LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sunrise Middle

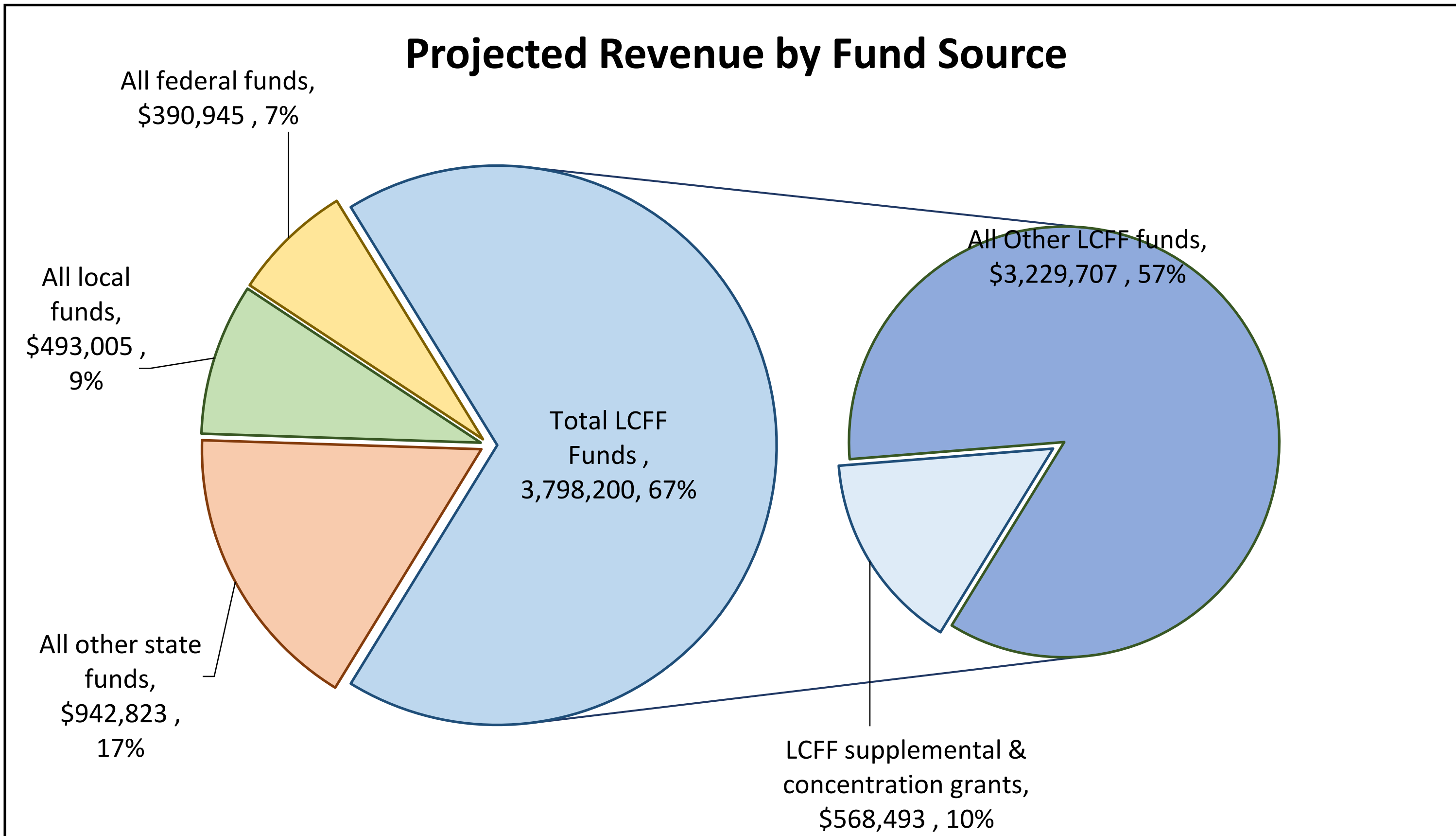
CDS Code: 43 10439 0124065

School Year: 2026-27

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 2026-27 School Year

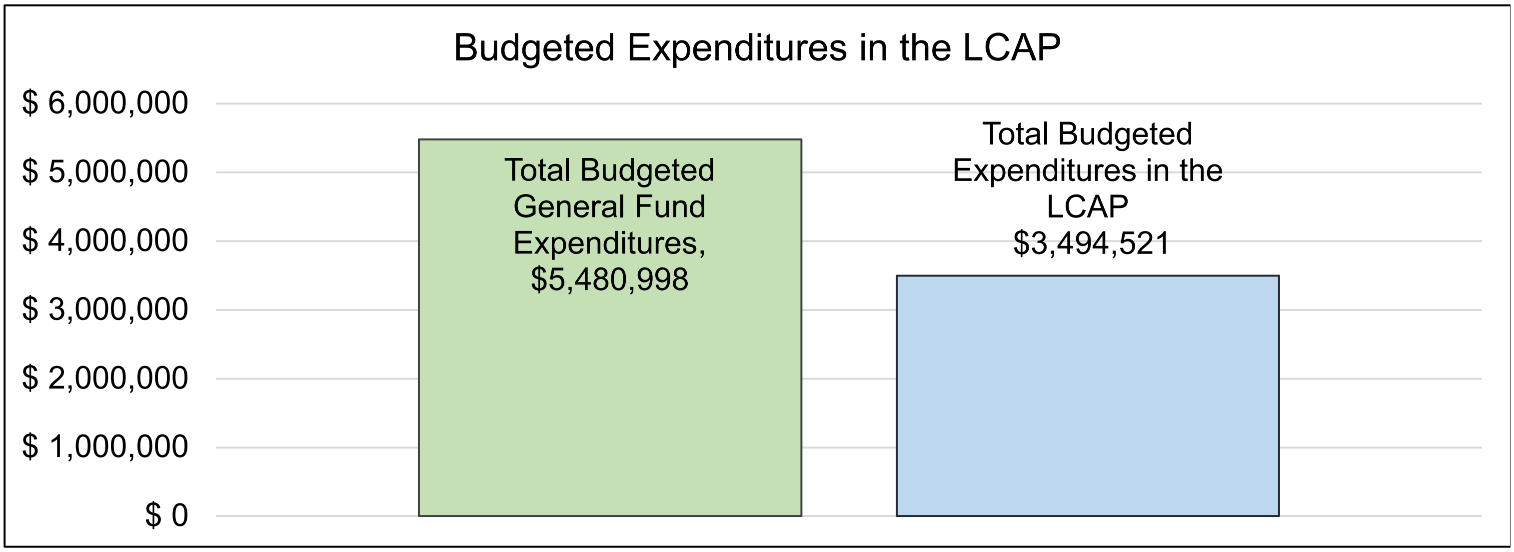


This chart shows the total general purpose revenue Sunrise Middle expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sunrise Middle is $5,624,973.00, of which $3,798,200.00 is Local Control Funding Formula (LCFF), $942,823.00 is other state funds, $493,005.00 is local funds, and $390,945.00 is federal funds. Of the $3,798,200.00 in LCFF Funds, $568,493.00 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 2026-27. 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 $5,480,998.00 for the 2026-27 school year. Of that amount, $3,494,521.00 is tied to actions/services in the LCAP and $1,986,477.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

