LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sunrise Middle School
CDS Code: 43-10439-0124065
School Year: 2024-25
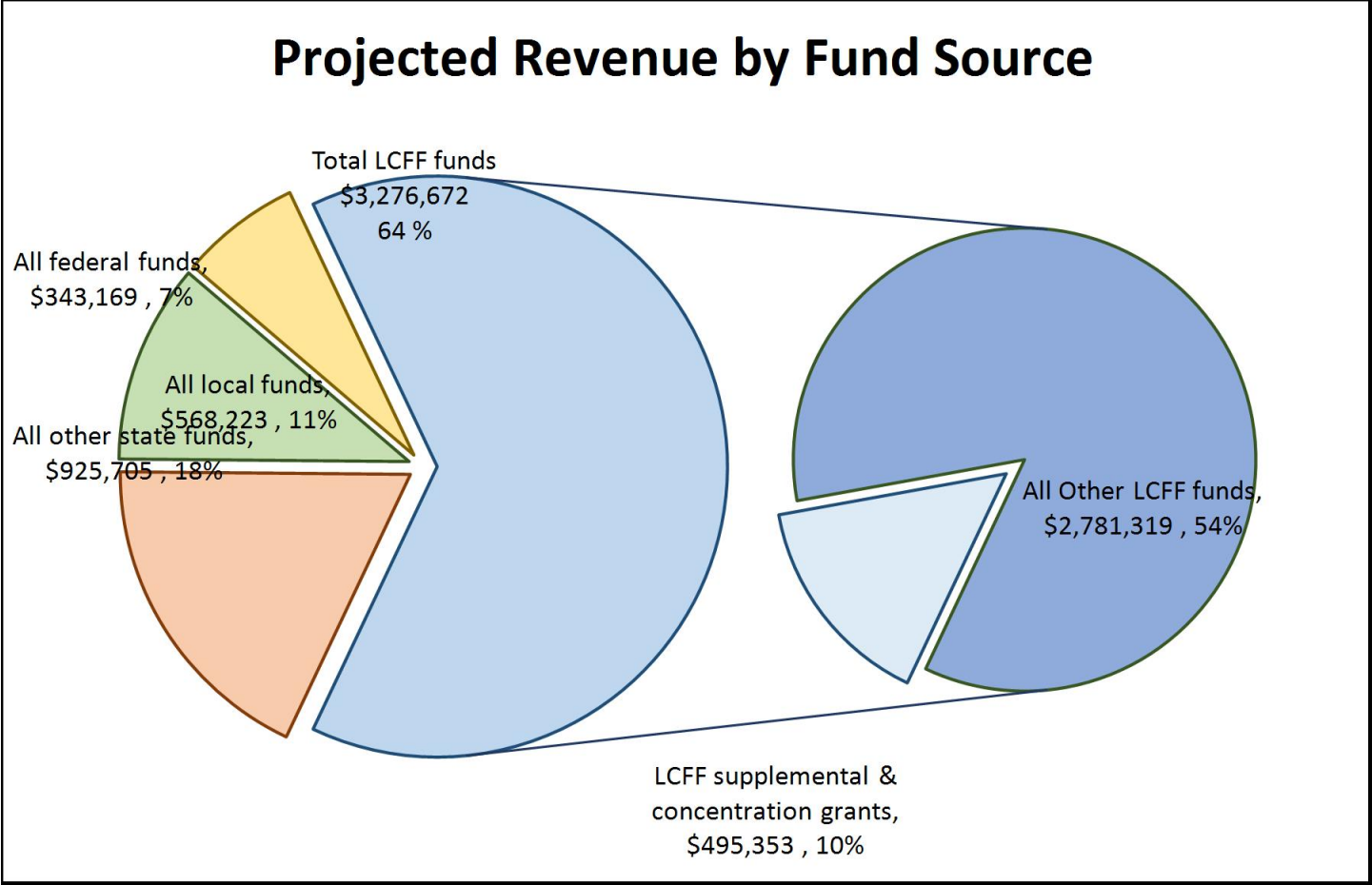LEA contact information:
Teresa Robinson
Director
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408.659.4785

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$3,276,672
64 %

All federal funds, $343,169 , 7%

All local funds, $568,223 , 11%

All other state funds, $925,705 , 18%

All Other LCFF funds, $2,781,319 , 54%

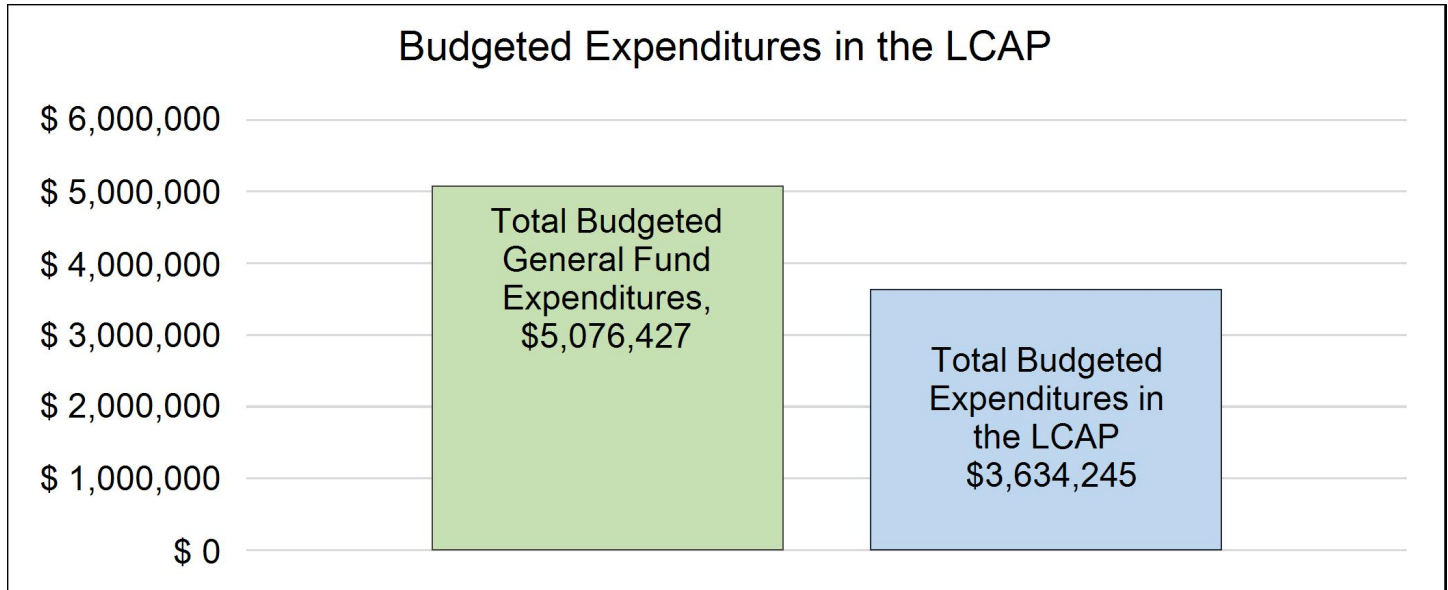LCFF supplemental & concentration grants, $495,353 , 10%

This chart shows the total general purpose revenue Sunrise 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 Sunrise Middle School is $5,113,769, of which $3,276,672.00 is Local Control Funding Formula (LCFF), $925,705.00 is other state funds, $568,223.00 is local funds, and $343,169.00 is federal funds. Of the $3,276,672.00 in LCFF Funds, $495,353.00 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $5,076,427	Total Budgeted Expenditures in the LCAP $3,634,245

