

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sunrise Middle

CDS Code: 43 10439 0124065

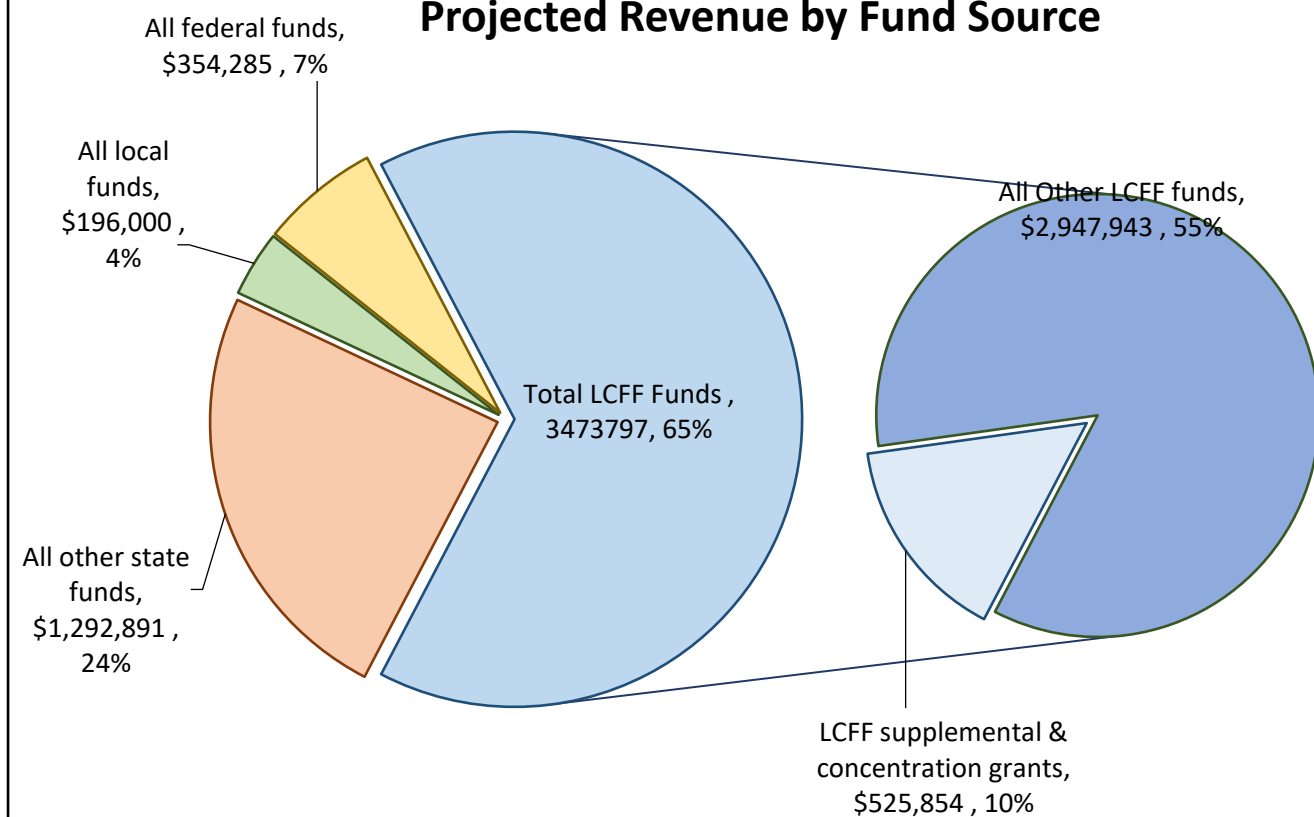
School Year: 2025-26

LEA contact information: Teresa Robinson; Executive Director; (408) 659-4785; teresa@sunrisemiddle.org

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

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

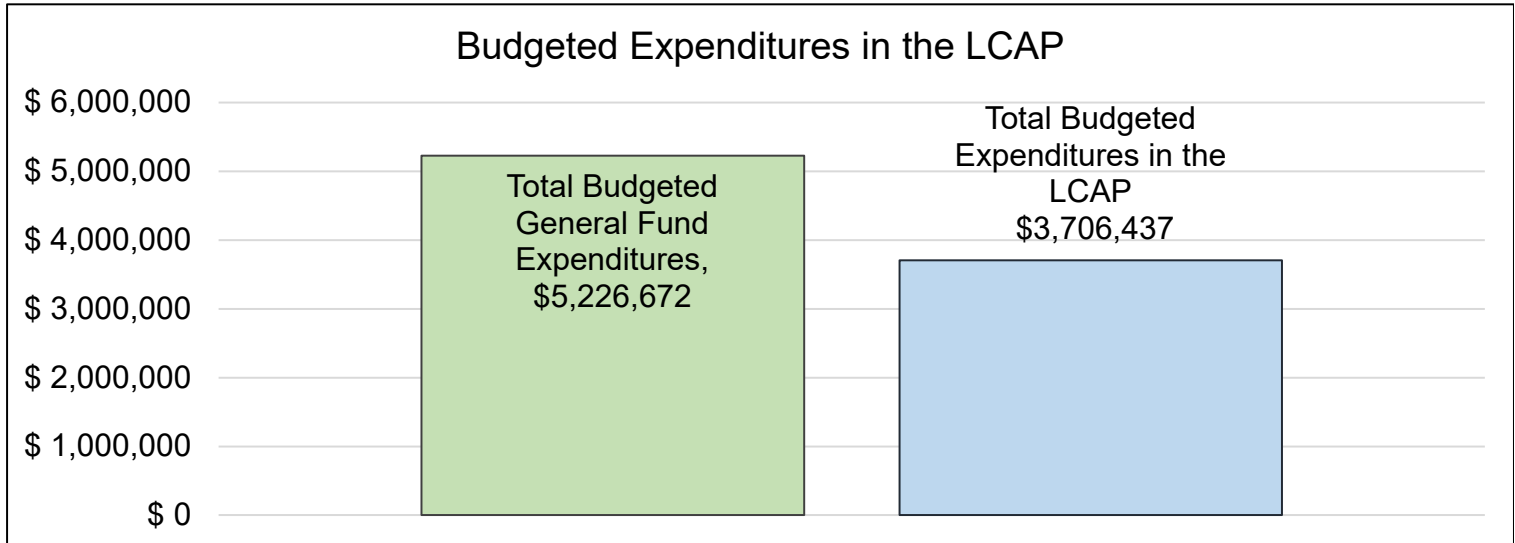


This chart shows the total general purpose revenue Sunrise Middle expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sunrise Middle is \$5,316,973.00, of which \$3,473,797.00 is Local Control Funding Formula (LCFF), \$1,292,891.00 is other state funds, \$196,000.00 is local funds, and \$354,285.00 is federal funds. Of the \$3,473,797.00 in LCFF Funds, \$525,854.00 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.