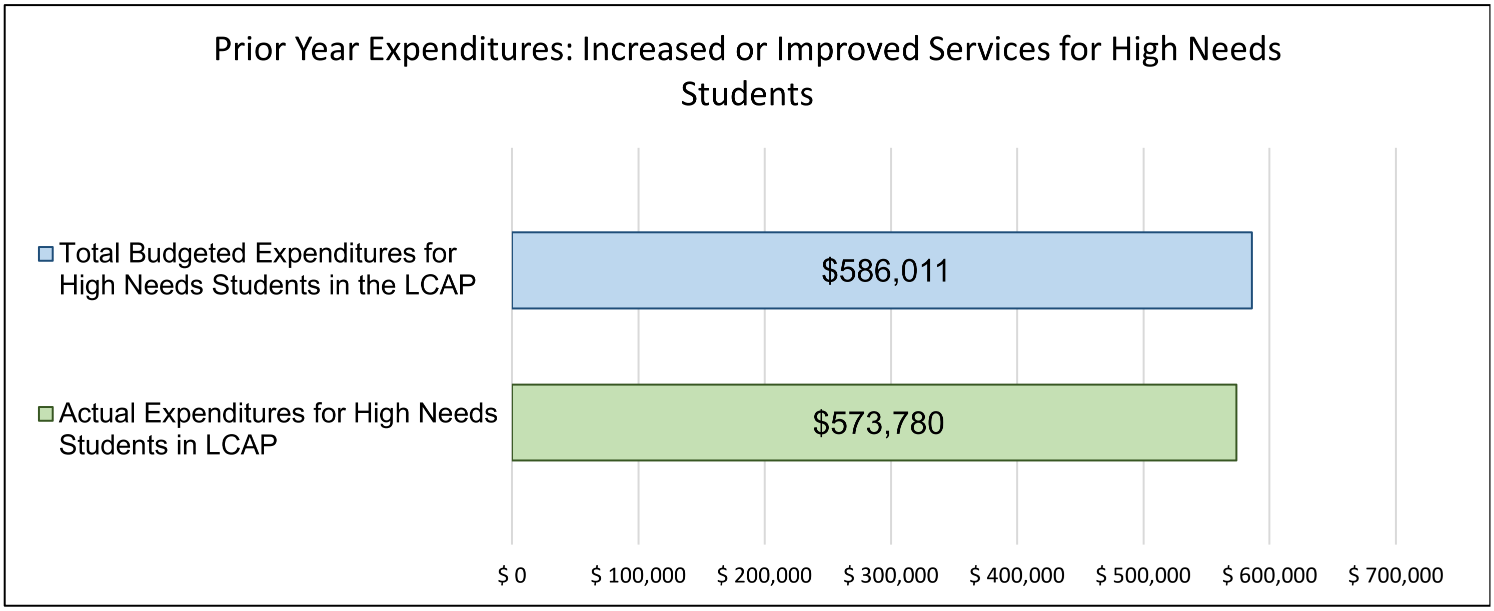
benefits, district oversight fee, general insurance, rent, other fees and services, depreciation and auxiliary

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Sunrise Middle is projecting it will receive $568,493.00 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 $573,480.00 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 2025-26



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 2025-26, Sunrise Middle's LCAP budgeted $586,011.00 for planned actions to increase or improve services for high needs students. Sunrise Middle actually spent $573,780.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $12,231.00 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 variances in staffing costs with one fewer administrator for much of the school year.