This chart provides a quick summary of how much Sunrise Middle School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sunrise Middle School plans to spend $5,076,427.00 for the 2024-25 school year. Of that amount, $3,634,245.00 is tied to actions/services in the LCAP and $1,442,182.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
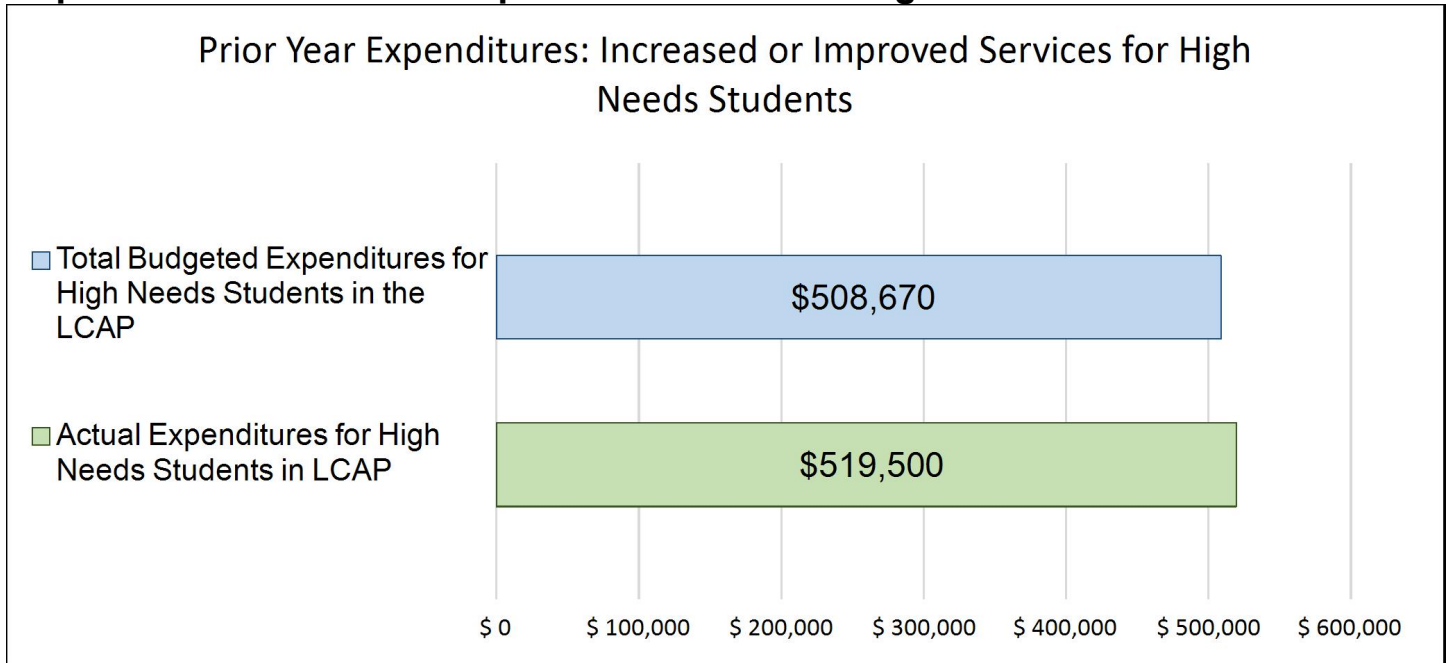
Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, rent, other fees and services, depreciation and auxiliary salaries. In addition, some expenses included within are also capitalized assets and will not be recognized until later years.

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

In 2024-25, Sunrise Middle School is projecting it will receive $495,353.00 based on the enrollment of foster youth, English learner, and low-income students. Sunrise Middle School must describe how it intends to increase or improve services for high needs students in the LCAP. Sunrise Middle School plans to spend $502,083.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $508,670

☐ Actual Expenditures for High Needs Students in LCAP — $519,500

$ 0 $ 100,000 $ 200,000 $ 300,000 $ 400,000 $ 500,000 $ 600,000

This chart compares what Sunrise 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 Sunrise Middle School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Sunrise Middle School's LCAP budgeted $508,670.00 for planned actions to increase or improve services for high needs students. Sunrise Middle School actually spent $519,500.00 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sunrise Middle School	Teresa Robinson Director	teresa@sunrisemiddle.org 408.659.4785

Goals and Actions

Goal

Goal #	Description
1	For this focus goal we will provide multiple supports to strengthen our services for our English Learners to increase reclassification rates and students' academic achievement. State priorities 1, 4 and 8

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification rate ELA scores on the CAASPP Internal Writing Rubric NWEA (or iReady) scores Achieve 3000 reading growth # of teachers with CLAD certification - from SCCOE annual credential review	From 2018-2019: 62.4% of ELs made progress on the ELPAC - Dashboard indicator From 2020-21: 29% of ELs reclassified From spring 2019: 47.9% of all students score proficient or advanced on CAASPP in ELA 75% of all students scored 3 or 4 out of 4	No indicator on the Dashboard yet From 2021-22: Similar number expected to be reclassified. The Spring 2022 ELPAC summative scores just came in, and the results are very strong: one third of our ELs tested level 4, another third at level 3, and another third at level 1 or 2. From spring 2021: Following COVID, 33.6% of all students scored proficient or advanced on the CAASPP in ELA	Dashboard: "Very high" with 78.9% of ELs making progress towards English language proficiency. Reclassification rate: From 2022-2023: 34% of ELs reclassified (more than twice the percentage statewide in the previous year!) From spring 2022: 36.97% of all students scored proficient or advanced on the CAASPP in ELA From spring 2023:	Dashboard: 57.5% of our ELs are making progress, but this was a 21.4% decline from our excellent progress at end of 22-23, so we are in the orange. Reclassification rate: none yet available since last spring CAASPP data: none yet available since last spring	65% of ELs make progress on the ELPAC 33% of ELs reclassified 51% score proficient or adv. in CAASPP - ELA 78% score 3 or 4 out of 4 points on internal writing rubric

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	on our internal writing rubric 84% of all students made their growth target in reading on NWEA Achieve 3000 reading growth: See 2021-2022 data in next column.. From spring 2021: Two teachers (SPED and history) are still working on getting their CLAD certification.	69% of all students scored a 3 or 4 out of 4 on our internal writing rubric by March, 2022 80% of students made their growth target in reading on iReady. Achieve 3000 reading growth, August-March: Our 6th graders grew an average of 65 points in reading (average growth in a year is 70 points) * Our 7th graders grew an average of 140 points * And, our 8th graders grew an average of 167 points! From spring 2022: All teachers have CLAD certification.	Early, preliminary results show 42% of all students scoring at proficient or advanced. 72% of all students scored a 3 or 4 out of 4 on our internal writing rubric by April, 2023 School-wide, our students grew 167% in reading on iReady by early April, or well over the 100% growth target for the year. We no longer are using Achieve 3000 as a metric for reading growth, since YouTube makes it too easy to cheat on the tests. From Spring 2023: All credentialed teachers have CLAD, except for one who is still working on his. Three teachers are working	By March, our students were scoring an average of 2.75 out of 4 points on our internal writing rubric. IReady growth in reading for all students by April 2024 was 189%, and for our ELs it was 168%. iReady growth in reading for all ELs was 86% by mid-year. At year's end: 181% for 5th grade ELs 219% for 6th grade ELs 94% for 7th grade ELs 239% for 8th grade ELs All of our ELA/ELD teachers are appropriately assigned. Three are fully credentialed. Two have teacher intern credentials, and one is working on an emergency credential.	87% make growth target in reading (in 2022-2023, changed to: school will record 175% growth in iReady reading; individual student growth cumbersome to calculate) For Achieve3000 reading growth, all students will grow at twice the average annual growth rate 100% of teachers have CLAD certification

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			on teacher intern credentials. And, two teachers have emergency credentials.		

Goal Analysis

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

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

There were no differences in planned actions or actual implementation of these actions. The actions were effective in achieving our goal. Although our EL progress and ELA scores were labeled orange on the Dashboard, the number of English Learners at Sunrise dropped significantly due to our high reclassification rate, which was twice as high as the state's. Our number of ELs decreased from 42 percent to 37 percent from last year to this year. Also, our local iReady testing showed that our ELs grew by 86 percent in reading already by mid-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.

There were no material differences between budgeted and estimated actual expenditures or planned actions. We did not encounter a lot of challenges. To the contrary, our reputation as a school for Newcomers is growing here and abroad, and Newcomers now comprise more than 11 percent of our student body.

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

Again, there were no material differences in expenditures. Our actions proved more and more effective each of the three years. In addition to the above-mentioned successes, our state CAASPP scores in English also improved significantly from year to year. Our students now compare quite favorably to those statewide. 36.7 percent of our students scored proficient or above in English, compared to only 31.9 percent of students at similar schools (low-income Hispanic) statewide. We also had the highest English scores of all middle schools in Central San Jose. On the ELPAC our students scored twice as high as the state wide average; about 31 percent vs. about 15 percent statewide.

