Fund (Assigned)	\$0.00	Fund Balance support: F09 (OV) to maintain 17% reserve
01	General Fund (Assigned)	\$363,995.00	Fund Balance support: D21 (SR) to maintain 17% reserve
01	General Fund (Assigned)	\$387,763.00	Assignment adjustment: Negative amount indicates one of the above assignments will be reduced by this amount
01	General Fund (Assigned)	(\$897,094.00)	COVID19 Legal for Distance Learning / No expense reductions
01	General Fund (Assigned)	\$0.00	Volatile State revenues/funding for schools
17	Special Reserve Fund for Other Than Capital Outlay Projects	\$359,675.00	
Total of Substantiated Needs		\$1,762,392.00	
Remaining Unsubstantiated Balance		\$0.00	Note: General Fund unable to support full 17% for charters (\$426,081)

CHARTER SCHOOLS: Charter Schools are not allowed to have an Unassigned/Unappropriated Amount.

Orchard View Charter D53 Fund 09

Form	Fund	2026-27 Budget
D53 09	Orchard View Charter (Assigned)	\$520,228.00
09	Orchard View Charter (Assigned)	(\$363,995.00)
Equals =	Total of Assigned Fund Balances D53/Fund 09	\$156,233.00

Description of Need

Amount required to comply w/BP3100, 17% reserve

Required amount not available, SEE amount Assigned in Fund 01

Unrestricted Ending Fund Balance for Reserve (See Note)

SunRidge Charter D21 Fund 09

Form	Fund	2026-27 Budget
D21 09	SunRidge Charter (Assigned)	\$685,120.00
09	SunRidge Charter (Assigned)	\$18,000.00
09	SunRidge Charter (Assigned)	(\$387,763.00)
Equals =	Total of Assigned Fund Balances in D21	\$315,357.00

Description of Need

Amount required to comply w/BP3100, 17% reserve

RESIG Deductible - 8th Grade field trip

Required amount not available, SEE amount Assigned in Fund 01

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.

2025-26 Adopted Budget ✧ EXHIBIT B ✧ Assigned/Unassigned Detail



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2025-26 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.

2027-28

Apple Blossom/ District/ Twin Hills Charter Middle School D53 Funds 01+03

Combined Assigned and Unassigned/Unappropriated Fund Balances

Form	SACS Fund 01	2027-28 Budget
01	General Fund	\$1,563,651.00
17	Special Reserve Fund for Other Than Capital Outlay Projects	\$371,675.00
Total Assigned and Unassigned Ending Fund Balances		\$1,935,326.00
Reserve Standard Percentage Level as defined by Criteria and Standards		4%
Less District's Reserve Standard as defined by Criterial and Standards		\$483,408.00
Remaining Balance to Substantiate Need		\$1,451,918.00

SACS combines Funds 01 and 03

Objects 9780/9789/9790

Unrestricted Fund Balance - Revolving Cash

Form 17 - include estimated interest

Criteria and Standards - Form 01CS Line 10B-4

Criteria and Standards - Form 01CS Line 10B-7

Reasons for Assigned and Unassigned/Unappropriated Fund Balances in Excess of Minimum Reserve for Economic Uncertainties

Form	Fund	2027-28 Budget	Description of Need
01	General Fund (Assigned)	\$1,505,865.00	Amount to comply w/BP3100, 17% reserve (also recommended by GFOA)
		\$0.00	\$1,989,273- standard 4% \$483,408
01	General Fund (Assigned)	\$40,000.00	Amount below 17% reserve
01	General Fund (Assigned)	\$30,000.00	West Count JPA: Special Education
			West Count JPA: Transportation
01	General Fund (Assigned)	\$0.00	Fund Balance support: F03 to maintain 17% reserve net, amount of \$290,809 is included above
01	General Fund (Assigned)	\$263,228.00	Fund Balance support: F09 (OV) to maintain 17% reserve
01	General Fund (Assigned)	\$347,210.00	Fund Balance support: D21 (SR) to maintain 17% reserve
			Assignment adjustment: Negative amount indicates that some of the above
01	General Fund (Assigned)	(\$1,106,060.00)	** assignments will be reduced by this amount
01	General Fund (Assigned)	\$0.00	COVID19 Legal for Distance Learning / No expense reductions
17	Special Reserve Fund for Other Than Capital Outlay Projects	\$371,675.00	Volatile State revenues/funding for schools, cash to cover deferrals
Total of Substantiated Needs		\$1,451,918.00	