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 2026-27

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, located at 1149 E. Julian Street in San José, was founded on the belief that every student has both the right and the capacity to succeed. We are committed to providing an educational experience that is relevant, engaging, and empowering, one that encourages students to think critically and question the world around them. In today's rapidly changing global and political landscape, this mission is more important than ever. With multiple conflicts affecting communities around the world, there is a growing urgency to equip young people with the skills of empathy, conflict resolution, and peacemaking.

In response, Sunrise is intentionally strengthening the impact of its school community through a comprehensive peer mediation program, led by trained Peacemaker youth mentors. Through this work, we aim to cultivate students who not only resolve conflict constructively, but who also carry the values of peace, justice, and compassion into their communities and beyond.

At the same time, Sunrise remains deeply committed to academic excellence and whole-child development. Our program integrates rigorous academics with character development, expanded mental health supports, increased family engagement, and enriching opportunities such as outdoor education, athletics, and meditation. The continued development of our on-campus botanical garden has further enhanced our ability to provide peaceful spaces for counseling, reflection, and student wellness.

Sunrise serves a student population that is predominantly composed of youth of color from historically underserved communities. Approximately 85% of students qualify for free or reduced-price meals, and many come from low-income immigrant families. While our students arrive with high aspirations - often expressing goals of becoming professionals such as doctors, veterinarians, and lawyers - they may also enter several grade levels below proficiency. Our responsibility is to accelerate academic growth, close opportunity gaps, and ensure that all students are prepared for success in high school, college, and career pathways.

Equally important, Sunrise fosters a culture of purpose and agency. Through social justice coursework, advisory programming, leadership opportunities, and schoolwide initiatives such as our 21-day challenges, students are encouraged to see themselves as active participants in shaping a more just and peaceful world. We emphasize that individual success is connected to collective well-being, and we strive to instill in students both the belief and expectation that they can positively impact their communities.

We also recognize that middle school is a critical developmental period. As such, Sunrise prioritizes students' social-emotional well-being, self-esteem, and sense of belonging. We maintain a strong focus on bullying prevention, restorative practices, and mental health supports. In addition, we promote physical health through nutrition education, athletics, and active lifestyles, and we engage families through parent education programs and connections to community resources.

Student Population (Grades 5–8, Enrollment: 327):

- 17% Students with Disabilities
- 38% English Learners
- 8% English Learners in the U.S. less than three years
- 3% Newcomers (in the U.S. less than one year)

Key Program Offerings:

- Free after-school and summer learning programs
- Outdoor education and experiential field trips
- Schoolwide meditation (2–3 times per week)
- Individual and group counseling services
- Robust anti-bullying and restorative justice practices
- Two full-time Peacemaker youth mentors supporting Tier 2 and Tier 3 students
- Enrichment electives including robotics, gardening, cooking, boxing, art, and dance
- Competitive athletics (soccer, basketball, volleyball, flag football, and running)
- iSCOPE character development program (Integrity, Self-Control, Curiosity, Optimism, Perseverance, Empathy)
- Biweekly social-emotional learning (SEL) advisory
- Social justice curriculum connecting academics to real-world issues

Through our instructional day and expanded learning programs, Sunrise staff remain committed to ensuring that all students achieve academic success and graduate with the skills, knowledge, and confidence needed to pursue any postsecondary pathway. Our ultimate goal is to empower students not only to realize their own dreams, but also to contribute to a more equitable, compassionate, and thriving society.

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.

Academic Progress

Sunrise is proud of its growth on the state English and Math tests in Spring of 2025, as we grew significantly in both areas.

In English, Sunrise moved from orange to yellow, increasing 14.7 points to 41.9 points below standard. 75.7 percent of our students improved their score from the prior year, earning us a rating of “accelerated” growth in that area.

In Math, Sunrise leaped from orange to yellow, increasing 26.3 points to 37.1 points below standard. What’s more, 81 percent of our students improved their score from the previous year, earning us the highest rating of “exceptional” growth in math.

Even more impressive is the fact that Sunrise, despite having a low-income ethnic minority population, nearly matched the state’s proficiency score in Math. 35.96 percent of Sunrise students were at proficient or above in math, compared to 37.3 percent of students statewide. When compared to low-income Hispanic students statewide, Sunrise looks even better: 35.96 percent at Sunrise vs. 22.17 percent statewide.

Our **English Learners** contributed significantly to the overall academic performance at Sunrise. 57.4 percent of our ELs showed significant growth on that test, bringing Sunrise into the green Dashboard category for the first time ever. Even our Long-term English Learners advanced significantly. 64.9 percent showed progress from the prior year.