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

The 1.0 FTE position for designated ELD and ELD/ELA coordinator has made all the difference in coordinating and strengthening our ELD program. Our designated ELD before was taught in the context of the teacher's subject matter, but now is taught as a separate class, which has been highly successful. We've also made a concerted effort to reduce the number of pull-out sessions for Newcomers, thereby working toward full integration. The Newcomers have flourished with a fully integrated program and with the assistance of a teacher and an aide in each classroom. It's impossible to tell how much each of these factors contributed to our English Learners' success, but the extra class time also undoubtedly helped. We taught five hours of ELA/ELD a day during the COVID shutdown, and now are back up to 10 hours a week. Only one teacher has an emergency CLAD; the rest are fully credentialed in integrated and designated ELD. The one teacher is very close to getting his CLAD. We also have continued our use of the English 3D curriculum.

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

Goals and Actions

Goal

Goal #	Description
2	This broad goal is to increase Diversity Equity and Inclusion for the staff and students at Sunrise. State priority 6.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student surveys Staff surveys	The baseline for this growth will be established in Fall 2021, when we conduct staff and student surveys. We will again conduct the same survey near the end of the 2021-2022 school year to measure change in staff and student feelings on whether they may feel discriminated against based on gender or ethnicity. We expect 3% of staff and 10% of students may feel discriminated against based on gender or ethnicity, but that that will decrease to 0% and	In Fall of 2021 we administered an equity survey to our staff and students for the first time. Students, when asked if they felt they were supported in their education and not discriminated against based on gender or ethnicity responded the following: 27.4% strongly agree 47.1% agree 22.4% neutral 3.1% disagree Staff were asked two questions. 1. Do you feel supported in your profession? 45.7% strongly agree	We administered similar staff and student surveys in Spring of 2023 to determine whether there was growth over the past year. However, we questioned students a little differently this year after learning that some last year had included discrimination from family members. From Student Survey: This year, 6.8% of students said they felt discriminated against by an adult at Sunrise, compared to 11.8% last year.	Student Survey - late winter 2024 This year 6.8% of students continued to feel discriminated against by an adult at Sunrise. From Staff Survey:	Staff and students will feel that they are supported in their education and professions, and that they are not discriminated against based on gender or ethnicity. 0% of staff and less than 5% of students will feel they are not 100% supported in their professions and education and are not discriminated against based on gender or ethnicity.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	5% over the course of the year.	48.6% agree 5.7% disagree 2. Do you ever feel discriminated against? 8.3% agree 13.9% neutral 33.4% disagree 44.4% strongly disagree We asked the same questions to students and staff in April of 2022. In April we had only one staff member who still felt they were discriminated against. However, our student survey results were not as good as we had hoped for. 11% instead of the previous 3.1% of our students felt that they had been discriminated against based on gender or ethnicity. We believe the Fall survey results might have been overly positive due to the students being so	From Staff Survey: Staff again were asked two questions anonymously: 1. Do you feel supported in your profession? 100% said yes 0% said no 2. Have you felt discrimination at Sunrise this year? 3.8% said yes 96.2% said no	Staff also were asked similar questions anonymously: Again, all said they felt supported professionally. Only one staff member said they felt discriminated against this year.	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		excited about being back in school after COVID. Nonetheless, the jump is concerning.			

Goal Analysis

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

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

We followed our plan in its entirety. We hired and/or retained our bilingual / bicultural staff. We held social justice classes for all of our youth. And, we completed our equity training from Milton Reynolds that we had begun the year prior. Also, in spring our Peacemaker mentor seized an opportunity for unplanned training on the equity empowerment tool from E3 Education Excellence & Equity in San Rafael and will be able to use this to help resolve any claims of micro aggressions.

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

There were no material differences. The training that our Peacemaker mentor took in spring was unplanned but also offered to us for free.

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

Hiring more bilingual/bicultural staff definitely has made a difference in the way students feel about belonging here at Sunrise. 17 out of 22 certified staff at Sunrise - or 77% - are now Hispanic. Studies nationwide show that students learn better when taught by someone who looks like them. Additionally, social justice classes were taught to all students. Students had the ability to work on projects that concerned them - for example, environmental and social / housing issues. We finished our equity training for staff early in the year, and we held follow-up sessions in-house. In spring our Peacemaker mentor took training on the equity empowerment tool from E3 Education Excellence & Equity in San Rafael and will be able to use this to help resolve any claims of micro aggressions, particularly among staff members.

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

We will continue with having a largely Hispanic staff and offering social justice classes as these efforts have proved effective. We will continue with equity training as needed.

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

Goals and Actions

Goal

Goal #	Description
3	Providing access to math for all of our students, which will result in improved math performance, is another focus goal in our LCAP. State priorities 1, 2, 4, 7 and 8.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC test results NWEA/iReady test results Annual teacher credential review by the SCCOE	19% of all students at proficient or above on the SBAC in math (2018-2019) 85% of all students made their growth target in math on NWEA, our local assessment (2018-2019) 2020-2021: no mis-assignments on the SCCOE's annual credential review	Following our COVID school closure, only 17.93% of all students were proficient or above on the SBAC in math (Spring 2021). 80% of all students made their annual growth target in math on the iReady local test. 2021-2022: no mis-assignments on the SCCOE's annual credential review. However, two of four math teachers are working on teacher intern credentials.	More than 25% of all students were at proficient or above on the SBAC test in math (Spring 2022). We are estimating that 27% of students will be at proficient or above on the SBAC test in math for Spring 2023. On the local iReady test, students met 87 percent of their anticipated annual growth already by December AND 160% by May! 2022-2023: no mis-assignments on the SCCOE's annual credential review in October. However,	26.56% of all students were at proficient or above on the SBAC test in math (Spring 2023). Our students grew an average of 100% on the math iReady test in just the first four months of the 2023-24 school year. There are no mis-assignments.	28% of all students at proficient or above on the SBAC in math 87% of all students make their growth target on math in our local assessment All math teachers will hold single subject math credentials or multiple subject credentials with limited assignments for math, according to the SCCOE's annual credential review

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			one of four math teachers is working on an emergency STSP credential and expects a teacher intern credential credential by Fall. A second math teacher has a multiple subject credential and is working on a limited assignment permit.	Of the five math teachers, three are fully credentialed, one has a GELAP, and one has a teacher intern permit.	

Goal Analysis

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

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

Our half-time mathematics instructional coach focused heavily on integrating ELD and academic dialogue in our math classes. She also worked closely with our new teachers to support them with their development in pedagogy. We are still working on utilizing hands-on activities with manipulatives in the classroom and in making our math more relevant to our students. Some teachers are more advanced than others in this area.

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

There were no material differences.

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

We believe our actions were effective in making progress toward our goals. We showed yellow in math on the state dashboard, increasing 17.9 points in distance from standards for Spring 2023. ELD integration was evident in that English Learners improved 11.7 points in distance from standard on the state test. Recently reclassified English Learners improved 10.1 points. For the 2023-2024, our students grew an average of 100% on the math iReady test in just the first four months of the school year.

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

Our focus was more on academic language and ELD integration in our math classes, than on hands-on activities that might make math more relevant and engaging.