This chart provides a quick summary of how much Sunrise Middle plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

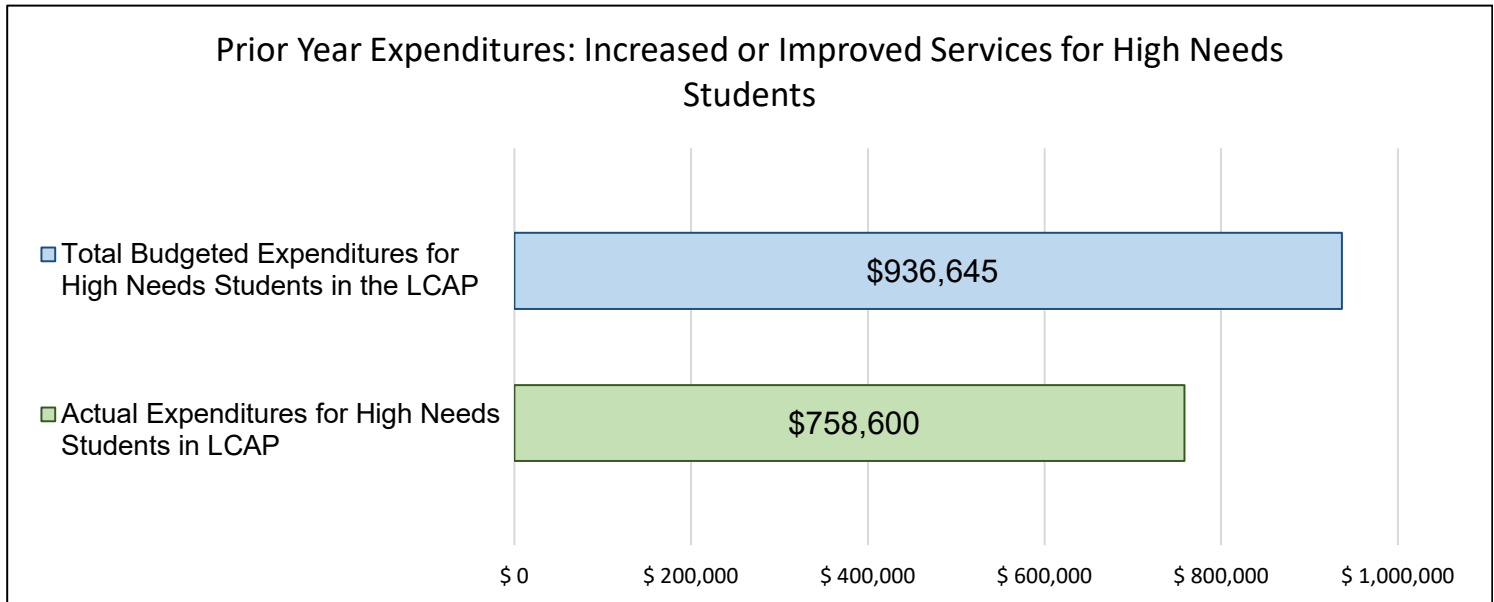
The text description of the above chart is as follows: Sunrise Middle plans to spend \$5,226,672.00 for the 2025-26 school year. Of that amount, \$3,706,437.00 is tied to actions/services in the LCAP and \$1,520,235.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2025-26, Sunrise Middle is projecting it will receive \$525,854.00 based on the enrollment of foster youth, English learner, and low-income students. Sunrise Middle must describe how it intends to increase or improve services for high needs students in the LCAP. Sunrise Middle plans to spend \$586,011.00 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 2024-25



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

The text description of the above chart is as follows: In 2024-25, Sunrise Middle's LCAP budgeted \$936,645.00 for planned actions to increase or improve services for high needs students. Sunrise Middle actually spent \$758,600.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of \$178,045.00 had the following impact on Sunrise Middle's ability to increase or improve services for high needs students:

All services for high need students were provided as planned. Expenditures were reduced due to being able to provide mental health services through a community partnership, instead of hiring an additional employee.

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	Teresa Robinson, Director	teresa@sunrisemiddle.org (408) 659-4785

Plan Summary 2025-26

General Information

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

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 has become especially important in our rapidly changing political environment. Sunrise is striving to strengthen our school community through high academic achievement, a strong character-building program, acquisition of more mental health supports, increased parent engagement and a continuation of our outdoor exploration, sports 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.

Of course, we hope that these dreams include altruistic attempts to make our world a more peaceful place, with justice, abundance and safety for all. "Injustice anywhere is a threat to justice everywhere." And, "Nobody's free until everybody's free." Each day, each week, we seek to empower our youth with the belief and expectation that they will change their world. We empower them through our social justice classes, our weekly assemblies and advisories, our 21-day challenges, our leadership classes and our peer mediation/peacemaker program.

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. But 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 300 students in grades 5-8.

- * 15% are in special education
- * 42% are English Learners
- * 3% 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
- * Robotics, carpentry, gardening, cooking, boxing, art, dance and other electives
- * League sports - soccer, basketball, volleyball, football and running
- * Our I-SCOPE character-building program - Integrity, 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

Our 38 day program and after school program staff members continue to do their best to help our students with their academic success so that all career pathways remain open to them.

Sunrise Middle does not qualify for Equity Multiplier funding.

Reflections: Annual Performance

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

English stayed in orange but distance from standard declined 20 points, Math scores declined only 9.9 points, but that was enough to push us from the yellow into the orange.

Annual Performance Reflection: Sunrise Middle School (2023 vs. 2024)

The California School Dashboard provides a multifaceted view of Sunrise Middle’s performance and progress. Analyzing the 2023 and 2024 data side by side reveals both areas of growth and emerging challenges—especially among high-need student subgroups.

Academic Performance

English Language Arts (ELA):

- 2023: Orange — 36.6 points below standard, maintained performance
- 2024: Orange — 56.6 points below standard, declined by 20 points

Reflection on 2023-2024: While the overall schoolwide status in ELA remained in the Orange, subgroup data reveals urgent areas for intervention. In 2024, Long-Term English Learners (LTELs) scored 95.1 points below standard, and Students with Disabilities (SWDs) scored 110.9 points below standard, both performing in the Red indicator level. These gaps underscore the need for targeted supports in literacy, such as scaffolded reading and writing instruction, intensified small-group intervention, and structured ELD embedded across content areas. While an influx of newcomers likely contributed to the overall decline, LTELs and SWDs face persistent challenges that require differentiated, sustained instructional efforts.

Having said this, we expect to be in the yellow in the 2024-2025 school year.

Mathematics:

- **2023:** Yellow — 53.5 points below standard, improved by 17.9 points
- **2024:** Orange — 63.4 points below standard, declined by 9.9 points

Reflection on 2023-2024: After gains in 2023, overall math performance declined, shifting the school's placement from Yellow to Orange. The most concerning data is from LTELs, who dropped to 118.1 points below standard, and SWDs, who dropped to 145.7 points below standard, both in the Red indicator. These results point to a critical need for math instruction that better integrates language development for LTELs, and stronger academic accommodations and scaffolds for SWDs. The implementation of an SAI (Specialized Academic Instruction) class in 2024–25 is expected to positively impact SWD outcomes on the next SBAC administration.

Having said this, we expect to be in the yellow in the 2024-2025 school year.

English Learner Progress:

- **2023:** Orange — 57.5% making progress, declined by 21.4%
- **2024:** Orange — 50% making progress, declined by 7.5%
- **2025:** Expected to be green - 55.2% making progress of one level or more.

Reflection: The 2023-2024 downward trend in English Learner progress reflects the impact of an increasing number of newcomers. However, it is critical to differentiate our support for LTELs, whose continued low academic performance across both ELA and Math suggests a need for intensified, language-rich instruction, alongside dedicated LTEL strategies in both core and intervention settings.

The expected major climb to green in 2024-2025 is due to our targeted instruction for our LTELs.

Academic Engagement

Chronic Absenteeism:

- **2023:** Yellow — 44.9% chronically absent, declined 3.1%
- **2024:** Yellow — 31.3% chronically absent, declined 13.6%

Reflection: This is a notable area of improvement. A 13.6% reduction in chronic absenteeism reflects strengthened family engagement, proactive outreach, and consistent school climate initiatives. These efforts are especially important for our most at-risk students, including SWDs and ELs, whose attendance patterns directly correlate to achievement outcomes.

Conditions & Climate

Suspension Rate:

- **2023:** Green — 1.7%, declined by 0.4%
- **2024:** Green — 1.8%, maintained
- **2025:** Green — 1.88% (maintained, expected)

Reflection: Maintaining a low suspension rate continues to reflect the school’s commitment to restorative practices and positive behavior support. While we explore alternatives to exclusionary discipline, suspensions remain a necessary last resort in communicating serious behavioral boundaries.

UNEXPENDED LEARNING RECOVERY LREBG FUNDS:

The school will have approximately \$360,000 in unexpended Learning Recovery funds at the end of the 2024-2025 school year. We plan to use a little over one third of that in 2025-26, and a little under one third in 2026-27 and in 2027-28. The purpose of extending the use of this funding is so that we can continue to provide paraprofessional and tutoring services for our challenged students, even with an uncertain economic outlook.