One area of growth for Sunrise will be in its education of students with disabilities.
12.2 percent of our students with disabilities scored proficient or above in ELA, and 7.32 percent in Math. There is no score for IEP low-income students statewide. However, all students with disabilities statewide scored 16.95 percent at proficient or above in English, and 13.10 percent in Math. These figures include affluent schools as well as low-income schools.

Reflection:
We expect Sunrise will continue to follow its outstanding trajectory in Math and also improve its scores in ELA. This growth will reflect strong growth among students with disabilities as well, due to an increase in teachers and aides in the classrooms.
We expect our English Learners also will continue to improve, maintaining a second year of being in the green on the state Dashboard.

Academic Engagement

Chronic Absenteeism took a dive.
- **2024:** Yellow — 31.3% chronically absent
- **2025:** Red - 36.4% chronically absent

Reflection: Sunrise suffered significantly from the ICE raids in the early months of 2025. Many of our families were afraid to send their students to school, despite our best efforts to protect them on and near our campus. Absenteeism is now improving, due to calls home, home visits, and SARB and other meetings. We expect to see the rate in the 20 percentiles this year.

Conditions & Climate

Suspension Rate:
- 2024: Green — 1.8%, maintained
- 2025: Green — 1.8% (maintained, expected)

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

Self-reported Student Disposition
Students feeling sad or hopeless:
January 2024 - 30.7%
February 2025 - 26.2%
January 2026 - 21.9%

Reflection: Students are showing a steady decline in feeling sad or hopeless. While some of this is out of the school's control and often more reflective of world conditions, we do believe that the school can have some influence in this area. To this end, Sunrise provides group and individual counseling, bullying prevention, SEL advisories and challenges, twice-weekly meditation, etc. The rate of hopelessness among teens nationwide is estimated to be about 40%.

UNEXPENDED LEARNING RECOVERY LREBG FUNDS:
The school will have approximately $110,947 in unexpended Learning Recovery funds at the end of the 2025-2026 school year. We plan to use $110,947 of that in 2026-2027. The purpose of using 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
Paraprofessionals
Total: $110,947 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.

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 & ELAC	Through a series of collaborative meetings with the School Site Council (SSC) and English Learner Advisory Committee (ELAC), families provided meaningful input to guide the development of the 2026–2027 Local Control and Accountability Plan (LCAP). These meetings were held on December 10, 2025, January 9, 2026, January 14, 2026, and March 13, 2026.
Teachers, administrators, and other school personnel	Staff meetings to solicit input were held on January 5, 2026 and April 15, 2026.
Students	As part of Sunrise Middle School’s commitment to meaningful student engagement and continuous improvement, student input was gathered regarding school climate, academic experience, and enrichment opportunities. Meetings with the Student Leadership team to discuss the LCAP and school's priorities were held on September 15, 2025, February 9, 2026, April 20 & 21, 2026. Students also provided input via the annual climate survey in January 2026.
Parents	Parents were surveyed in Fall of 2025 to solicit input. We also met weekly with the Parent Project Support Groups. Input was less formal than with the other parent groups, but offered on various occasions throughout the year.
Governing Board	The Mid-Year LCAP was presented to the Sunrise Middle governing board on 2/23/26. The 2026-27 LCAP Public Hearing was held on May 19, 2026 and the final LCAP was approved by the board on June 15, 2026. The local indicators were also presented for review at the June 15, 2026 meeting.
Latinos United for a New America (Partner on grants)	We confer monthly with LUNA concerning our efforts on various grant projects and exchange thoughts at these times.
El Dorado County Charter SELPA	The SELPA was consulted via email on April 20, 2026. The school and SELPA meet throughout the year.

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

Sunrise Middle has collected very valuable feedback from educational partners throughout the year. The plan for next year has not changed substantively from the current year plan based on data suggesting that our current actions are effective at making progress toward our goals. However, our educational partner feedback has been useful in informing the details of how these actions are implemented on a day to day basis. Their feedback is also useful as we think ahead to next year for big picture priorities as we enter into a new LCAP cycle.

SSC/ELAC: Across all meetings, a consistent theme emerged: parents seek a safe, engaging, and culturally responsive school environment, alongside **expanded opportunities for meaningful family involvement and engagement** in the school community. (Goal 2; Goal 3)

Key priorities identified include:

Staff Retention and Support: Families emphasized the importance of competitive teacher compensation, including pay increases, to retain high-quality educators and ensure instructional continuity for students. (Goal 1, Action 1.5)

Campus Safety Enhancements: Parents expressed a desire for increased supervision and security measures, particularly during arrival and dismissal times, as well as improvements to campus infrastructure such as security cameras and lighting. We didn't wait with these suggestions and purchased and installed more security cameras and additional solar lighting to complement the district's electric lights. We also doubled the amount of supervision in the parking lot and on the street in the morning and in the afternoon arrival and dismissal times. (Goal 2, Action 2.4)

Expanded Enrichment Opportunities: Families advocated for additional arts programming, increased access to field trips, and more opportunities for students to engage in hands-on, experiential learning. Based on this, we added additional field trips for science and art - to complement our robust outdoor program. (Goal 2, Action 2.4)