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

Goals and Actions

Goal

Goal #	Description
4	With this maintenance goal Sunrise will continue to maintain a strong school climate and a second-home environment for a traditionally underserved population. State priorities 1, 3 and 6.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student satisfaction survey Parent satisfaction survey Annual facility review SARC	May 2021 student survey: 91.5% of students felt connected to Sunrise 76% felt academically challenged 87% said the teachers had high expectations for them 64% felt they had caring adult relationships at school 94% said the school was safe 10% had experienced bullying at school 15% felt chronically sad or hopeless (This is a huge improvement from the 29.6% in Spring 2019 and the 35.5% in Spring 2018. Possibly	Spring 2022 student survey: 80.2% of students felt connected to Sunrise 82.1% felt academically challenged. 84.1% said teachers had high expectations for them. 56% felt they had a caring adult relationship at school 83.3% said the school was safe. 23% experienced bullying at school 38.5% felt sad or hopeless.	Spring 2023 student survey: 80.2% of students felt connected to Sunrise 75.4% of students felt academically challenged 84.4% said teachers had high expectations for them. 63.7% felt they had a caring adult relationship at school 72.6% said the school was safe. 21.9% experienced bullying at school. 42.6% felt sad or hopeless.	January 2024 student survey: 73% of students felt connected to Sunrise 74.7% of students felt academically challenged 74.7% said teachers had high expectations for them. 61.4% felt they had a caring adult relationship at school 74.4% said the school was safe. 24.6% experienced bullying at school. 30.7% felt sad or hopeless.	From student survey: 93% of students feel highly connected to their school 93% of students feel high academic motivation 93% of stants feel held to high expectations 87% of students feel they have caring adult relationships at school 95% of students perceive the school as safe Only 9% experience harassment or bullying 13% experience chronic sadness or hopelessness From parent survey:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	because students are happy to be back in school?) April 2021 parent survey: 98% of parents felt their participation in school decisions was valued. 98% felt included in school meetings and given options for involvement. 100% felt the school was friendly and safe. 97% felt their children were academically challenged and supported in their needs. San Jose Unified's annual facility review - baseline 2020-2021 - showed no major repairs needed, new basketball court and turf field had been built, and MERV 13 filters installed in classrooms.	Winter 2022 parent survey: 97% of parents felt their participation in school decisions was valued. 84% felt included in school meetings and given options for involvement. 97% felt the school was friendly and safe. 97% felt their children were academically challenged and supported in their needs. San Jose Unified's annual facility review - Winter 2022 - showed no major repairs needed, new basketball court and turf field, and MERV 13 filters regularly replaced in classrooms. SARC 2021 - All students had access	Winter 2023 parent survey: 95% of parents felt their participation in school decisions was valued. 92% felt included in school meetings and given options for involvement. 98% felt the school was friendly and safe. 93% felt their children were academically challenged and supported in their needs. San Jose Unified's annual facility review - Winter 2023 - showed no major repairs needed, MERV 13 filters still being regularly replaced in classrooms. SARC 2022 - All students had access to full set of instructional materials.	November 2023 parent survey: 97.1% of parents felt their participation in school decisions was valued. 95.1% felt included in school meetings and given options for involvement. 98.5% felt the school was friendly and safe. 93.7% felt their children were academically challenged and supported in their needs. San Jose Unified's annual facility review - Winter 2023-24 - showed no major repairs needed, MERV 13 filters still being regularly replaced in classrooms. SARC 2023 - All students had access	99% of parents feel their participation in school decisions is valued. 99% feel included in school meetings and that they are given options for involvement. 100% feel the school is friendly and safe. 98% feel their students are academically challenged and supported in their needs. Annual facility review - No major repairs needed SARC - All students will have access to all instructional materials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SARC - 2020 - All students had access to full set of instructional materials.	to full set of instructional materials.		to full set of instructional materials.	

Goal Analysis

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

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

Sunrise implemented the planned actions for this goal. In most cases, this was a continuation of actions from previous years. We also now are renting buses so that more of our students can go to our school games. This was a major plus for students and parents alike, as we won 2nd place in three of our sports leagues!
Our weekly advisories, coupled with the 21-day Gratitude Challenge, the Love Leader competition and the 8th grade Challenge Day, made for a full SEL program.
We did not get to installing playground equipment due to numerous safety issues.

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

There were no material differences.

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

We believe the actions were mostly effective since Sunrise students continue for the most part to feel connected to their school and to have caring adult relationships at the school. While this connectivity has dropped a few points, the number of students feeling sad or hopeless has gone down considerably - from 42.6% just a year ago to 30.7% today. This is in sharp contrast to national studies which indicate that 29 percent of teen boys and 57 percent of teen girls reported experiencing persistent feelings of sadness or hopelessness. Sunrise cannot make up for all the world's issues which, no doubt, are weighing heavily on our students minds - or for the devastating impacts of social media on our youth. However, we do our best by creating a second-home atmosphere and by taking a hard stand against cyberbullying and other misuse of electronics.

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

We will make one change for the coming year. We are reducing our school size by one class, thereby hoping to increase our efforts to build strong connections with the students that we do have. We also are expecting that the hiring of a full-time mental health clinician in 2024-2025 will help in further reducing the rate of sadness and hopelessness among our youth.

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

Goals and Actions

Goal

Goal #	Description
5	With this focus goal we will increase our efforts to eliminate chronic absenteeism among our low-income students. State priorities 5 and 6.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic absenteeism rate ADA	11.5% - from state Dashboard for 2018-2019, last available 10.1% - self reported for 2019-2020 ADA - 95% for 2019-2020 (prior to COVID)	We had six families whose students were chronically absent. Three of our 300 students are still frequently absent due to family crises. (No Dashboard results available) ADA - approximately 91% for this school year, due to COVID. However, we saw no classroom closure or COVID outbreaks.	48% from 2021-2022 - State Dashboard ADA - expected to be 91% this year, due to COVID and RSV virus.	31% chronic absenteeism as of Jan. 2024. ADA expected to be 92% or even 93% this year. So far ranging 93-89%	8% chronic absenteeism 96% ADA

Goal Analysis

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

We held numerous SART meetings with families on our chronic absenteeism list. We also required all these families to come to a meeting with the deputy district attorney in charge of absenteeism. We strongly encouraged after school program attendance to help these students catch up on missed learning and invited some of them into our mentoring groups. Others were put on our behavioralist's caseload for daily check-ins. Their parents were asked to come to our Parent Project weekly classes. In addition, we issued 15 VTA bus passes to students in need of transportation to school.   We did not start out doing as many home visits as we had planned due to our heavy workload; however, the number of home visits picked up considerably in Spring when a new person as assigned to that.

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

There were no material differences.

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

The actions were effective. Our chronic absenteeism reduced to 31% from 44.9% the year before. However, to be sure, these numbers are somewhat skewed in two ways by the effect of the COVID-19 pandemic.   For the most of the year, we were still more careful with keeping sick kids at school than we had been before COVID. Also, we are still having difficulty overcoming the effects of COVID in that many parents no longer are as convinced about the importance of learning in school each day.

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

In Spring we realized we needed to double our efforts by doing home visits each day to those students who were frequently absent. We will continue this effort next year, as it is one of the most effective things we can do.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

SUNRISE AZTECS

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
Sunrise Middle School	Teresa Robinson Director	teresa@sunrisemiddle.org 408.659.4785

Plan Summary [2024-25]

General Information

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

Sunrise Middle School, 1149 E. Julian St., San Jose, was founded on the principles that every student has the right and the ability to succeed, that school should be relevant and engaging, and that students should be encouraged to question the world around them.

This Spring we celebrated our 13th anniversary, which in the Aztec tradition symbolizes a rite of passage to a new era in which one has fully developed and is ready to make change in their community. Sunrise is poised to do just this through our high academic achievement, strong character-building program, acquisition of a full-time mental health therapist, increasing parent support project and continued outdoor exploration and meditation programs.

Sunrise students are largely youth of color from a disadvantaged background, from low-income immigrant families, about half of whom live below the federal poverty level and 86 percent of whom qualify for the government's free lunch program. Our students come to Sunrise with big dreams of becoming veterinarians, doctors and lawyers, but they are also often from two to four years behind grade level. Our job is to bring our students up to grade level or beyond, and to ensure that they get into the best high school that they can, so that one day they will have the opportunity to go to a four-year university on full or near full scholarship and accomplish their dreams, whatever they may be.

While Sunrise works toward this goal, we also focus on each child's emotional health and self esteem, acknowledging that middle school is a vulnerable time in life, and that strong self esteem and protection from bullying are often key to later success. We also look to our students' physical health, focusing on nutrition and exercise. We look to their families' health, focusing on parent support groups and direction to social services. And, perhaps more than anything, we seek to empower our youth with the belief that they can change and mold their community and their world to the vision that they hold.

We have 314 students in grades 5-8.
* 14% are in special education
* 37% are English Learners
* 4% are Newcomers (in the U.S. less than a year)

We provide:
* Free after school and all-day summer programs
* Outdoor education and field trips
* 3x/week meditation
* Individual and group counseling, and a strong anti-bullying program
* 2 FTE youth mentors from Peacemakers Inc. for our Tier 2 and Tier 3 students
* Technology, art, dance and other electives
* League sports - soccer, basketball, volleyball, football and running
* Our SCOPE character-building program - Self Control, Curiosity, Optimism, Perseverance and Empathy
* Weekly SEL advisory groups for personal and academic growth
* A Social Justice class to help students make sense of their world
And, all the while our staff of 39 continues to do their best to help our students with their academic success so that all career pathways remain open to them.

Reflections: Annual Performance

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

Sunrise has had a variety of successes over the past year, its 13th, but still faces challenges in the years ahead, some due to our demographics and some due to societal pressures.