Goal and Action: Goal 1, Action 1.7

Full time paraprofessional and two 0.5 FTE paraprofessionals

Total: \$150,000 including salary and benefits

Allowable Use Alignment: Provides extended instructional learning support during the school day, which is allowable under EC Section 32526 (c)(2)(B)(i), which says these funds can be used for "tutoring or other one-on-one or small group learning supports provided by certificated or classified staff." The research that supports the effectiveness of this practice can be found here:
https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Design_Principles_1.pdf

Needs Assessment Alignment: This action addresses identified needs from the school’s needs assessment, specifically, gaps in ELA and Math proficiency among socioeconomically disadvantaged students and English Learners.

Expected Impact: The action is expected to improve academic achievement by providing individualized support and reducing learning gaps caused by pandemic-related disruptions. Metric 1.1 CAASPP ELA and Math: Distance from Standard will be used to monitor effectiveness.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Sunrise Middle is a single school LEA that is not eligible for comprehensive support and improvement.

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

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 Feb. 26, March 4 and April 2, 2025.
DELAC/ELAC	A meeting with our DELAC/ELAC was held in January. We discussed the LCAP in detail and got input at the meeting on Jan. 31, Feb. 28 and March 21, 2025.
Teachers, administrators, and other school personnel	A meeting for daytime staff was held on Feb. 5, 2025. Another meeting to discuss the LCAP was held with after school program staff on Feb. 4, 2025.
Students	A meeting with the Student Leadership team to discuss the LCAP and school's priorities was held on Feb. 12, 2025.
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.
Parent Surveys	At parent conferences on Feb. 12, 2025 and April 16, 2025 polled our parents on several topics as to their preferences.
El Dorado County Charter SELPA	A zoom meeting was held on Feb 27, 2025.

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

Our educational partners with whom we consulted 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 (LUNA) and the El Dorado County Charter SELPA. These educational partners reflected all of our student subgroups, including those showing disparities on the state Dashboard.

Feedback from educational partners has influenced the following aspects of the LCAP and/or LCAP process:

- Goal 3 Analysis: “School events were designed to be more interactive and welcoming, incorporating food, raffles, and games based on parent feedback” and “...a majority of families continue to report feeling valued and well-informed by the school, showing that the foundation for strong engagement remains in place.”
- Action 3.2 Family Involvement/Engagement includes the plan to “incorporate raffles, game nights, food, and other incentives to increase participation” based on parent feedback.

The parent groups all had similar priorities. Our parent groups wanted us to give teacher pay raises, continue efforts in improving math and English performance (Goal 1), continue to provide the new student mental health supports (Action 2.1) we’ve been providing this past year and also increase parent participation. They had several good ideas for increasing parent participation, which is part of our action items (Action 3.2 includes more prizes, food, activities). All of these priorities are expected to greatly benefit the students in the most challenged subgroups, as identified by the state Dashboard. Parent groups also asked for more volunteer parents to do security and for more security cameras, which we plan on buying in 2025-2026. They liked ParentSquare, so we’ll continue that (Action 3.1). They also are in agreement with staff that we should continue to expand our variety of elective classes and field trips offered (Action 2.4). They wanted more family fun nights and family camping trips, which we’ve already started this semester. And, we will start a parent “yellow book” listing parent businesses and contact information.

The students in our leadership class had a long wish list, most of which we will try to provide. They requested more spending on fun, extracurricular activities like field trips or special trips for students who are doing well. They also asked for more elective options that are hands-on, better art supplies and more lunch activities like games, snacks or face painting. A lot of students brought up wanting more money spent on fun things like a casual hangout with card games. They also wanted more chances to give back to the community, with creek cleanups, street cleanups or weekend volunteer projects. Students – referring to the difficulty we had early this year finding a qualified 7th grade English teacher – also mentioned wanting to hire and keep highly qualified teachers.

Students also requested the following:

- Flexible furniture like bean bag chairs, and replacement of old desks.
- More mental health services (something easier than signing up to see a counselor).
- Better internet and newer Chromebooks.

More discipline for students who bully and distract the class.

Our teachers, meanwhile, asked for higher classroom budgets and more modern technology, such as new Chromebook carts, since some student laptops are getting old. They also wanted more opportunities to earn stipend pay for helping out during school events. They also asked for more time to meet with or call home to parents. Teachers also mentioned wanting more money for experimental curriculum that uses manipulatives, games and books. And, they requested a larger library budget.

The SELPA only requested that we continue the efforts we are making for our students with disabilities, and the neighborhood association (LUNA) requested that we continue our involvement in local issues that are of highest interest to our underserved population - housing, immigration and neighborhood safety.

Goals and Actions

Goal 1

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

State Priorities addressed by this goal.

Priority 1: Basic Services; Priority 2: State Standards; Priority 4: Pupil Achievement
Priority 7: Course Access; Priority 8: Other 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	CAASPP ELA and Math: Distance from Standard <i>Data Source: CA Dashboard</i> (LREBG metric)	Orange for English (36.6 points from standard) Yellow for Math (53.5 points from standard) Data Year: 2022-23	ELA All Students: Orange (-56.6) EL: Red (-85.5) LTEL: Red (-95.1) SED: Orange (-60) SWD: Red (-110.9) Homeless: Orange (-82.4) Math All Students: Orange (-63.4) EL Orange (-88.9) LTEL: Red (-118.1) SED: Orange (-66.4) SWD: Red (-145.7) Homeless: Yellow (-67.9) Data Year: 2023-24		24 points from standard for ELA 35 points from standard for Math	ELA All Students: - 20 Math All Students: -9.9
1.2	CAASPP ELA and Math: % of students met/exceeded standard <i>Data Source: Dataquest</i>	ELA: 36.7% Math: 26.56% Data Year: 2022-23	ELA: 32% Math: 28.3% Data Year: 2023-24		ELA: 42% Math 30%	ELA: -4.7 Math +1.7

1.3	CA Science Test: % of students met/exceeded standard <i>Data Source: Dataquest</i>	12.7% Data Year: 2022-23	9.1% Data Year: 2023-24		20%	-3.6
1.4	English Learner Progress <i>Data Source: CA Dashboard</i>	EL: 57.5% Data Year: 2022-23	EL: 50% LTEL: 59.5% Data Year: 2023-24		55%	EL: -7.5 from 2023 to 2024
1.5	% English Learners proficient on ELPAC <i>Data Source: Dataquest</i>	EL: 31.34% LTEL: 34.62% Data Year: 2022-23	EL: 15.13% LTEL: 15.63% Data Year: 2023-24		EL: 18% LTEL: 20%	EL: -16.34 LTEL: N/A
1.6	EL Reclassification Rate <i>Data Source: CALPADS</i>	29% Data Year: 2023	19% Data Year: 2024		30%	-10 from 2023 to 2024
1.7	Growth iReady Tests <i>Data Source: iReady Growth Report</i>	189% growth in ELA 179% in Math Data Year: Spring 2024	173% growth in ELA by March 2025 115% growth in Math by Dec. 2024 (May 2025 diagnostics TBD)		195% growth in ELA 185% growth in Math	-16 growth in ELA - 64 growth in Math

1.8	<p>Writing Performance Assessment score on CAASPP writing rubrics</p> <p><i>Data Source: Assessment tracking sheet</i></p>	<p>Average of 2.75 out of 4</p> <p>Data Year: Spring 2024</p>	<p>Average of 2.75 out of 4</p> <p>Data Year: Spring 2025</p>		Average of 3.25	Maintained
1.9	<p>% of teachers properly credentialed and assigned</p> <p><i>Data Source: SARC</i></p>	<p>76% “effective”</p> <p>1.5 misassigned</p> <p>Data Year: 2021-22</p>	<p>76% “effective”</p> <p>1.7 misassigned</p> <p>Data Year: 2022-23</p>		100%	Maintained
1.10	<p>% of students with access to their own copies of standards-aligned instructional materials</p> <p><i>Data Source: SARC</i></p>	<p>100%</p> <p>Data Year: 2023-24</p>	<p>100%</p> <p>Data Year: 2024-25</p>		100%	Maintained
1.11	<p>% of students enrolled in a broad course of study, including unduplicated students and students with exceptional needs</p> <p><i>Data Source: CA Dashboard Local Indicator</i></p>	<p>100%</p> <p>Data Year: 2022-23</p>	<p>100%</p> <p>Data Year: 2023-24</p>		100%	Maintained