Cultural Celebrations and Community-Building Events: Parents highlighted the importance of hosting cultural events that reflect and celebrate the diversity of the school community. These events were also identified as key opportunities to **increase parent participation and strengthen school-home connections**. (Goal 3, Action 3.2)

Improved Nutrition and Student Meals: Families requested enhancements to the quality of school meals, along with the inclusion of culturally relevant and appealing options (e.g., periodic fresh fruit offerings with seasonings), which can contribute to a more positive student experience. (Goal 2, Action 2.4)

Family Engagement and Participation Opportunities: Parents expressed strong interest in expanding opportunities for involvement through accessible, community-oriented events such as yard sales and car washes. We have set a first-ever swap meet for May 2nd! The event represents a meaningful example of how the school has responded directly to input gathered during LCAP meetings, translating family voice into actionable, community-centered programming. (Goal 3, Analysis, Action 3.2)

Additionally, families suggested implementing **incentive systems to encourage parent participation**, such as recognizing or rewarding students whose families are actively engaged. (Goal 3, Action 3.2)

Overall, SSC and ELAC input reflects a shared commitment to strengthening school climate, supporting staff, enriching student experiences, and **intentionally increasing family engagement as a core strategy for improving student outcomes** and building a strong, connected school community. (Goal 2; Goal 3)

Teacher feedback gathered in Winter and Spring 2026 reflects a strong commitment to both student success and family engagement, alongside a realistic understanding of the school's fiscal constraints.

Compensation and Retention
Teachers expressed appreciation for the planned **3% cost-of-living adjustment (COLA)** and **3% step increase**, acknowledging current budget

limitations. While increased compensation remains a long-term priority, staff emphasized the importance of maintaining competitive salaries to support **teacher retention, stability, and instructional continuity**, all of which directly impact student outcomes. (Goal 1, Action 1.5)

Family Engagement and School Climate
Teachers identified expanded and more intentional family engagement opportunities as a key priority. Recommendations include:

- Hosting **additional community events**, such as a schoolwide **swap meet (May 2)** and similar gatherings that bring families onto campus

- Enhancing the **Back-to-School Meeting (July 30)** to be more welcoming, engaging, and “high-energy” to increase attendance and participation

(Goal 3, Action 3.2)

- Providing **hands-on support for families** during events to ensure all parents are successfully connected to communication platforms such as ParentSquare and PowerSchool (Goal 3, Action 3.1)

- Strengthening the **“Meet the Teachers” / Back-to-School Night (August 26)** by ensuring all parent login information is prepared in advance and staff are available to assist families in real time (Goal 3, Action 3.1)

- Expanding **academic family engagement nights**, including **Reading Nights** and **Math Nights**, to support learning at home and deepen school-family partnerships (Goal 3, Action 3.2)

These efforts are intended to reduce barriers to participation, increase consistent communication, and foster a stronger sense of belonging within the school community.

Attendance Incentives and Student Engagement (Goal 2, Action 2.3)
Teachers also emphasized the importance of improving attendance through positive incentives and schoolwide recognition systems. Suggested strategies include:

Implementing **attendance-based raffles every six weeks**, with separate recognition for:

- Perfect attendance

- Strong/consistent attendance improvement

- Providing **student incentives**, such as popsicles, pizza, or other rewards tied to attendance milestones

- Creating a culture where attendance is celebrated regularly, reinforcing its connection to academic success

These strategies are designed to address chronic absenteeism by increasing student motivation, reinforcing positive habits, and strengthening connections between students and the school community.

Student Inputs: Students expressed a strong desire for enhancements that support both their well-being and overall school experience.

School Climate, Culture, and Engagement:
Students emphasized the importance of a vibrant and inclusive school culture. They requested an increase in schoolwide events, including additional assemblies, concerts, guest speakers, and expanded opportunities for student talent showcases (e.g., two talent shows annually). Students also expressed interest in strengthening community connections through more family-inclusive events such as “Muffins with Moms,” “Donuts with Dads,” and similar gatherings that welcome extended family participation. Additionally, students suggested creative spirit-building opportunities such as themed days (e.g., “Bring Your Pet to School Day”), reflecting a desire for an even more joyful and connected campus environment. (Goal 2, Action 4)

Nutrition and Student Wellness:
Students expressed interest in improving school meal options, including healthier and more diverse offerings such as salad bar days alongside existing popular options like pizza days. This reflects a growing awareness of health, choice, and student satisfaction with school nutrition services.

Enrichment and Extracurricular Opportunities:
Students requested expanded access to field trips and enrichment activities, including experiential outings (e.g., recreational and educational trips such as Sky Zone). They also expressed interest in broadening extracurricular offerings, including the addition of a girls-only flag football team to promote inclusivity and participation, as well as new options such as a badminton team. (Goal 2, Action 4)

Facilities and Campus Improvements:
Students identified a need for improvements to campus facilities, particularly in student restrooms, to ensure a clean, safe, and comfortable environment for all students.