SUCCESSES:

1. Growth among our many English Learners
2. Improved test scores on the state CAASPP and the local iReady
3. Good performance among our students with disabilities
4. Reduction in the school suspension rate

CHALLENGES:

1. Reducing distance from standards for both math and ELA
2. Increasing the number of parents who are heavily involved in our school
3. A feeling of sadness and hopelessness among our students
4. Further reducing the rate of chronic absenteeism

Growth Among our English Learners:

Having a full-time ELD specialist continues to contribute to our ELD program's success. Our 34% reclassification rate for Spring 2023 is expected to be repeated this Spring.
Our ELs improved 11.7 points toward distance from standard on the CAASPP in Spring 2023. But perhaps the greatest news is that Sunrise again scored twice as well as ELs statewide on the ELPAC: 31.34% as compared to 16.5% statewide.

CAASPP and iReady Scores:

Sunrise students are doing much better on the state math and English tests than students at similar schools statewide:
36.7% of our students scored at proficient or above in English, and 26.56% did so in Math.
This compares to 31.91% in English statewide, and 19.09% in Math.

However, we'd like our students to do as well as all students statewide, and therefore are working on decreasing the overall distance from standard.
Currently, we are at 36.6 points below standard in ELA, and 53.5 points below in Math.

On the local iReady testing, which shows growth over time, our students grew 189% in ELA and 179% in Math by Spring 2024, showing nearly two years of growth in one year.

Performance Among Our Students with Disabilities:

Our students with disabilities increased their performance in both Math and ELA on the state CAASPP (Spring 2023). Students increased 23.1 points in ELA but are still in the orange on the state Dashboard, since 75.8 points below standard.
In Math, They increased by 45.1 points, but are still in orange since 100.9 points below standard.

School Suspension Rate:

The school's suspension rate declined to 1.7%, from 2.2%, placing us in the green in this category.
The following subgroups were in blue: English Learners, Homeless, and Students with Disabilities.
These subgroups were in green: Hispanic and Socioeconomically Disadvantaged.

Distance from Standard in Both Math and ELA:

Sunrise still needs to work aggressively to reduce all students' distance from standard in Math and ELA. While our scores are better than those of similar schools, we still want our students to do as well as students of all ethnic and socioeconomic backgrounds. This will be a major focus of our new LCAP. We were in yellow for Math, and hope to move go green. We were in orange for ELA, having just maintained, and hope to move to yellow.

Parent Involvement:

We have a core group of about 20 parents who are heavily involved in the Sunrise community. While their involvement is stellar, 6% is not enough for a school of more than 300 students. We are working with our core group of parents to expand this involvement to more parents, which ultimately will result in their students' greater success. We will need to explore whether some of these parents might be feeling disenfranchised from the school system or whether they are overwhelmed with other responsibillities.

Sadness and Hopelessness Among Our Students:

The rate of sadness and hopelessness among our students is going down - from 30.7% this year from 42.6% the year before - and is lower than the rate among teens nationwide. Nonetheless, this rate is still too high and affects our students learning and overall well-being. This will be another major area of focus in our new LCAP and is an area that we have already begun focusing on in the current year.

Chronic Absenteeism

Our rate of chronic absenteeism is projected to be around 34.7% this year, as compared with 44.9% in 2022-2023. We will need to maintain our current practices, but increase our number of home visits to those students who are frequently absent.

Reflections: Technical Assistance

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

Sunrise Middle was in ATSI last year, but has moved out of ATSI. School admin will monitor implementation of our LCAP, which is our needs assessment and strategic plan, every two months along with the School Site Council, our DELAC/ELAC and our School Board. Areas in which improvement is not deemed sufficient will be addressed immediately with supportive measures. We will have a timeline by which certain milestones must be met.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners 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
School Site Council	Meetings with the School Site Council were held monthly. We discussed the LCAP in detail and got input at the meetings of Jan. 10, Feb. 7, March 20 and May 1.
DELAC/ELAC	Meeting with our DELAC/ELAC were held monthly. We discussed the LCAP in detail and got input at the meetings of Jan. 19, March 1, March 22 and May 10.
Teachers and other staff	Two meetings for daytime staff were held Feb. 14 and Feb. 28. One meeting to discuss the LCAP was held with after school program staff on Feb. 27.
Student Leadership Group	Meeting with the Student Leadership team to discuss the LCAP and school's priorities held Nov. 8 and then again Jan. 16 and March 19.
Parent Project Support Groups	We met weekly with this group. Input was less formal than with the other parent groups, but offered on various occasions throughout the year.
Latinos United for a New America (Partner on grants)	We confer monthly with LUNA concerning our efforts on various grant projects and exchange thoughts at these times.
El Dorado County Charter SELPA	Phone conversation made in the Fall and then again on March 19th.
Parent Surveys	At parent conferences on the three Wednesdays in November we polled our parents on several topics as to their preferences.

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

Our educational partners with whom we consulted numerous times included: the student leadership class, the School Site Council, our ELAC, parents in our Parent Project support groups, our teachers and all other staff members, Latinos United for a New America and the El

Dorado County Charter SELPA. These educational partners reflected all of our student subgroups, including those showing disparities on the state Dashboard.

The 40 students in our student leadership class had two requests: better food and a shortened school day. We moved already this Spring to comply. We will be contracting wiht San Jose Unified for better meals beginning in June. We plan to reduce our school day by 15 or more minutes beginning in August.

The teachers also presented a plan for tightening up our discipline/tardy system, to which we are currently responding, primarily through even greater parent contact. They also asked for more parent involvement.

The SELPA only requested that we continue the efforts we are making for our students with disabilities.

The parent groups all had similar priorities. They influenced heavily our adoption of the following two goals: increased parent involvement and more mental health services for our students

Our teachers and admin drove the third goal to lower our distance from standard on the CAASPP.

Our parent groups had several good ideas for increasing parent participation, which will be part of our action items (more prizes, food, activities).

For mental health, the parent groups urged us to hire a full-time counselor. Fortunately, we have won a multi-year grant to make this happen.

All of these three goals are expected to greatly benefit the students in the most challenged subgroups, as identified by the state Dashboard.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Sunrise will address and mitigate learning loss in all students, and students will increase achievement proficiency levels in ELA, ELD and Math as measured by state and local assessments.	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 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners.
The analysis of California School Dashboard (Dashboard) data indicated a clear need to continue supporting English Language Arts (ELA) and Mathematics.
For example:
Our students were in the orange on the Dashboard for English Language Arts. They were 36.6 points below standard.
Our students were in the yellow on the Dashboard for Math. They were 53.5 points below standard in that category.
Also, while our students scored significantly better than students at similar schools statewide, they did not score as well as all students statewide. They were about 10 percentage points below in English and about 8 percentage points below in Math.
Our English Learners, on the other hand, scored twice as well as ELs statewide, but still are below proficient.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	State Dashboard	Orange for English (36.6 points from standard)			24 points from standard for ELA 35 points from standard for Math	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Yellow for Math (53.5 points from standard)				
1.2	CAASPP results for English and Math	Sunrise showed 36.7% of its students at or above proficient in English, and 26.56% in Math. This compares to 46.66% in English statewide, and 34.62% in Math statwide.			42% at or above proficient in ELA and 30% in Math	
1.3	Growth on local iReady Tests	(Spring 2024) 189% growth in ELA and (Spring 2024) 179% in Math			195% growth in ELA and 185% growth in Math	
1.4	Performance on state ELPAC test	(Spring 2023) 31.34% of Sunrise ELs tested at proficient, compared to 16.5% statewide			34% will test proficient	
1.5	Writing Performance Assessment	(Spring 2024) All students score an average of 2.75 out of 4 as determined by the CAASPP writing rubrics.			All students will score an average of 3.2 on the WPA.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Greater Use of Assessments to Drive Instruction	Sunrise will conduct more frequent assessments throughout the year to better guage our progress and instructional needs. These will include CAASPP interims in Math and ELA at least four times a year, assessments for our Period 5 (ELD, math intervention and English intervention block) every six weeks, and internal writing benchmarks four times a year. This will be in an addition to our local iReady testing in the middle and at the end of the year. We will continue the intensive ELPAC training for our long-term ELs and Newcomers that we did in 2023-2024.		No
1.2	Professional Development	We will hold recurring professional development opportunities in Math, ELA and ELD for our teachers and paraprofessionals. We will provide training to teachers on how to run interims and use interim and local iReady data better to drive instruction. We will also provide time for teachers to hold data conversations with their supervisors and with their grade level teams.	$11,000.00	No