1.12	Number/percentage of responses on the CA School Dashboard Implementation of Academic Standards Self-Reflection Tool that were rated 4 (Full Implementation) or 5 (Full Implementation and Sustainability) <i>Data Source: CA Dashboard Local Indicator</i>	17/22 = 77% Data Year: 2022-23	12/15 = 80% (7 remaining standards are not displayed on CA Dashboard) Next Generation Science Standards is rated at Initial Implementation in PD, Instructional Materials, and support Data Year: 2023-24		100%	+3
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Goal Analysis for 2024-25

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

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

Overall Implementation:

In 2024–25, Sunrise Middle implemented a wide range of academic supports aimed at mitigating learning loss and improving student achievement in ELA, ELD, Math, and Science. The school continued with frequent assessments, expanded professional development opportunities, and increased staffing support for English Learners and Long-Term English Learners (LTELs). These actions were carried out largely as planned, with the successful addition of internal writing benchmarks, interim assessments, and targeted ELPAC preparation for ELs and LTELs. A notable shift was the realignment of Action 1.7 from Goal 2 to Goal 1 to better reflect its focus on academic achievement.

Challenges included scheduling consistent small-group support due to staffing constraints and maintaining fidelity in the implementation of all assessment cycles. However, the school saw success in improved staff capacity around data use and instructional planning, as well as increased access to interventions for ELs and LTELs.

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 expenditures and estimated actuals for Goal 1.

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

The actions under Goal 1 have had mixed but promising results in making progress toward the goal of mitigating learning loss and improving academic achievement.

- iReady assessments showed strong progress, with students achieving 173% growth in ELA and likely more in Math, suggesting that targeted interventions and the increased use of assessments (Action 1.1) are helping build foundational skills.
- Action 1.2 (Professional Development) has been effective in improving teachers' ability to analyze and use data to guide instruction, particularly in Math, which saw a small increase in the percentage of students meeting/exceeding standards (+1.7%).
- ELA scores declined slightly (-4.7%), and prior-year ELPAC proficiency had dropped significantly (from 31.34% to 15%). However, preliminary data from the 2024–25 ELPAC administration now show that 55.2% of students made growth, which is expected to move our school to Green on the California School Dashboard. Additionally, 17% of English Learners scored at Level 4 and are being reclassified, indicating marked improvement in language acquisition outcomes.
- While this growth is encouraging, continued refinement of EL instructional strategies and LTEL supports (Action 1.3) remains necessary to sustain gains and ensure consistency across grade levels. Reclassification rates and writing performance are still areas needing improvement, suggesting that while the writing benchmarks and targeted EL supports are in place, their implementation needs to be more intensive and better aligned across content areas.
- The hiring of additional support staff (Actions 1.3, 1.5 and 2.6) has increased access to intervention but may require further training and coordination for greater impact.
- Action 1.4 has been effective at maintaining the percentage of teachers properly credentialed and assigned. However, there was one vacancy this year that was difficult to fill.

Overall, while there is evidence of progress, especially in Math and student growth measures, some areas—particularly EL proficiency and writing—require more focused strategies to improve outcomes.

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

Metric 1.1 was changed from State Dashboard to CAASPP ELA and Math: Distance from Standard to accurately describe what is being measured.

Metric 1.2 was changed from CAASPP results for English and Math to CAASPP ELA and Math: % of students met/exceeded standard to accurately describe what is being measured. The comparison to state data was removed from the Baseline data column.

Metric 1.3 CA Science Test: % of students met/exceeded standard was added to track student achievement in Science.

Metric 1.4 English Learner Progress was added to track the percentage of English learners making progress or maintaining at the highest level.

Metric 1.5 (previously Metric 1.4) was renamed from Performance on state ELPAC test to % English Learners proficient on ELPAC to accurately describe what is being measured. The comparison to state data was removed from the Baseline data column. LTEL data was added to the baseline data to be able to track this group's achievement over time. The 3-Year target was reduced to reflect current trends.

Metric 1.6 EL Reclassification Rate was added to track this data over time.

Metric 1.9 % of teachers properly credentialed and assigned and Metric 1.10 % of students with access to their own copies of standards-aligned instructional materials were added to track progress in Priority 1 Basic Services implementation.

Metric 1.11 % of students enrolled in a broad course of study, including unduplicated students and students with exceptional needs was added to track progress in Priority 7 Broad Course of Study implementation.

Metric 1.12 Number/percentage of responses on the CA School Dashboard Implementation of Academic Standards Self-Reflection Tool that were rated 4 (Full Implementation) or 5 (Full Implementation and Sustainability) was added to track progress in Priority 2 implementation of State Standards.

Action 1.1 Greater Use of Assessments to Drive Instruction was modified to include additional staffing to support use of the assessment data to drive instruction.

Action 1.2 added paraprofessional professional development details and Induction program support.

Action 1.4 Long Term English Learner Support was added to describe the specific supports provided for this subgroup.

Action 1.7 was previously listed under Goal 2 as Action 2.6. It was moved to Goal 1 to better align with its intended impact on academic achievement. This realignment ensures stronger coherence between the action and the associated metrics.

Action 1.8 was added to describe the supports provided to students with disabilities.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Greater Use of Assessments to Drive Instruction (Title I and LCFF)	Sunrise will conduct more frequent assessments throughout the year to better gauge 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 addition to our local iReady testing in the middle and at the end of the year. Additional staffing is provided to support analysis of the assessment results to inform instruction both in the regular and intervention classes. This includes the intensive ELPAC preparation for our long-term ELs and Newcomers.	\$121,200	No
1.2	Professional Development (Title II)	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 to drive instruction more effectively. We will also provide time for teachers to hold data conversations with their supervisors and with their grade level teams. We will provide more training for our paraprofessionals so that they know better how to run the classroom when their teachers are working with a small group, and how to better serve our ELs, especially the LTELs. Additionally, induction programs will be provided to ensure teachers and administrators have the support needed to clear their credentials.	\$15,550	No
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.	\$147,275	Yes
1.4	Long Term English Learner Support (Title III)	Sunrise will implement targeted interventions for Long-Term English Learners (LTELs) to improve their English proficiency and academic performance. This includes additional instructional support, tailored English Language Development (ELD) lessons, and professional development for teachers to better address LTEL needs. We will also provide increased access to tutoring and small-group instruction focused on reading comprehension, writing, and academic vocabulary. The goal is to improve LTEL performance on CAASPP ELA and ELPAC assessments, leading to higher reclassification rates and overall academic success.	\$16,750	No

1.5	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.	\$1,810,112	No
1.6	Academic Counselor	School will employ a bilingual academic counselor to work with students who are earning low grades and their parents. The counselor will help these families with strategies to improve success. The 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.	\$91,000	Yes
1.7	Extra academic support (LREBG)	<p>Extra academic support is provided through increased staffing and additional software and student devices to support student learning. Paraprofessional staff members will be provided to lower student to staff ratios to ensure students who are not meeting standards receive targeted academic support.</p> <p>Provides extended instructional learning support during the school day, which is allowable under EC Section 32526 (c)(2)(B)(i), which says these funds can be used for "tutoring or other one-on-one or small group learning supports provided by certificated or classified staff." The research that supports the effectiveness of this practice can be found here: https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Design_Principles_1.pdf</p> <p>The action is expected to improve academic achievement by providing individualized support and reducing learning gaps caused by pandemic-related disruptions. Metric 1.1 CAASPP ELA and Math: Distance from Standard will be used to monitor effectiveness.</p>	\$215,635	Yes
1.8	Special Education	The school provides all required services for students with disabilities, ensuring they make academic progress and are included in classrooms with their peers. Three special education teachers are provided in addition to contracted psychological, occupational therapy, and speech services. The school provides additional services beyond what are funded specifically for students with disabilities. Most students with disabilities are also low-income or English Learners, if not both. This action ensures these students receive the academic supports needed to make progress.	\$364,777	Yes

Goal 2

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

State Priorities addressed by this goal.