Technology and Safety:
Students voiced concerns regarding appropriate technology use and requested stronger Chromebook security measures and firewalls to promote focus, digital safety, and responsible use during the school day. (Goal 2, Action 4)

Assessment and Academic Experience:
Some students expressed concerns regarding the effectiveness and frequency of certain assessment tools, including i-Ready testing. While recognizing the importance of measuring student progress, this feedback highlights an opportunity to further communicate the purpose of assessments and explore ways to ensure they are meaningful, engaging, and supportive of student learning. (Goal 1, Action 1)

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 *Data Source: CA Dashboard* ***(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	ELA All Students: Yellow (-41.9) EL: Yellow (-62) LTEL: Orange (-89.3) SED: Yellow (-46.2) SWD: Orange (-91.5) Homeless: Yellow (-47.4) Math All Students: Yellow (-37.1) EL Yellow(-53.9) LTEL: Yellow (-90.2) SED: Yellow(-41) SWD: Orange(-121) Homeless: Yellow (-26.8) Data Year: 2024-25	24 points from standard for ELA 35 points from standard for Math	ELA All Students: - 4.7 Math All Students: +16.4
1.2	CAASPP ELA and Math: % of students met/exceeded standard *Data Source: Dataquest*	ELA: 36.7% Math: 26.56% Data Year: 2022-23	ELA: 32% Math: 28.3% Data Year: 2023-24	ELA: 34.8% Math: 28.3% Data Year: 2024-25	ELA: 42% Math 36%	ELA: -1.9 Math +9.43

1.3	CA Science Test: % of students met/exceeded standard *Data Source: Dataquest*	12.7% Data Year: 2022-23	9.1% Data Year: 2023-24	14.7% Data Year: 2024-25	20%	+2
1.4	English Learner Progress *Data Source: CA Dashboard*	EL: 57.5% Data Year: 2022-23	EL: 50% LTEL: 59.5% Data Year: 2023-24	EL: 57% LTEL: 65% Data Year: 2024-25	55%	EL: -.5
1.5	% English Learners proficient on ELPAC *Data Source: Dataquest*	EL: 31.34% LTEL: 34.62% Data Year: 2022-23	EL: 15.13% LTEL: 15.63% Data Year: 2023-24	EL: 16.94% LTEL: 21.05% Data Year: 2024-25	EL: 18% LTEL: 20%	EL: -14.4 LTEL: N/A
1.6	EL Reclassification Rate *Data Source: CALPADS*	29% Data Year: 2023	19% Data Year: 2024	20% Data Year: 2025	30%	-10 from 2023 to 2024
1.7	Growth iReady Tests *Data Source: iReady Growth Report*	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)	100% growth in ELA from Aug. to Dec. 2025 167% growth in Math from Aug. to May. 2026	195% growth in ELA 185% growth in Math	-89 -12

1.8	Writing Performance Assessment score on CAASPP writing rubrics *Data Source: Assessment tracking sheet*	Average of 2.75 out of 4 Data Year: Spring 2024	Average of 2.75 out of 4 Data Year: Spring 2025	Average of 2.9 out of 4 Data Year: Spring 2026	Average of 3.25	+.15
1.9	% of teachers properly credentialed and assigned *Data Source: SARC*	76% “effective” 1.5 misassigned Data Year: 2021-22	76% “effective” 1.7 misassigned Data Year: 2022-23	73%“effective” 1.8 misassigned Data Year: 2023-24	100%	-3
1.10	% of students with access to their own copies of standards-aligned instructional materials *Data Source: SARC*	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	100%	Maintained

1.11	% of students enrolled in a broad course of study, including unduplicated students and students with exceptional needs *Data Source: CA Dashboard Local Indicator*	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2025-26	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) *Data Source: CA Dashboard Local Indicator*	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	17/22 = 77% Next Generation Science Standards is rated at Initial Implementation in PD, Instructional Materials, and support Health, PE, and VAPA are rated at Initial Implementation Data Year: 2024-25	100%	Maintained

Goal Analysis for 2025-26

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 2025–26, Sunrise Middle fully implemented the planned actions under Goal 1, with strong fidelity across assessment practices, professional development, and targeted supports for English Learners, Long-Term English Learners, and students with disabilities. The increased use of assessments to drive instruction continued to be a major strength, with frequent interim assessments and data analysis supporting instructional adjustments. Some students expressed concerns regarding the effectiveness and frequency of certain assessment tools, including i-Ready testing. While recognizing the importance of measuring student progress, this feedback highlights an opportunity to further communicate the purpose of assessments and explore ways to ensure they are meaningful, engaging, and supportive of student learning.

Professional development was largely conducted in-house, with teacher leaders facilitating sessions and staff engaging in peer observations, which strengthened instructional consistency and collaboration. Additional staffing for English Learners and Special Education remained strong, with three special education teachers serving approximately 59 students and continued support for ELs and LTELs. Teacher retention remained a significant success, contributing to stability and continuity in instruction.

Challenges included administrative staffing shortages. However, administrative staff and instructional leaders adapted by taking on additional responsibilities to maintain program quality.

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.

Action 1.7 Extra Academic Support: The difference in budgeted expenditures ($215,635) and estimated actuals ($170,000) is due to a staff member leaving and not being replaced this year.

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 shown promising results in making progress toward the goal of mitigating learning loss and improving academic achievement.