Action #	Title	Description	Total Funds	Contributing
		We will provide more training for our paraprofessionals so that they know better how to run the classroom when their teachers is working with a small group, and how to better serve our ELs, especially the LTELs.		
1.3	Additional staff for English Learners	Sunrise will employ additional staff to assist our English Learners, thereby guaranteeing continued success in their ability to become proficient in English. Another teacher will be working half time to empower our students with social justice activism, helping them understand their roots and their ability to shape the world around them in order to make it more just for disadvantaged groups.	$221,383.00	Yes
1.4	Teacher retention	Acknowledging the importance of teacher retention for academic growth, Sunrise will pay competitive wages to its teachers, thereby retaining our best and offering continuity for our students and academic program.	$2,210,000.00	No
1.5	Academic Counselor	School will employ a bilingual academic counselor to work with students who are earning low grades and their parents. Counselor will help these families with strategies to improve success. Counselor also will assist in the high school application process in order to motivate our 8th graders toward greater success. Emphasis will be on working with the families of low-income students, English learners and homeless youth.	$72,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Sunrise will provide every student with the specific behavioral, social-emotional and mental health supports to meet their individual needs - especially low-income youth, English Learners, Students with Disabilities, foster youth, homeless youth, Hispanic/Latino and African-American students, and other students whose outcomes indicate the greatest need - so that all students can access core instruction and live to their full potential.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed at the urging of our parents, students and staff, all of whom realize the need for a holistic approach to learning and mental well-being. Student surveys indicate that more than 30% of our students are still feeling sad and hopeless, despite the fading impacts of the COVID-19 pandemic. A growing number of our students come from war-torn countries, where some have even seen family members murdered. Half of our students live below the federal poverty level, and nearly 90% are low-income. Nearly all of our students are from an ethnic minority background. 37% are still having to learn English. A quarter of our families are homeless or "doubled up," living in shared housing. Furthermore, many are growing up in communities plagued by drugs and gangs. In Spring of 2023 there was a stabbing at our school, which also highlighted the need for greater mental health support for our community. Clearly, there is a definite need for supports for our youth, most of whom are living in challenging circumstances at a vulnerable time of their life.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student surveys	January 2024 student survey: 30.7% felt sad or hopeless.			Student survey: 22% of students feel sad or hopeless.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		12.6% seriously considered attempting suicide. 61.4% felt they had a caring adult relationship at school. 73% of students felt connected to Sunrise. 4.4% vape. 4.1% consider themselves a member of a gang.			Less than 10% consider attempting suicide. 75% will have a caring adult relationship at school. 85% of students will feel connected to Sunrise. 2% vape. 1% consider themselves a member of a gang.	
2.2	High school acceptance rate	0.3 of our 8th graders are accepted into private high schools on scholarship or the equivalent thereof.			0.4 of our 8th graders will be accepted into private high schools on scholarship or the equivalent thereof.	
2.3	Chronic Absenteeism	We had a 34.7% chronic absenteeism rate in early May 2024.			We will have a chronic absenteeism rate of 15% or less.	
2.4	Attendance	Our P2 Annual attendance rate in 2023-2024 was 91.5%.			We will have a 94% attendance rate.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Suspensions and Expulsions	In the base year, 2023-2024, our suspension rate was 1.9% and our expulsion rate was 0.32%.			We will have a 1% suspension rate and a 0% expulsion rate.	
2.6	Dropout rate	Our dropout rate was 0.32% (One student's parent did not re-enroll her for 2023-2024, but plans to re-enroll her next year.)			We will have a 0% dropout rate.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Mental Health Therapist	Sunrise will hire a therapist to work closely with our students in greatest need of mental health support (low income, ELs, homeless, foster youth, ERMHS, substance users). Most of our students fall into one or more of these subgroups. School principal, as school counselor, will assist.	$135,600.00	Yes
2.2	Full-time parent liaison / social worker	We will be bringing our parent liaison / social worker position from half-time to full-time in 2024-2025. This staff member will not only help our immigrant parents better navigate the U.S. school system, but also will conduct a support group for our EL newcomers, mitigate their family issues, direct students and families to social services, and hold Parent Project classes to help parents communicate more clearly with their teens and pre-teens and to help them provide a more stable home environment for their children. Social worker also will work closely with the San Jose High Health Clinic to provide social services, referrals, mental health, etc. to our families.	$110,000.00	Yes
2.3	Chronic absenteeism	Sunrise will continue to ramp up its efforts to combat chronic absenteeism, which is known to contribute to feelings of isolation and depression among youth. We will continue to hold parent SART meetings and phone home when students are absent. More importantly, we will provide 0.25 FTE for home visits to our most needy families, most of whom are EL, low-income or homeless. We will continue to provide VTA bus passes for families without transportation.	$15,000.00	Yes
2.4	School climate	Sunrise will continue to provide the "whole child" attractions that traditionally have given the school a second-home family feel. This creates a sense of belonging for our students and increases their social interactions, all of which is known to lead to improved mental health and self empowerment. These attractions include weekly SEL advisories, 3x/week meditation, support groups, elective courses, free after school and summer programs, league sports, and field trips, 21-day challenges and 8th grade Challenge Day.	$469,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Overseeing these and other Community School activities, and tracking their progress for the community school grant will be Ruben Guzman. He will do this half-time, with training in database development and data analysis. Latinos United for a New America will train students and parents on how to be leaders on social justice and other community efforts.		
2.5	Counselor intern, Peacemaker	Part-time counselor intern and other staff member, to help students with emotional issues as well as with high school and other academic counseling issues. The school also will have at least one Peacemaker and one part-time Peacemaker, who will serve as mentors for our youth. They will be trained by Peacemaker Inc. and serve in similar roles to the counselor intern. Additionally, a fourth staff member, a paraprofessional, will serve as the high school liaison, assisting students with high school registration and acceptance, working primarily with students from low-income families who are seeking scholarship to the area's outstanding private high schools.	$148,600.00	Yes
2.6	Extra academic support	Three paraprofessionals (2.5 FTE) will be dedicated solely toward helping students with low skills, due to English Learner status. This is in addition to our other paras already assigned and funded through federal SPED funds or Learning Recovery Emergency Block Grant Funds. The extra academic support will keep them more motivated at school and more likely to be successful in high school and beyond.	$132,000.00	Yes
2.7	Outdoor exploration	Sunrise will continue to offer a free and robust outdoor exploration program that caters especially to low-income/foster youth and English Learners by bringing them new experiences in the natural world that they otherwise would not be able to afford.	$36,500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Sunrise Middle will work in multiple ways to increase partnerships with all of our families, especially the traditionally disenfranchised groups, and to take actions to stimulate engagement for the entire school community. Parents, families and students will be engaged and empowered as partners in teaching and learning through effective communication, capacity building and collaborative decision making.	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 goal was the outcome of numerous meetings with our parent groups and staff. There was widespread agreement that while Sunrise has a core group of very active parents, nearly 90% of our parents do not engage on a regular basis. Some of these disengaged families are the ones whose children need the most support.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent surveys	November 2023 parent survey: 97.1% of the respondents said that they believe "my participation in the school is valued" and that the school does "a good job of staying in touch."			Parent survey will show: 98.5% of the respondents will think their participation in the school is valued and that the school does a good job of staying in touch.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		95.1% said they are invited to school meetings. 76.7% said they help plan family activities. 35% said they participate in a decision-making committee. (103 of our 314 families responded to this survey.)			98% of parent will feel invited to school meetings. 86.7% of respondents will help plan activities. 40% of respondents will participate in a decision-making committee. (150 of our 300 families will respond to the survey.)	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Liaison	We will increase the parent liaison position from half-time to full-time, thereby allowing more focus on responding to the needs of our community. We will continue our efforts with parent education and support groups and, with the assistance of our new mental health therapist, expand our focus on responding to family trauma, poverty and other socio emotional issues.	$65,562.00	Yes
3.2	Communication Systems	Sunrise will explore new methods of communicating with all of our families. We will start communication through Parent Square instead of just relying on "one call" text messaging and mailing home. We also will rely on greater use of social media for communicating events. We also will try conducting more "town hall" meetings.	$3,600.00	No
3.3	Teacher Communication	Teachers will be allotted time at staff meetings to make more calls and texts home. They will be required to make one positive call or text home about each student in the first 60 days of the school year. Teachers will also use Parent Square to communicate about students' progress and the curriculum.		No
3.4	Fun Parent Nights	We will increase our focus on making "town halls" and other parent nights more fun, as well as informative. Parents have suggested more raffles, game nights, food, etc.	$3,000.00	No
3.5	Parent Volunteers	Sunrise will focus more effort on recruiting parent volunteers, as it is widely known that students benefit from parent participation in their school. This will be accomplished through phone trees, awarding prizes for most hours, and public recognition.	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$495,353	$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
17.810%	0.000%	$0.00	17.810%