Priority 1: Basic Services; Priority 5: Pupil Engagement; Priority 6: School Climate

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	School climate student surveys	<p>January 2024</p> <p>30.7% felt sad or hopeless.</p> <p>74.7% Teachers had high expectations</p> <p>61.4% felt they had a caring adult relationship at school.</p> <p>73% of students felt connected to Sunrise.</p> <p>24.6% experienced bullying.</p> <p>74.7% felt academically challenged.</p> <p>(Baseline data updated in 2025 to reflect new student survey questions that the school prefers to track over time.)</p>	<p>February 2025</p> <p>26.2% feel sad or hopeless</p> <p>83.2% felt teachers had high expectations.</p> <p>63.3% felt they had a caring adult relationship at school.</p> <p>84.4% of students felt connected to Sunrise.</p> <p>15.6% experienced bullying.</p> <p>83.2% felt academically challenged.</p>		<p>22% of students feel sad or hopeless.</p> <p>85% felt teachers had high expectations.</p> <p>75% will have a caring adult relationship at school.</p> <p>85% of students will feel connected to Sunrise.</p> <p><10% experienced bullying.</p> <p>85% felt academically challenged.</p> <p>(Targets updated in 2025 to reflect new student survey questions that the school prefers to track over time.)</p>	<p>-4.5 feel sad or hopeless</p> <p>+8.5 felt teachers had high expectations.</p> <p>+1.9 will have a caring adult relationship at school.</p> <p>+11.4 of students will feel connected to Sunrise.</p> <p>-9 experienced bullying.</p> <p>+8.5 felt academically challenged.</p>

2.2	Private High school acceptance rate with scholarship or equivalent <i>Data Source: Local</i>	30% of our 8th graders Data Year: 2023-24	30% of our 8th graders Data Year: 2024-25		40% of our 8th graders	Maintained
2.3	Chronic Absenteeism	34.7% Data Year: 2023-24 <i>Data Source: SIS</i>	All Students: 31.3% EL: 32.6% LTEL: 32.7% SWD: 40% SED: 32.3% Homeless: 27.1% Data Year: 2023-24 <i>Data Source: CA Dashboard</i>		<15%	All students: -3.4
2.4	Attendance Rate <i>Data Source: CALPADS P2</i>	91.5% Data Year: 2023-24	90.79% Data Year: 2024-25		94%	-0.71
2.5	Suspension Rate <i>Data Source: SIS</i>	1.9% Data Year: 2023-24	1.88% Data Year: 2024-25		2%	-0.02

2.6	Expulsion Rate <i>Data Source: SIS</i>	0.32% Data Year: 2023-24	0% (expected) Data Year: 2024-2025		0%	-0.32
2.7	Middle School Dropout Rate <i>Data Source: CALPADS 8.1c</i>	1.34% Data Year: 2022-23 (corrected in 2025)	0.46% Data Year: 2023-24		0%	-0.88
2.8	School Facility Conditions <i>Data Source: SARC</i>	Good Data Year: 2023-24	N/A – metric added in 2025		Good	N/A

Goal Analysis for 2024-25

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

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

In 2024–25, Sunrise Middle successfully implemented a variety of behavioral, social-emotional, and mental health supports aimed at addressing student needs. The school expanded mental health services through its partnership with the San Jose Neighborhood Health Clinic, providing targeted counseling for students in need—particularly low-income youth, English Learners (ELs), foster youth, and homeless students. While the school initially planned to hire a full-time, on-site mental health therapist, this plan did not materialize due to staffing challenges. Instead, Sunrise contracted out mental health services through the clinic partnership to ensure continued access to professional support for students with the most significant needs.

The full-time parent liaison/social worker position was implemented as planned and proved instrumental in supporting families, facilitating access to social services, and helping parents navigate the school system. The school also continued its efforts to combat chronic absenteeism, including SART meetings, home visits, and provision of VTA bus passes to families lacking reliable transportation.

On the school climate front, Sunrise maintained a strong commitment to fostering a nurturing and inclusive environment by continuing programs such as weekly SEL advisories, three-times-per-week meditation, support groups, elective offerings, after-school programs, and outdoor education experiences.

Also, in an effort to reduce the incidence of bullying and to improve a sense of student belonging at our school, Sunrise, with the help of its CCSPP partner Peacemakers Inc., began a peer mediation program halfway through the year. This program has been very well received by students. Our 18 peer mediators have done an excellent job helping students resolve their disputes and curbing incidences of bullying.

Challenges and Adjustments:

The most notable challenge was the inability to hire an in-house mental health therapist, which led to the need for external contracting. While the clinic partnership has bridged the gap, demand for mental health services at times still outpaces availability. Additionally, chronic absenteeism—especially among ELs and socioeconomically disadvantaged students—remains a persistent challenge despite increased interventions.

Overall, Sunrise made meaningful strides in supporting students' behavioral and emotional health, but recognizes the need to further expand mental health resources and tailor attendance strategies to address the specific barriers faced by its highest-need students.

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

In Action 2.1 the difference between the budgeted expenditures of \$135,600 and the estimated actual expenditures of \$10,000 is due to contracting with the School Health Clinic instead of hiring our own counselor, and to the clinic charging Medi-Cal for most of the students. In Action 2.7 the difference between the budgeted expenditures of \$36,500 and the estimated actual expenditures of \$40,000 is due to choosing to spend additional funds in this area because kids need additional outdoor enrichment opportunities.

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

The actions under Goal 2 have shown moderate effectiveness in addressing students' behavioral, social-emotional, and mental health needs. The continuation of group and individual counseling through the principal, as well as services provided by the San Jose Neighborhood Health Clinic, has allowed students facing emotional trauma and chronic stress to receive professional support. While the need for services remains significant, the current model has been able to meet student demand through a combination of in-house and contracted supports.

The expansion of the parent liaison/social worker to a full-time role has been effective in increasing family engagement and connecting families to critical resources such as housing, healthcare, and parenting support. This action has also helped EL newcomer families feel more welcomed and supported in their school transition.

Programs designed to build a positive school climate—such as SEL advisories, meditation, sports, electives, and outdoor education—have contributed to a more connected and caring school environment. This is reflected in a decrease in students feeling sad or hopeless compared to the baseline.

Despite these successes, chronic absenteeism remains a significant barrier to progress, particularly for ELs, SWD, and SED students. While the school did home visits and continued providing transportation assistance, many students still struggle with inconsistent attendance, which undermines access to support and overall academic progress.

Overall, the actions are having a positive impact, particularly in student engagement and emotional well-being, but additional strategies and resources are needed to further reduce absenteeism.

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.

Based on reflections from the 2024–25 implementation, no major changes were made to the overall goal; however, several adjustments have been made to strengthen implementation and address challenges observed during the year:

Action 2.1 The plan to hire a full-time in-house mental health therapist has been officially replaced with a continued partnership with the San Jose Neighborhood Health Clinic, which has proven to be a sustainable and effective way to deliver specialized counseling services.

Action 2.3 In response to persistent chronic absenteeism among EL, SWD, and SED students, the school will increase efforts to analyze attendance patterns earlier in the year and provide more targeted interventions, including expanded parent meetings, home visits and family outreach from the parent liaison.

Action 2.4 and 2.7 were combined to reflect that the outdoor exploration program is a component of the larger school climate initiative to foster the development of the “whole child” that includes SEL, peer mediation, field trips, sports, and other student activities. Additional funds have been budgeted for these activities based on parent and student feedback about the importance of this action.