Action 1.1 Greater Use of Assessments to Drive Instruction has been effective in driving measurable academic improvement. Increased use of assessments and data-driven instruction has contributed to significant gains in both ELA and Math, as reflected in improved CAASPP outcomes and student growth metrics.

Actions 1.2 Professional Development and 1.5 Teacher Retention has strengthened instructional practices, particularly in math, where exceptional growth was observed. Math, ELA, and ELD standards are considered “Fully Implemented,” as reported on the 2025 CA Dashboard. The percentage of fully credentialed teachers has maintained at the same percentage, which is a success in the current teacher hiring landscape.

Actions 1.3 Additional staff for English Learners and 1.4 Long Term English Learner Support have been effective in improving EL (57%) and LTEL (65%) progress, including movement into the green category on the Dashboard.

Actions 1.6 Academic Counselor and 1.7 Extra academic support have been effective in driving measurable academic improvement as evidenced by Metric 1.1 showing growth in academic achievement in both ELA and Math for all students and all numerically significant subgroups.

Action 1.8 Special Education has been modestly effective at improving academic achievement levels in ELA and Math. Despite these gains, overall proficiency for students with disabilities remained low in both ELA (12%) and Math (7%)in 2024-25. However, the CA Dashboard shows that ELA scores for students with disabilities increased 19.4 points and math increased 24.7 points. Additionally, preliminary 2026 CAAASP data indicates further growth in both ELA and Math.

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.

No changes were made to the planned goal or actions. Based on reflections, the school will continue to strengthen implementation of existing actions, particularly in supporting students with disabilities. There are no substantive differences between actions in the 2025–26 and 2026–27 LCAPs.

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	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.	$ 3,300	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.	$ 10,500	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.	$ 181,100	Yes
1.4	Long Term English Learner Support	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.	$ 38,168	Yes
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.	$ 1,562,757	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.	$ 37,200	Yes

1.7	Extra academic support **(LREBG & Title I)**	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. LREBG funding for 2026-27 $110,947 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 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.	$ 349,366	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.	$ 474,400	No

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	January 2024 30.7% felt sad or hopeless. 74.7% Teachers had high expectations 61.4% felt they had a caring adult relationship at school. 73% of students felt connected to Sunrise. 24.6% experienced bullying. 74.7% felt academically challenged. (Baseline data updated in 2025 to reflect new student survey questions that the school prefers to track over time.)	February 2025 26.2% feel sad or hopeless 83.2% felt teachers had high expectations. 63.3% felt they had a caring adult relationship at school. 84.4% of students felt connected to Sunrise. 15.6% experienced bullying. 83.2% felt academically challenged.	January 2026 21.9% feel sad or hopeless. 86.4% felt teachers had high expectations. 72.7% felt they had a caring adult relationship at school. 86.8% of students felt connected to Sunrise. 19.4% experienced bullying. 63.2% felt academically challenged.	22% of students feel sad or hopeless. 85% felt teachers had high expectations. 75% will have a caring adult relationship at school. 85% of students will feel connected to Sunrise. <10% experienced bullying. 85% felt academically challenged. (Targets updated in 2025 to reflect new student survey questions that the school prefers to track over time.)	-8.8 feel sad or hopeless. +11.7 felt teachers had high expectations. +11.3 will have a caring adult relationship at school. +13.8 of students will feel connected to Sunrise. -5.2 experienced bullying. -11.5 felt academically challenged.
2.2	Private High school acceptance rate with scholarship or equivalent *Data Source: Local*	30% of our 8th graders Data Year: 2023-24	30% of our 8th graders Data Year: 2024-25	37% of our 8th graders Data Year: 2025-2026	40% of our 8th graders	Maintained

2.3	Chronic Absenteeism	34.7% Data Year: 2023-24 *Data Source: SIS*	All Students: 31.3% EL: 32.6% LTEL: 32.7% SWD: 40% SED: 32.3% Homeless: 27.1% Data Year: 2023-24 *Data Source: CA Dashboard*	All Students: 36.4% EL: 34.1% LTEL: 32.8% SWD: 36.8% SED: 47.9% Homeless: 41.7% Data Year: 2024-25 *Data Source: CA Dashboard*	<15%	All students: +1.7
2.4	Attendance Rate *Data Source: CALPADS P2*	91.5% Data Year: 2023-24	90.79% Data Year: 2024-25	92.5% Data Year: 2025-2026	94%	-0.71
2.5	Suspension Rate *Data Source: SIS*	1.9% Data Year: 2023-24	1.88% Data Year: 2024-25	1.5% Data Year: 2025-2026	2%	-0.02
2.6	Expulsion Rate *Data Source: SIS*	0.32% Data Year: 2023-24	0% Data Year: 2024-2025	0% Data Year: 2025-2026	0%	-0.32
2.7	Middle School Dropout Rate *Data Source: CALPADS 8.1c*	1.34% Data Year: 2022-23 *(corrected in 2025)*	0.46% Data Year: 2023-24	0% Data Year: 2024-25	0%	-0.88

2.8	School Facility Conditions *Data Source: SARC*	Good Data Year: 2023-24	N/A – metric added in 2025	Good Data Year: 2025-26	Good	Maintained

Goal Analysis for 2025-26

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 2025–26, Sunrise Middle implemented a comprehensive system of behavioral, social-emotional, and mental health supports. Mental health services were consistently provided through school-based counseling and partnerships with external clinics, with approximately 30 students receiving regular therapy and additional students referred for intensive services. The Peacemaker program and additional staff check-ins provided ongoing Tier 2 and Tier 3 support.