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
2.1	**Action:** Mental Health Therapist **Need:** Low income, special education, foster, homeless and immigrant youth **Scope:** Schoolwide	Nearly every student at Sunrise falls into one of these categories. Students from low income, foster home, homeless and immigrant backgrounds, or those with special education needs, are more likely to need mental health therapy.	Student surveys, clinician reports, incidents of self harm

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
2.2	**Action:** Full-time parent liaison / social worker **Need:** Low income, foster, homeless and immigrant youth **Scope:** Schoolwide	Nearly every student at Sunrise falls into one of these categories. Students from low income, foster home, homeless or immigrant families are more likely to utilize social services, and their parents are more likely to request the services of a school liaison.	Student and parent surveys, staff reports, incidents of self harm
2.3	**Action:** Chronic absenteeism **Need:** Low income, EL, foster and homeless youth **Scope:** Schoolwide	Nearly all our students fall into at least one of these categories. Students from low income, foster home or homeless backgrounds are the most likely to suffer from chronic absenteeism.	Absenteeism rate will decline.
2.5	**Action:** Counselor intern, Peacemaker **Need:** Students from disadvantaged backgrounds who need help getting in good high schools so they can be prepared for the university. **Scope:** Schoolwide	Nearly all of our students are in this category. Students from disadvantaged backgrounds are more in need of assistance toward high school acceptance, especially if they desire to be accepted into a good high school with more rigorous entrance requirements. Students from these disadvantaged backgrounds are also more likely to carry issues from home to school and thereby be in need of Peacemaker mediation and counseling.	High school acceptance rate
2.7	**Action:** Outdoor exploration **Need:**	This action will offer them new experiences they otherwise would not be able to afford.	Student and parent satisfaction surveys.

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
	ELs, foster youth, low income and homeless youth **Scope:** Schoolwide		
3.1	**Action:** Parent Liaison **Need:** Immigrant, EL, homeless and low-income families **Scope:** Schoolwide	Nearly all our families fall into one of these categories. Students from immigrant, homeless and low-income backgrounds are more likely to be in need of parent liaison assistance.	Parent survey, town hall meeting

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:** Additional staff for English Learners **Need:** English Learners **Scope:** Limited to Unduplicated Student Group(s)	English Learners are in need of additional academic support in order to be successful.	Student grade reports, reclassification rate, scores on the state CAASPP tests, internal writing rubrics, and scores on iReady local tests.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** Academic Counselor **Need:** ELs and low income yhouth **Scope:** Limited to Unduplicated Student Group(s)	These youth are the ones most in need of academic counseling support.	Grade reports, parent and student satisfaction surveys
2.1	**Action:** Mental Health Therapist **Need:** Low income, special education, foster, homeless and immigrant youth **Scope:** Limited to Unduplicated Student Group(s)	Nearly every student at Sunrise falls into one of these categories. Students from low income, foster home, homeless and immigrant backgrounds, or those with special education needs, are more likely to need mental health therapy.	Student surveys, clinician reports, incidents of self harm
2.2	**Action:** Full-time parent liaison / social worker **Need:** Low income, foster, homeless and immigrant youth **Scope:** Limited to Unduplicated Student Group(s)	Nearly every student at Sunrise falls into one of these categories. Students from low income, foster home, homeless or immigrant families are more likely to utilize social services, and their parents are more likely to request the services of a school liaison.	Student and parent surveys, staff reports, incidents of self harm
2.3	**Action:** Chronic absenteeism **Need:** Low income, EL, foster and homeless youth	Nearly all our students fall into at least one of these categories. Students from low income, foster home or homeless backgrounds are the most likely to suffer from chronic absenteeism.	Absenteeism rate will decline.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
2.5	**Action:** Counselor intern, Peacemaker **Need:** Students from disadvantaged backgrounds who need help getting in good high schools so they can be prepared for the university. **Scope:** Limited to Unduplicated Student Group(s)	Nearly all of our students are in this category. Students from disadvantaged backgrounds are more in need of assistance toward high school acceptance, especially if they desire to be accepted into a good high school with more rigorous entrance requirements. Students from these disadvantaged backgrounds are also more likely to carry issues from home to school and thereby be in need of Peacemaker mediation and counseling.	High School acceptance rate
2.6	**Action:** Extra academic support **Need:** English Learners and low-income/foster youth **Scope:** Limited to Unduplicated Student Group(s)	English Learners and low-income/foster youth are likely to be in need of additional academic support.	Grade reports, student and parent satisfaction
2.7	**Action:** Outdoor exploration **Need:** ELs, foster youth, low income and homeless youth **Scope:** Limited to Unduplicated Student Group(s)	This action will offer them new experiences they otherwise would not be able to afford.	Student and parent satisfaction surveys.
3.1	**Action:** Parent Liaison	Nearly all our families fall into one of these categories. Students from immigrant, homeless	Parent survey, town hall meeting

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Immigrant, EL, homeless and low-income families **Scope:** Limited to Unduplicated Student Group(s)	and low-income backgrounds are more likely to be in need of parent liaison assistance.	

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.

Following are the actions we are taking in our 2024-2025 LCAP to directly foster the needs of our English learners, low income students and foster youth.

Goal 1, Action 3: We will continue to provide extra staff to support our English Learners. This will include one position for coordinating ELD instruction and one position for providing ELD support for all our ELs. We also will provide one position for empowering our students with ancestral knowledge and their ability to change the world around them to make it more just for disadvantaged groups. (LCFF Supplemental funds: $221,383)

Goal 1, Action 5: We will hire a fulltime academic counselor to provide academic support to challenged students, mainly ELs and homeless youth, and their families. (LREBG funds)

Goal 2, Action 1: We will provide a mental health therapist to provide mental health services to our English Learners and low income/ foster youth.

Goal 2, Action 2: We will provide a full-time parent liaison and social worker to assist our immigrant, EL and low-income families. (LCFF Supplemental funds: $45,000)

Goal 2, Action 3: We will conduct SART meetings for families with poor attendance. We also will provide a 0.25 FTE for home visits to our most needy families, most of whom are EL, low-income or homeless. And, we will continue to provide VTA bus passes for families without transportation. (LCFF Supplemental funds: $20,000)

Goal 2, Action 5: Part-time counselor intern, high school liaison, and 1.5 FTE Peacemaker mentors will work with our low-income, foster and EL youth on emotional and academic issues, including acceptance into outstanding private high schools. (LCFF Supplemental funds: $54,000)

Goal 2, Action 6: Three paraprofessionals (2.5 FTE) will be dedicated solely toward helping students with low skills, due to English Learner status, in order to keep them more motivated at school and more likely to be successful in high school and beyond. (LCFF Supplemental funds: $132,000)

Goal 2, Action 7: Sunrise will continue to offer a free and robust outdoor exploration program that caters especially to low-income/foster youth and English Learners by bringing them new experiences in the natural world that they otherwise would not be able to afford. (LCFF Supplemental funds: $36,500)

Goal 3, Action 1: We will have a full-time parent liaison/social worker to focus on responding to the needs of our community, to continue our parents education and support groups and, with the assistance of our new mental health therapist, to expand our focus on responding to family trauma, poverty and other socio emotional issues. (LCFF Supplemental funds: included above)

TOTAL DOLLARS devoted to English Learners, low-income students and foster youth:

2024-2025: $502,083, or a little over the required $495,353, a 17.81% increase, will be from LCFF Supplemental funding.