Remaining Unsubstantiated Balance

\$0.00

Note: General Fund unable to support full 17% for charters (\$164,079)

CHARTER SCHOOLS: Charter Schools are not allowed to have an Unassigned/Unappropriated Amount.

Orchard View Charter D53 Fund 09

Form	Fund	2027-28 Budget
D53 09	Orchard View Charter (Assigned)	\$528,736.00
09	Orchard View Charter (Assigned)	(\$263,228.00)
Equals =	Total of Assigned Fund Balances D53/Fund 09	\$265,508.00

Description of Need

Amount required to comply w/BP3100, 17% reserve

Required amount not available, SEE amount Assigned in Fund 01

Unrestricted Ending Fund Balance for Reserve (see Note)

SunRidge Charter D21 Fund 09

Form	Fund	2027-28 Budget
D21 09	SunRidge Charter (Assigned)	\$700,320.00
09	SunRidge Charter (Assigned)	\$18,000.00
		(\$347,210.00)
Equals =	Total of Assigned Fund Balances in D21	\$371,110.00

Description of Need

Amount required to comply w/BP3100, 17% reserve

RESIG Deductible - 8th Grade field trip

Required amount not available, SEE amount Assigned in Fund 01

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.



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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.

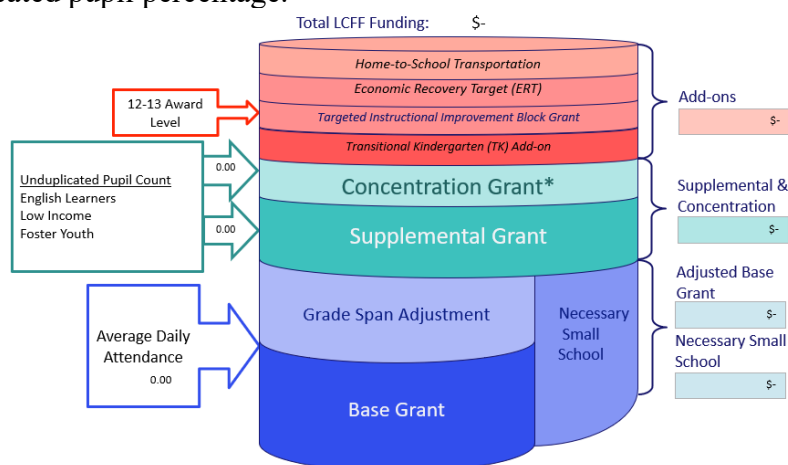
Target Entitlement: Amount at full funding.

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 K-3 and grade span 9-12 receive additional funding and this funding is treated similarly to the COLA as they are added to the Target Entitlement. This replaces class size reduction.

Base Grant: Base funding per grade span based on 12-13 funding plus additional funding each year to bridge the gap between current funding levels and the LCFF Target Entitlement.

Supplemental Grant: Additional funding received based on the unduplicated pupil count. The supplemental grant is equal to 20% of the adjusted grade span base grant multiplied by the unduplicated pupil percentage.



*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding



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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.



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2025-2026

Instructional Continuity Plan

Board Approved: 06/26/25

Communication

Define communication protocols for families, students, and staff and faculty, including how the information will be made available and with what frequency.

Families, students, and staff will have regular communication from school officials in case of an emergency school closure. Twin Hills Union School District (THUSD) will use the school messaging system (e.g. robocalls, text messages, emails) and update the district website. The LEA will engage with pupils and families within 5 calendar days following an emergency through these various forms of communication.