Action 2.6 Extra Academic Support was moved to Goal 1 to better align with the academic focus of the support.

These updates are designed to build on the success of current actions while targeting specific areas that require deeper attention—especially attendance and proactive mental health engagement.

The following metrics have been updated or added:

Metric 2.1 has been renamed School climate student surveys to reflect what is being measured. Baseline data was updated in 2025 to reflect new student survey questions that the school prefers to track over time. These new questions provide more meaningful data to indicate the effectiveness of the school’s actions to improve the school climate. The 3-Year Targets were updated accordingly.

Metric 2.2 Private High school acceptance rate with scholarship or equivalent was renamed to accurately describe what is being measured.

Metric 2.5 Suspensions and Expulsions was separated into two distinct metrics. Now there is 2.5 Suspension Rate and 2.6 Expulsion Rate.

Metric 2.8 School Facility Conditions was added to track implementation of Priority 1 Basic Services.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Mental Health	Sunrise will provide mental health support to our students in greatest need of emotional and psychological support, particularly low-income students, English Learners, homeless youth, foster youth, students receiving ERMHS services, and those struggling with substance use. In addition to the group and individual counseling provided by our principal, who is a school counselor, students with the most intense mental health needs are receiving specialized counseling services through our partnership with the therapist at the San Jose Neighborhood Health Clinic. This collaboration ensures that students facing significant emotional challenges have access to professional mental health services, contributing to their well-being and overall academic success.	\$20,000	No

2.2	Full-time parent liaison / social worker	<p>To support the behavioral, social-emotional, and mental health needs of our students, Sunrise will expand the Parent Liaison/Social Worker position from half-time to full-time. This staff member will act as a navigator of resources, ensuring that families and students—especially low-income youth, English Learners, students with disabilities, foster youth, and homeless youth—receive the appropriate referrals to social services, mental health support, and academic interventions.</p> <p>The liaison will play a critical role in bridging the gap between school and community services, helping parents better understand and navigate the U.S. school system. Additionally, they will:</p> <ul style="list-style-type: none"> ● Facilitate a support group for EL newcomers to ease their transition. ● Address family challenges that impact student well-being and success. ● Conduct Parent Project classes, equipping families with strategies for effective communication and home stability. ● Collaborate with the San Jose High Health Clinic to connect families with essential services. <p>By strengthening family engagement and access to resources, this action directly supports Goal 2 by removing barriers to student success and fostering a more holistic approach to their well-being.</p>	\$86,800	Yes
2.3	Chronic absenteeism	<p>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. The school will increase efforts to analyze attendance patterns earlier in the year and provide more targeted interventions, including expanded parent meetings, home visits and family outreach from the parent liaison. 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.</p>	\$32,000	Yes

2.4	School climate (LCFF, ASES, ELO-P, CCSPP, Title IV)	<p>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.</p> <p>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. 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.</p> <p>Latinos United for a New America will train students and parents on how to be leaders on social justice and other community efforts. 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.</p>	\$571,888	Yes
2.5	Counselor intern, Peacemaker	Part-time counselor intern and another 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 scholarships to the area's outstanding private high schools.	\$197,000	Yes

Goal 3

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement

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	<p>% of family members who feel connected to the school community</p> <p><i>Data Source: Family Survey</i></p>	<p>Data Year: November 2023</p> <p>97.1% agree "my participation in the school is valued" and that the school does "a good job of staying in touch."</p> <p>95.1% said they are invited to school meetings.</p> <p>76.7% said they help plan family activities.</p>	<p>Data Year: 2024-25</p> <p>93.7% agree "my participation in the school is valued"</p> <p>94.7% agree the school does "a good job of staying in touch."</p> <p>96.8% said they are invited to school meetings.</p> <p>63.2% said they help plan family activities.</p>		<p>98.5% agree that their participation in the school is valued and that the school does a good job of staying in touch.</p> <p>98% of parents will feel invited to school meetings.</p> <p>86.7% of respondents will help plan activities.</p>	<p>- 4.4 agree "my participation in the school is valued"</p> <p>- 2.5 agree that the school does "a good job of staying in touch."</p> <p>+ 1.7 said they are invited to school meetings.</p> <p>- 13.5 say they help plan family activities.</p>
3.2	<p>% of family members who report participating on a decision-making committee</p> <p><i>Data Source: Family Survey</i></p>	<p>Data Year: November 2023</p> <p>35%</p>	<p>Data Year: 2024-25</p> <p>30.5%</p>		<p>40%</p>	<p>-4.5</p>

3.3	# of families participating in the annual family survey <i>Data Source: Family Survey</i>	Data Year: November 2023 103 of our 314 families responded to this survey	Data Year: 2024-25 95 families responded to this survey		150	-8
3.4	# families in constant communication with Sunrise <i>Data Source: Parent Square</i>	219 of 300 families are sending direct messages through ParentSquare	N/A - New metric in 2025		240	N/A - New metric in 2025

Goal Analysis for 2024-25

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

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

In 2024–25, Sunrise Middle School implemented a variety of actions to strengthen family engagement and improve school-home communication, with a particular focus on reaching families of English Learners, low-income students, and students with disabilities. Both planned actions—enhancing communication methods and increasing opportunities for meaningful family involvement—were implemented largely as planned.

The school continued its use of Parent Square, text messaging, and social media for regular updates, and expanded real-time translation services at school events and meetings to ensure inclusivity for non-English-speaking families. Teachers were allotted time during staff meetings to make personalized calls and texts home, and most were able to complete the required positive contact with families within the first 60 days of school.

School events were designed to be more interactive and welcoming, incorporating food, raffles, and games based on parent feedback. While these additions helped create a more inviting and family-friendly atmosphere, they did not result in a measurable increase in attendance

rates. However, two school-wide events, the Feb. 14 Love Dance and the April 4 Kindness Party, were very well attended. The school will continue exploring new strategies to improve turnout and engagement among families who have been less consistently involved.

The number of families completing the annual survey dropped from 103 to 95, and the percentage of families reporting involvement in planning family activities or serving on committees declined as well. Despite these challenges, a majority of families continue to report feeling valued and well-informed by the school, showing that the foundation for strong engagement remains in place.

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.

In Action 3.1 Parent Liaison the difference between the budgeted expenditures of \$65,562 and the estimated actual expenditures of \$0 is due to these expenses being represented wholly in Action 2.2 Full-time Parent Liaison/Social Worker. All services were provided to students as planned. The budgeted funds were duplicated across actions.

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

The actions under Goal 3 have been partially effective in strengthening school-family relationships and increasing communication with traditionally underrepresented groups. Use of Parent Square, personalized phone calls and texts, and the addition of real-time translation services during events have helped ensure that families—particularly those of English Learners, low-income students, and students with disabilities—receive timely and accessible information. These actions contributed to the high percentage of families (over 90%) who continue to report feeling informed and that their participation is valued.

However, the impact on deeper engagement, such as involvement in decision-making and planning activities, has been more limited. Survey results show a decline in the percentage of families participating in school planning (from 76.7% to 63.2%) and on decision-making committees (from 35% to 30.5%). Additionally, survey participation dropped slightly, from 103 families to 95.

While school events were redesigned to be more interactive and culturally responsive, this did not lead to a measurable increase in attendance, indicating a need for new strategies to engage families who remain disconnected.

Overall, communication efforts have been effective, but additional focus is needed to build sustained, two-way partnerships with families and to increase their active participation in school leadership and program planning.

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.

Actions 2 & 3 from the previous LCAP were consolidated into one communication action and a description of how this action supports the participation of parents of unduplicated students and students with exceptional needs was added.

Actions 1, 4, & 5 from the previous LCAP were consolidated into one Family Involvement/Engagement action to better describe the totality of the school's family supports and programming, including programs designed to meet the needs of unduplicated students and students with exceptional needs.

Metric 3.1 Parent Surveys from the previous LCAP was broken down into three separate metrics to measure different constructs: 3

Metric 3.1 is now % of family members who feel connected to the school community with the associated questions listed in the baseline column. The 3-Year Targets were updated accordingly.