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2,781,319	495,353	17.810%	0.000%	17.810%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,564,683.00	$509,000.00	$349,000.00	$211,562.00	$3,634,245.00	$3,481,145.00	$153,100.00

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	Greater Use of Assessments to Drive Instruction	All	No			All Schools Specific Schools: Sunrise 5-8	2024-2025								
1	1.2	Professional Development	All	No			All Schools Specific Schools: Sunrise 5-8	2024-2025	$11,000.00	$0.00	$0.00			$11,000.00	$11,000.00	
1	1.3	Additional staff for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Sunrise Middle	2024-2025	$221,383.00	$0.00	$221,383.00				$221,383.00	7.86%
1	1.4	Teacher retention	All	No			All Schools	2024-2025	$2,210,000.00	$0.00	$2,010,000.00	$70,000.00		$130,000.00	$2,210,000.00	
1	1.5	Academic Counselor	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Sunrise Middle 5-8 with emphasis on 8th	2024-2025	$72,000.00	$0.00		$72,000.00			$72,000.00	
2	2.1	Mental Health Therapist	English Learners Foster Youth Low Income	Yes	School wide Limited to Unduplicated Student Group(	English Learners Foster Youth Low Income	All Schools Specific Schools: Sunrise 5-8	2024-2025	$135,600.00	$0.00	$0.00		$135,600.00		$135,600.00	0%

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
					s)											
2	2.2	Full-time parent liaison / social worker	English Learners Foster Youth Low Income	Yes	School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Sunrise Middle 5-8	2024-2025	$90,000.00	$20,000.00	$45,600.00	$20,000.00	$44,400.00		$110,000.00	1.62%
2	2.3	Chronic absenteeism	English Learners Foster Youth Low Income	Yes	School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Sunrise Middle 5-8	2024-2025	$15,000.00	$0.00	$15,000.00	$0.00	$0.00	$0.00	$15,000.00	0.53%
2	2.4	School climate	All	No			All Schools Specific Schools: Sunrise Middle 5-8	2024-2025	$397,000.00	$72,000.00	$45,000.00	$347,000.00	$72,000.00	$5,000.00	$469,000.00	
2	2.5	Counselor intern, Peacemaker	English Learners Foster Youth Low Income	Yes	School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Sunrise		$131,600.00	$17,000.00	$51,600.00		$97,000.00		$148,600.00	1.83%
2	2.6	Extra academic support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Sunrise Middle 5-8		$132,000.00	$0.00	$132,000.00				$132,000.00	4.68%
2	2.7	Outdoor exploration	English Learners Foster Youth Low Income	Yes	School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Sunrise Middle 5-8		$0.00	$36,500.00	$36,500.00				$36,500.00	1.29%

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
					s)											
3	3.1	Parent Liaison	English Learners Foster Youth Low Income	Yes	School wide Limited to Undupli cated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Sunrise Middle	2024-2025	$65,562.00	$0.00	$0.00			$65,562.00	$65,562. 00	0%
3	3.2	Communication Systems	All	No			All Schools Specific Schools: Sunrise Middle 5-8	2024-2025	$0.00	$3,600.00	$3,600.00				$3,600.0 0	
3	3.3	Teacher Communication	All	No			All Schools Specific Schools: Sunrise 5-8	2024-2025								
3	3.4	Fun Parent Nights	All	No			All Schools Specific Schools: Sunrise	2024-2025	$0.00	$3,000.00	$3,000.00				$3,000.0 0	
3	3.5	Parent Volunteers	All	No			All Schools Specific Schools: Sunrise	2024-2025	$0.00	$1,000.00	$1,000.00				$1,000.0 0	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,781,319	495,353	17.810%	0.000%	17.810%	$502,083.00	17.810%	35.862 %	**Total:**	$502,083.00
								LEA-wide Total:	$0.00
								Limited Total:	$502,083.00
								Schoolwide Total:	$148,700.00

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	Additional staff for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Sunrise Middle	$221,383.00	7.86%
1	1.5	Academic Counselor	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Sunrise Middle 5-8 with emphasis on 8th		
2	2.1	Mental Health Therapist	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Sunrise 5-8	$0.00	0%
2	2.2	Full-time parent liaison / social worker	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Sunrise Middle 5-8	$45,600.00	1.62%
2	2.3	Chronic absenteeism	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Sunrise Middle 5-8	$15,000.00	0.53%
2	2.5	Counselor intern, Peacemaker	Yes	Schoolwide Limited to	English Learners Foster Youth	All Schools Specific Schools:	$51,600.00	1.83%

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 (%)
				Unduplicated Student Group(s)	Low Income	Sunrise		
2	2.6	Extra academic support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Sunrise Middle 5-8	$132,000.00	4.68%
2	2.7	Outdoor exploration	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Sunrise Middle 5-8	$36,500.00	1.29%
3	3.1	Parent Liaison	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Sunrise Middle	$0.00	0%

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,081,880.00	$3,101,500.00

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	1.0 FTE position for Designated-ELD and ELD/ELA coordination	Yes	$128,000.00	$128,000.00
1	1.2	ELD Teacher/Aide for Newcomers	Yes	$149,160.00	$149,000.00
1	1.3	Extra ELA class time	No	$382,153.00	$382,000.00
1	1.4	Properly credentialed teachers authorized to teach ELs	No	$1,194,556.00	$1,195,000.00
1	1.5	English 3D curriculum	Yes	$0.00	$0.00
2	2.1	Beyond DEI / Anti-Racism training	Yes	$0.00	$0.00
2	2.2	Social justice education for students	Yes	$53,300.00	$52,000.00
2	2.3	Hiring and retaining bilingual/bicultural teachers	Yes	$0.00	$0.00
3	3.1	Academic dialog and ELD integration	No	$65,562.00	$65,000.00
3	3.2	Paras to support our math classes	No	$280,668.00	$280,000.00
3	3.3	After school math intervention	No	$14,000.00	$13,000.00

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)
4	4.1	Sunrise offering variety of services to students and parents to support school climate	Yes	$375,000.00	$375,000.00
4	4.2	College readiness	Yes	$6,000.00	$5,500.00
4	4.3	Other new or added services to improve school climate	No	$14,000.00	$11,000.00
4	4.4	Proper instructional materials and facilities	No	$363,271.00	$370,000.00
4	4.5	Chromebook purchase/repair	Yes	$32,000.00	$50,000.00
5	5.1	District attorney meetings	Yes	$0.00	$0.00
5	5.2	Home visits, calls home, etc.	Yes	$21,210.00	$21,000.00
5	5.3	Parent meetings, bus passes	Yes	$3,000.00	$5,000.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$519,500.00	$508,670.00	$519,500.00	($10,830.00)	17.840%	17.840%	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	1.1	1.0 FTE position for Designated-ELD and ELD/ELA coordination	Yes	$128,000.00	$128,000.00	4.49%	4.49%
1	1.2	ELD Teacher/Aide for Newcomers	Yes	$138,160.00	$149,000.00	4.85%	4.88%
1	1.5	English 3D curriculum	Yes	$0.00	$0.00	0%	0%
2	2.1	Beyond DEI / Anti-Racism training	Yes	$0.00	$0.00	0%	0%
2	2.2	Social justice education for students	Yes	$53,300.00	$52,000.00	1.87%	1.85%
2	2.3	Hiring and retaining bilingual/bicultural teachers	Yes	$0.00	$0.00	0%	0%
4	4.1	Sunrise offering variety of services to students and parents to support school climate	Yes	$127,000.00	$127,000.00	4.45%	4.45%
4	4.2	College readiness	Yes	$6,000.00	$5,500.00	0.21%	0.2%
4	4.5	Chromebook purchase/repair	Yes	$32,000.00	$32,000.00	1.12%	1.12%
5	5.1	District attorney meetings	Yes	$0.00	$0.00	0%	0%
5	5.2	Home visits, calls home, etc.	Yes	$21,210.00	$21,000.00	0.74%	0.73%
5	5.3	Parent meetings, bus passes	Yes	$3,000.00	$5,000.00	0.11%	0.12%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$499,826	$519,500.00	0	103.936%	$519,500.00	17.840%	121.776%	$0.00	0.000%

Local Control and Accountability Plan Instructions

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

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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

   - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    o 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.

  o 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,

  o 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:

  o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

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

  o 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:

  o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  o 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).

  o 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.

  o Indicate the school year to which the baseline data applies.

  o 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.

- o 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.

  - o 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.

  - o 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.

  - o 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.

  - o 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.

    o   Include a discussion of relevant challenges and successes experienced with the implementation process.

    o   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.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o 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.

    o 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.

    o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

        ▪ The reasons for the ineffectiveness, and

        ▪ How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

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

Total Funds

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

Contributing

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

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

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

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

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

  - Professional development for teachers.

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

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

    o 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.

    o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

- o 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.

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

  - o 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.

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

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

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

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

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

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

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

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

  - o **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.

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

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, 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%).

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of 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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o This percentage is the total of the Planned Percentage of Improved Services column.

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

  - o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

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

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

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

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

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

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

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

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

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

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