Technology

Solidify and strengthen technology readiness for educators and students to support a pivot from in-person to remote learning through independent study.

Students will need appropriate devices and reliable Internet access. The school district will provide Chromebooks to each student. We have extra devices that can be shared if technology is damaged or destroyed during an emergency.

WiFi hotspots may be provided to families in need of stronger internet connection. THUSD is committed to a one-to-one model, making sure Chromebooks and Wi-Fi are available for every single student enrolled. THUSD has communicated and will continue to communicate information

regarding low-cost or no-cost internet access for our students.

Throughout the school year, we provide technological support so students and families are comfortable with all learning platforms and software. We use Google Classroom (LMS) so all digital resources and classwork are in one place. Students have access to Google Classroom (LMS) at school and outside of school.

Instruction and Assessment

Maintain flexibility and ensure that existing curriculum content can be accessed both in-person and online.

Instruction

The LEA will develop a plan to provide access to in-person or remote instruction within 10 instructional days following an emergency. That plan will be based on circumstances, access, and must align with CA Independent Study Ed Code. Twin Hills Union School District learning platforms were selected to align with our mission statement. THUSD recognizes that online platforms can be challenging. As a result, our learning platforms are fully integrated to the extent possible, so students log onto one platform and all the information they need is within that platform.

The District may provide both “synchronous” (live teaching via Zoom) and “asynchronous” (virtual lessons and independent work) learning based on teacher-created/curated courses. Art and some form of movement/PE will be incorporated, and there will be opportunities for students to connect with each other — through projects as well as virtual classroom time.

THUSD will continue to use course management systems, e.g. Google Classroom. The District’s structured schedule has been developed to provide stability and increase teacher-student interaction, but flexibility is built into the system.

Each teacher will craft a daily teaching schedule, which will be shared with families and posted to the school website. The schedules will address the state mandates for synchronous and asynchronous teaching, peer interaction, SEL support and Designated ELD. Students and families requiring other accommodations are encouraged to discuss options with

their teachers. Certificated teachers plan instructional schedules and student assignments to meet the appropriate minutes required by the state for their grade level. Teachers will be giving feedback and communicating with families on a regular basis. They will also prioritize essential learning and make standards-aligned learning objectives achievable. Staff members will offer additional academic support, when possible, through tutoring, check-ins, or virtual office hours.

Assessment

Teachers will use screening tools to monitor progress (e.g. Star Reading & Math), check for understanding using multiple strategies for formative assessment and define applicable, achievable goals that take students' unique circumstances into consideration.

Access

Ensure instruction is equitable, accessible, and inclusive

Supporting students with unique needs is a top priority for our district. It is an essential aspect in ensuring equity and access. We will support students with identified needs in the following ways.

Students with Individualized Education Plans (IEPs)

Students who are eligible for Special Education services will receive the services and supports listed in their IEPs in the respective instructional model (e.g. Distance Learning, Hybrid, etc). Special Education providers will work together with general education teachers to create schedules which allow students to access live teaching sessions as well as IEP services.

Students with Section 504 Plans

Students with Section 504 Plans will continue to receive accommodations per their Plan. A Section 504 Plan meeting will be convened within the first six weeks of the school year, to review and update the Section 504 Plan as appropriate. Section 504 Plan meetings may be offered virtually and/or via telephone.

Students with Individual Health Plans (IHPs)

Parents/guardians of students with Individual Health Plans (IHPs) will be contacted at the beginning of the school year, so that IHPs may be updated as appropriate. Individual Health Plan (IHP) meetings may be offered virtually and/or via telephone.