Metric 3.2 % of family members who report participating on a decision-making committee is now a separate metric to track the effectiveness of efforts to engage more families in decision-making opportunities.

Metric 3.3 # of families participating in the annual family survey is now a separate metric to determine how many of our families are participating in decision-making by taking the school survey.

Metric 3.4 # families in constant communication with Sunrise was added to track the effectiveness of Action 3.1 Family Communication.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family Communication	<p>Sunrise will explore new methods of communicating with all our families including communication through Parent Square and social media instead of just relying on "one call" text messaging and mailing home to promote the participation of families of English Learners, Socioeconomically Disadvantaged students, Foster Youth, and students with disabilities. The school will also conduct more "town hall" meetings to ensure more parents are encouraged to ask questions and become involved.</p> <p>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.</p> <p>Sunrise will explore new methods of communication to ensure all families, especially those of English Learners, socioeconomically disadvantaged students, foster youth, and students with disabilities, are informed and engaged. In addition to continuing</p>	\$6,500	Yes

		<p>Parent Square and social media outreach, we will provide translation services to ensure that non-English-speaking families receive clear and accessible information.</p> <p>The school will also:</p> <ul style="list-style-type: none"> ● Provide real-time translation during meetings and events to facilitate inclusive communication. ● Allocate time during staff meetings for teachers to make personalized calls and texts home. ● Require teachers to send at least one positive call or message home per student within the first 60 days of the school year. ● Use Parent Square to regularly update families on student progress, curriculum, and school events. <p>By incorporating translation services and expanding outreach efforts, this action ensures that all families—regardless of language barriers—feel connected, informed, and empowered as active participants in their child’s education.</p>		
3.2	Family Involvement/Engagement	<p>Sunrise will enhance family engagement by making parent nights and other school events more interactive, welcoming, and culturally responsive. Based on family feedback, we will incorporate raffles, game nights, food, and other incentives to increase participation.</p> <p>To ensure that our English Learners (ELs), Socioeconomically Disadvantaged (SED) students, and Students with Disabilities (SPED) families feel fully included, we will:</p> <ul style="list-style-type: none"> ● Provide real-time translation services at all major meetings and events. ● Offer workshops and parent education sessions tailored to the needs of EL, SED, and SPED families, such as navigating the IEP process, understanding EL progress, and accessing community resources. ● Schedule events at accessible times and locations, with childcare and transportation support when possible, to reduce barriers to attendance. ● Use multiple forms of outreach (Parent Square, text, phone calls, and in-person communication) to ensure all families receive invitations and updates. ● Actively recruit parent volunteers, including those from underrepresented groups, by implementing incentives and recognition programs. 	\$10,000	Yes

		By removing barriers to participation and creating welcoming, inclusive family events, this action strengthens collaboration between families and the school—ensuring that all students, especially EL, SED, and SPED students, receive the support they need to succeed.		
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$ 525,854	\$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
17.838%	0%	\$0	17.838%

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 #s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.6	The 2024 CA Dashboard shows English Learners as Red on the CAASPP ELA scoring on average 85.5 points below standard and Socioeconomically Disadvantaged students scoring Orange with an average of 60 points below standard. Similarly, The 2024 CA Dashboard shows English Learners as Orange on the CAASPP Math scoring on average 88.9 points below standard and Socioeconomically Disadvantaged students scoring Orange with an average of 66.4 points below standard.	The action provides additional staffing (a bilingual academic counselor) to work with students who are earning low grades and their parents and help these families with strategies to improve success. This service is being provided as an LEA-wide action, but the service is primarily directed toward working with the families of low-income students, English learners and homeless youth.	1.1: CAASPP ELA and Math: Distance from standard for EL and SED subgroups

1.7	<p>Extra Academic Support is to address low academic performance among English Learners (ELs) and Socioeconomically Disadvantaged (SED) students, particularly in ELA and Math, as indicated by CAASPP scores.</p> <p>Key Data Indicators:</p> <ul style="list-style-type: none"> • ELs scored -85.5 points in ELA and -88.9 in Math on CAASPP. • LTELs scored even lower (-95.1 in ELA, -118.1 in Math). • SED students scored -60 in ELA and -66.4 in Math. 	<p>This action provides additional paraprofessionals to support English Learners (ELs) and Socioeconomically Disadvantaged (SED) students who are performing below standard in ELA and Math, as identified in CAASPP results. By offering targeted small-group and one-on-one interventions, these paraprofessionals help students build foundational skills, improve academic confidence, and stay engaged in learning.</p> <p>Because English Learners (ELs) and Socioeconomically Disadvantaged (SED) students are significant subgroups at Sunrise Middle, this support is provided on an LEA-wide basis to ensure these students receive the targeted academic interventions needed to improve their proficiency and overall academic success.</p>	<p>1.1: CAASPP ELA and Math: Distance from standard for EL and SED subgroups</p>
1.8	<p>In 2022-23, 59% of Sunrise Students with Disabilities were also English Learners. With 89% of Sunrise students qualifying as low-income, the majority of students with disabilities are also low-income. The 2024 CA Dashboard shows English Learners as Red on the CAASPP ELA scoring on average 85.5 points below standard and Socioeconomically Disadvantaged students scoring Orange with an average of 60 points below standard. Similarly, The 2024 CA Dashboard shows English Learners as Orange on the CAASPP Math scoring on average 88.9 points below standard and Socioeconomically Disadvantaged students scoring Orange with an average of 66.4 points below standard.</p>	<p>This action provides additional staffing to address the academic needs of Low Income students and English Learners who also have disabilities. Because English Learners (ELs) and Socioeconomically Disadvantaged (SED) students are significant subgroups at Sunrise Middle, this support is provided on an LEA-wide basis to ensure these students receive the targeted academic interventions needed to improve their proficiency and overall academic success.</p>	<p>1.1: CAASPP ELA and Math: Distance from standard for EL and SED subgroups</p>

2.2, 2.3, 2.4, 2.5	English Learners and Socioeconomically Disadvantaged student subgroups both had a chronic absence rate greater than 30% in 2023-24.	<p>These actions provide additional staffing in order to provide attendance and behavior support, as well as social-emotional interventions to address the high chronic absenteeism rates and mental health challenges affecting English Learners (ELs) and Socioeconomically Disadvantaged (SED) students.</p> <p>By offering these supports as well as student activities and field trips these actions aim to reduce barriers to attendance, improve student well-being and connectedness to the school community, and create a more supportive learning environment.</p> <p>Because ELs and SED students represent significant subgroups at Sunrise Middle, these supports are provided on an LEA-wide basis to ensure that students with the greatest needs receive the necessary interventions to succeed both academically and emotionally.</p>	2.3 Chronic Absenteeism for EL and SED subgroups
3.1, 3.2	Parents and guardians of our socioeconomically disadvantaged students and English learners need additional opportunities that increase their ability to support their students' learning. Parents of English Learners benefit from additional outreach to support their students in English Language Development and regular attendance.	Sunrise Middle provides additional resources to provide communications in both Spanish and English to ensure all families receive the necessary information. Also, the school provides additional resources to support parent engagement in school activities, and information and decision-making meetings. These actions are provided on a school-wide basis because all students will benefit, but Socioeconomically Disadvantaged and English learners will benefit the most from the additional outreach and parent workshops.	3.1 % of family members who feel connected to the school community

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	<p>ELs and LTELs English Learners are in need of additional academic support in order to be successful as evidenced by performance on the CAASPP ELA and the ELPAC</p> <p>The 2024 CA Dashboard shows English Learners as Red on the CAASPP ELA scoring on average 85.5 points below standard. Long Term English Learners are also Red scoring on average 95.1 points below standard.</p> <p>The 2024 ELPAC shows 15% of English Learners and 23% of Long Term English Learners scored at the proficient level.</p>	The action provides additional staff members to provide academic support to English Learners and Long Term English Learners.	<p>1.1: CAASPP ELA: Distance from standard for EL and LTEL subgroups</p> <p>1.6: % of students proficient on ELPAC</p>

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.

Not applicable

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 - Sunrise does not receive concentration funding.

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

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	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)
2025-26	\$2,947,943	\$ 525,854	17.838%	0.000%	17.838%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,398,323	\$ 970,724	\$ 138,000	\$ 199,390	\$3,706,437	\$2,921,484	\$ 784,953

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicate d 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	Greater Use of Assessments to Drive Instruction	All	No	LEA-wide	N/A	All	Ongoing	\$ 119,000	\$ 2,200	\$ 2,200			\$ 119,000	\$ 121,200	0.000%
1	2	Professional Development (Title II)	All	No	LEA-wide	N/A	All	Ongoing	\$ -	\$ 15,500				\$ 15,500	\$ 15,500	0.000%
1	3	Additional Staff for English Learners	English	Yes	Limited	All	All	Ongoing	\$ 147,275	\$ -	\$ 147,275				\$ 147,275	0.000%
1	4	Long Term English Learner Support (Title III)	English	No	Limited	N/A	All	Ongoing	\$ -	\$ 16,750				\$ 16,750	\$ 16,750	0.000%
1	5	Teacher Retention	All	No	LEA-wide	All	All	Ongoing	\$ 1,810,112	\$ -	\$ 1,810,112				\$ 1,810,112	0.000%
1	6	Academic Counselor	All	Yes	LEA-wide	All	All	Ongoing	\$ 91,000	\$ -	\$ 31,000		\$ 60,000		\$ 91,000	0.000%
1	7	Extra academic support (LREBG)	All	Yes	LEA-wide	All	All	Ongoing	\$ 190,520	\$ 25,115	\$ 67,675	\$ 147,960			\$ 215,635	0.000%
1	8	Special Education	Students with	Yes	LEA-wide	All	All	Ongoing	\$ 279,777	\$ 85,000	\$ 64,673	\$ 257,964		\$ 42,140	\$ 364,777	0.000%
2	1	Mental Health Therapist	All	No	LEA-wide	All	All	Ongoing	\$ -	\$ 20,000		\$ 20,000			\$ 20,000	0.000%
2	2	Full-time parent liaison/social worker	All	Yes	LEA-wide	All	All	Ongoing	\$ 86,800	\$ -	\$ 43,400	\$ 43,400			\$ 86,800	0.000%
2	3	Chronic Absenteeism	All	Yes	LEA-wide	All	All	Ongoing	\$ 17,000	\$ 15,000	\$ 32,000				\$ 32,000	0.000%
2	4	School Climate (Title IV)	All	Yes	LEA-wide	All	All	Ongoing	\$ -	\$ 571,888	\$ 134,888	\$ 431,000		\$ 6,000	\$ 571,888	0.000%
2	5	Counselor intern, peacemaker	All	Yes	LEA-wide	All	All	Ongoing	\$ 180,000	\$ 17,000	\$ 48,600	\$ 70,400	\$ 78,000	\$ -	\$ 197,000	0.000%
3	1	Family Communication	All	Yes	LEA-wide	All	All	Ongoing	\$ -	\$ 6,500	\$ 6,500	\$ -	\$ -	\$ -	\$ 6,500	0.000%
3	2	Family Involvement/ Engagement	All	Yes	LEA-wide	All	All	Ongoing	\$ -	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1,	Totals by Type	Total LCFF Funds
\$ 2,947,943	\$ 525,854	17.838%	0.000%	17.838%	\$ 586,011	0.000%	19.879%	Total:	\$ 586,011
								LEA-wide Total:	\$ 438,736
								Limited Total:	\$ 147,275
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicate d Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	3	Additional Staff for English Learners	Yes	Limited	All	All	\$ 147,275	0.000%
1	6	Academic Counselor	Yes	LEA-wide	All	All	\$ 31,000	0.000%
1	7	Extra academic support (LREBG)	Yes	LEA-wide	All	All	\$ 67,675	0.000%
1	8	Special Education	Yes	LEA-wide	All	All	\$ 64,673	0.000%
2	2	Full-time parent liaison/social worker	Yes	LEA-wide	All	All	\$ 43,400	0.000%
2	3	Chronic Absenteeism	Yes	LEA-wide	All	All	\$ 32,000	0.000%
2	4	School Climate (Title IV)	Yes	LEA-wide	All	All	\$ 134,888	0.000%
2	5	Counselor intern, peacemaker	Yes	LEA-wide	All	All	\$ 48,600	0.000%
3	1	Family Communication	Yes	LEA-wide	All	All	\$ 6,500	0.000%
3	2	Family Involvement/ Engagement	Yes	LEA-wide	All	All	\$ 10,000	0.000%

2024-25 Annual Update Expenditure Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 3,634,245	\$ 3,489,000

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 (Total Funds)
1	1	Greater Use of Assessments to Drive Instruction	No	\$ -	\$ -
1	2	Professional Development	No	\$ 11,000	\$ 11,000
1	3	Additional Staff for English Learners	Yes	\$ 221,383	\$ 221,000
1	4	Teacher Retention	No	\$ 2,210,000	\$ 2,240,000
1	5	Academic Counselor	Yes	\$ 72,000	\$ 72,000
2	1	Mental Health Therapist	Yes	\$ 135,600	\$ 20,000
2	2	Full-time parent liaison/social worker	Yes	\$ 110,000	\$ 110,000
2	3	Absenteeism	Yes	\$ 15,000	\$ 15,000
2	4	School Climate	No	\$ 469,000	\$ 470,000
2	5	Counselor intern, peacemaker	Yes	\$ 148,600	\$ 148,000
2	6	Extra Academic Support	Yes	\$ 132,000	\$ 132,000
2	7	Outdoor Exploration	Yes	\$ 36,500	\$ 40,000
3	1	Parent Liaison	Yes	\$ 65,562	\$ -
3	2	Communication Systems	No	\$ 3,600	\$ 6,000
3	3	Teacher Communication	No	\$ -	\$ -
3	4	Fun Parent Nights	No	\$ 3,000	\$ 3,000
3	5	Parent Volunteers	No	\$ 1,000	\$ 1,000

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 516,708	\$ 936,645	\$ 758,600	\$ 178,045	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	3	Additional Staff for English Learners	Yes	\$ 221,383	\$ 221,000	0.000%	0.000%
1	5	Academic Counselor	Yes	\$ 72,000	\$ 72,000	0.000%	0.000%
2	1	Mental Health Therapist	Yes	\$ 135,600	\$ 20,000	0.000%	0.000%
2	2	Full-time parent liaison/social worker	Yes	\$ 110,000	\$ 110,000	0.000%	0.000%
2	3	Absenteeism	Yes	\$ 15,000	\$ 15,000	0.000%	0.000%
2	5	Counselor intern, peacemaker	Yes	\$ 148,600	\$ 148,600	0.000%	0.000%
2	6	Extra Academic Support	Yes	\$ 132,000	\$ 132,000	0.000%	0.000%
2	7	Outdoor Exploration	Yes	\$ 36,500	\$ 40,000	0.000%	0.000%
3	1	Parent Liaison	Yes	\$ 65,562	\$ -	0.000%	

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 2,863,283	\$ 516,708	0.000%	18.046%	\$ 758,600	0.000%	26.494%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **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 and Senate Bill 153, Chapter 38, Statutes of 2024.

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

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

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

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

Local Control and Accountability Plan Instructions

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

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

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

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

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

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

Local Control and Accountability Plan Instructions

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - 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\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none">Enter the metric number.
Metric
<ul style="list-style-type: none">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
<ul style="list-style-type: none">Enter the baseline when completing the LCAP for 2024–25.<ul style="list-style-type: none">Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.Indicate the school year to which the baseline data applies.The baseline data must remain unchanged throughout the three-year LCAP.<ul style="list-style-type: none">This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.
Year 1 Outcome
<ul style="list-style-type: none">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:

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Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - o Professional development for teachers.
 - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - o Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - o School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - o LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- 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 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

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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