English Learners

We are proud to serve English learner (EL) students, and we recognize that our ELs face additional barriers to academic and personal success during an emergency. Fluency in the English language and grade-level academic proficiency are critical factors in helping our students achieve. In order to help mitigate the barriers our English learners face, the district will:

- Utilize the principles identified in California's English Learner Roadmap to implement instructional programs for English Learners.
- Offer a comprehensive program of Designated and Integrated English Language Development to all EL students, targeted to their specific language proficiency levels
- Prioritize oral language development during synchronous/live Distance Learning instruction and encourage oral language practice during asynchronous/self-paced Distance Learning instruction.
- Frequently monitor student progress, adapt instruction and/or provide interventions when necessary.
- Engage families of English Learners through ELAC/DELAC meetings, and other means, to determine how we can best meet the needs of EL students and families as they potentially face additional difficulties due to the emergency.
- Administer the English Learner Proficiency Assessment for California (ELPAC), according to state and public health guidelines

Foster Youth and Pupils Experiencing Homelessness

THUSD is working with families to eliminate any barriers that inhibit their ability to participate in school. Students who are identified as foster youth, as well as those who are experiencing homelessness, need special consideration and support, particularly during an emergency and students are not able to attend school on campus. We support foster youth and students who are experiencing homelessness by:

- Ensuring that we maintain regularly updated records identifying foster youth and students experiencing homelessness.
- Assigning a key staff member, such as the School Community Coordinator, Social Worker, or other designee, to monitor academic

- progress and overall well-being for the identified students.
- Utilize MTSS to address concerns/needs when necessary for the identified students.
- Maintaining regular communication with parents/guardians or caregivers, and others who are identified as critical to the students' success.
- Ensuring students have the resources needed to be successful, including technology devices, internet access, and school supplies.

Professional Learning

Provide educators with regular training on the tools, platforms, and strategies necessary if an LEA must pivot to remote instruction and assessment through independent study.

We will provide professional development to support the distance learning program through curriculum providers, collaboration time, best practices, etc. Teachers have been, and will continue to be, provided Designated ELD materials and professional development on supporting increased opportunities for student output in the targeted language and the use of visual cues and multimedia in a digital environment. Additionally, we have used professional development time to increase our knowledge of trauma and given skills to help support students.

The main component for ensuring engagement is to have engaging in-person and virtual learning experiences for students, accomplished through robust teaching, sharing best practices, professional development, social/emotional learning, developing personalized relationships. Teachers will continue to learn how to engage with students, virtually, daily to monitor, encourage, and support participation in the instructional program.

Teachers will learn pedagogies (e.g. [California Educators Together](#) platform) that support remote and hybrid-learning environments, as well as how to support virtual classroom management.

Well-being

Draw on the CSSP guidelines aligned with EC Section 32282.1(a) to provide access to physical and mental health professionals, and community intervention professionals, including those who speak languages other than English.

Whole School Safety and Prevention Plan

1. System to connect with students and families to promote attendance.
2. The District will consider strategies to become a trauma-responsive school system to support the school community.
3. Engage with students and families using culturally responsive techniques.
4. Use universal screening to identify the social-emotional and physical needs of students.
5. Professional development time to increase trauma knowledge and skills.
6. Engage staff in professional development about mental health de-stigmatization.
7. Provide information about mental health and wellness resources on the district and school websites and in communication with families.
8. Conduct routine check-ins using a trauma- and resilience-informed lens.
9. Include mental health and wellness resources on district and school websites and in communications with families (newsletters, emails, texts, robocalls, etc.).
10. Supply power for and restock necessary medicines and locate alternative sources of electricity in the event of outages.

Community and Family Wellness

1. Collaborate with local government and private agencies to provide workshops and support services regarding adult and student mental health, trauma responsiveness, suicide prevention, and resilience. Including services in languages other than English.
2. Share resources for basic and physical health needs: food banks, Medi-Cal, Covered California, energy programs, Section 8 housing, prescription and patient assistance programs, unemployment supports, local job postings, local CalFresh and food distribution, free internet access, etc.
3. Provide a link to CDE's Resources for Students in Crisis:
<https://www.cde.ca.gov/ls/cg/mh/studentcrisishelp.asp>

Staff Wellness

1. Acknowledges the importance of staff wellness and will work to support

- staff through the implementation of staff resilience, consultation, and mental health support.
2. Prior to school opening, and ongoing, provide training on secondary traumatic stress and self-care.
 3. Administrators will promote mindfulness techniques and staff social supports.
 4. Leadership is committed to open and routine communication with staff members, encouraging self-care.
 5. Promote the use of staff support groups to enhance staff cohesion and coping

Support Services

Maintain continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Special Education

Students who are eligible for Special Education services will receive the services and supports listed in their IEPs in the respective instructional model (Distance Learning vs. Hybrid). Special Education providers will work together and with general education teachers to create schedules which allow students to access live teaching sessions as well as IEP services.

Counseling

THUSD will continue to implement its PBIS program. Additionally, we implement *Character Strong*, *Restorative Circles*, *Morning Meetings*, and *Middle School Wellness Wednesdays* as an additional resources for teachers to support Social Emotional Learning. All teachers are encouraged to utilize these resources. During staff meetings, staff discuss the social and emotional well-being of students and what tiered approach will be utilized for a student of concern. The district has shared numerous resources with our families regarding trauma and links to community resources, which address anxiety and stress, hotlines and websites, time management tips, and information on how to stay productive. The district will partner with local community organizations to ensure all students have access to counseling services.

After-school Programs

THUSD's after school program, which supports working families, will operate within the guidelines and capabilities that the emergency dictates. They will work closely with the Superintendent to ensure all students are safe and have access to essential programs.

English Learners

English Learners will have dedicated Designated ELD time built into their synchronous learning sessions. Language objectives are built into online learning to support ELs language acquisition through Designated and Integrated ELD.

Food and Nutrition Services

While THUSD operates throughout an emergency, students will continue to be offered school breakfasts and lunches.

Meals will be available for pick up at identified school campuses within the district as follows:

- Meals will be provided free of charge to all children 18 years old and younger.
- All THUSD students may still obtain daily free meals in a grab and go setting, which will consist of two meals per day that can be picked up at the school site during generally scheduled pick-up windows.
- Meals will be distributed unheated; proper food handling and heating procedures will be provided.
- All safety protocols will be put into place during food distribution.
- Parents/guardians will be communicated with regularly through the district parent communication platform (ParentSquare) about the process, location and dates/times to pick up meals.
- Parents will receive communications related to meal service in their language of preference.
- In the event that on-site instruction resumes, the district will adjust its meal service plans to ensure that students continue to receive school meals. If future onsite instruction includes a hybrid model, students will receive school meals for both days of onsite instruction and Distance Learning.

Site-based Collaboration

Involve administrators, faculty, information technology staff, students, and parents in the development and implementation of the ICP.

The LEA will regularly review and update the plan based on feedback and lessons learned.

Twin Hills Union School District made the following efforts to solicit stakeholder feedback:

1. Family/ Parent representatives, including site-based advisory groups and participants in district-led family engagement meeting had multiple ways to provide feedback, including through school communication channels and during the public hearing process.
2. Consultation with teachers, other school personnel, local bargaining units of the school district, parents, and pupils in developing a learning continuity and attendance plan. (SB98)
3. Public hearing of the governing board of the school district for review and comment by members of the public. The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the Learning Continuity Plan was available for public inspection.
4. The Governing Board adopted the Learning Continuity Plan in a public meeting before July 1, 2025 and it was integrated into the Comprehensive School Safety Plan.

Return to Site-based Learning

Specify conditions that must be met prior to returning from disruption, including reopening sites. The conditions can include proposed supports or mitigations where possible.

At the heart of this plan, is the goal of returning to in person instruction as quickly as possible once THUSD is able to meet the multiple conditions of reopening.

Following an emergency, the LEA will consider the following before resuming in-person learning on campus:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe, clean water and restroom facilities
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staffing levels
- Kitchens up and running for meals

The LEA will set a school reopening target date and communicate that with staff, students, and families.

Review and Updates of this Instructional Continuity Plan (ICP)

Annually through the Comprehensive School Safety Plan update process before March 1.