The Parent Liaison/Social Worker role was strong for the majority of the year, supporting family connections and access to services; however, staffing absences later in the year limited outreach efforts. Chronic absenteeism interventions, including attendance monitoring and recovery programs, were implemented but were impacted by limited administrative capacity, reducing the number of home visits and parent meetings conducted.

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 2.

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 been largely effective in improving student well-being and school climate.

The following actions are highly effective as evidenced by student survey data and suspension rates: 2.1 Mental Health, 2.2 Full-time parent liaison / social worker, 2.4 School climate, 2.5 Counselor intern,Peacemaker

Student survey data shows a continued decrease in feelings of sadness or hopelessness and increased sense of connection to the school. Mental health services and the Peacemaker program have been particularly impactful in supporting students with the highest needs.

The Chronic Absenteeism action is not yet demonstrating effectiveness with a large jump on the 2025 CA Dashboard. We believe our efforts are showing some success this year and hope to see the chronic absence rate decrease from 36% last year to approximately 30% for this year. While some improvement trends are emerging, the overall rate remains high, indicating that additional strategies and consistent implementation of outreach efforts are needed.

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.

No changes were made to the planned goal or actions, except Action 2.4 where the details about the staff member overseeing the school climate initiative has been removed. The school will continue to refine implementation, particularly in attendance interventions and family outreach. There are no substantive differences between actions in the 2025–26 and 2026–27 LCAPs.

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.	$ 82,400	Yes

2.2	Full-time parent liaison / social worker	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. 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: ● 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. 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.	$ 40,000	No
2.3	Chronic absenteeism	Sunrise will continue to ramp up its efforts to combat chronic absenteeism, which is known to contribute to feelings of isolation and depression among youth. 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.	$ 23,250	Yes

2.4	School climate	Sunrise will continue to provide the "whole child" attractions that traditionally have given the school a second-home family feel. This creates a sense of belonging for our students and increases their social interactions, all of which is known to lead to improved mental health and self empowerment. These attractions include weekly SEL advisories, 3x/week meditation, support groups, elective courses, free after school and summer programs, league sports, and field trips, 21-day challenges and 8th grade Challenge Day. 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. Latinos United for a New America will train students and parents on how to be leaders on social justice and other community efforts.	$ 527,000	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.	$ 145,880	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 (some elements are addressed in the LCAP Actions)

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	% of family members who feel connected to the school community *Data Source: Family Survey*	Data Year: November 2023 97.1% agree "my participation in the school is valued" and that the school does "a good job of staying in touch." 95.1% said they are invited to school meetings. 76.7% said they help plan family activities.	Data Year: 2024-25 93.7% agree "my participation in the school is valued" 94.7% agree the school does "a good job of staying in touch." 96.8% said they are invited to school meetings. 63.2% said they help plan family activities.	Data Year: 2025-26 95.3% agree "my participation in the school is valued" 98.4% agree the school does "a good job of staying in touch." 96.9% said they are invited to school meetings. 73.4% said they help plan family activities.	98.5% agree that their participation in the school is valued and that the school does a good job of staying in touch. 98% of parents will feel invited to school meetings. 86.7% of respondents will help plan activities.	- 1.8 agree "my participation in the school is valued" +1.4 agree that the school does "a good job of staying in touch." + 1.8 said they are invited to school meetings. - 3.4 say they help plan family activities.
3.2	% of family members who report participating on a decision-making committee *Data Source: Family Survey*	Data Year: November 2023 35%	Data Year: 2024-25 30.5%	Data Year: 2025-26 29.7%	40%	-5.3

3.3	# of families participating in the annual family survey *Data Source: Family Survey*	Data Year: November 2023 103 of our 314 families responded to this survey	Data Year: 2024-25 95 families responded to this survey	Data Year: 2025-26 64 families responded to this survey	150	-39
3.4	# families in constant communication with Sunrise *Data Source: Parent Square*	219 of 300 families are sending direct messages through ParentSquare	N/A - New metric in 2025	320 of 327 families are communicating through Parent Square	240	N/A - New metric in 2025

Goal Analysis for 2025-26

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 2025–26, Sunrise Middle maintained strong family engagement systems, including consistent communication through ParentSquare, regular meetings with SSC and ELAC, and ongoing parent support groups. The school implemented new engagement strategies based directly on parent feedback, including planning its first-ever Sunrise Swap Meet scheduled for a May morning., where parents are able to sell items and invite members of the broader community. This event also includes a lunch and a healing circle in the afternoon, sponsored by Latinos United for a New America, designed specifically to support parents who have experienced trauma. During this time, activities and a jump house are provided for children to ensure accessibility and participation for families. The event represents a meaningful example of how the school has responded directly to input gathered during LCAP meetings, translating family voice into actionable, community-centered programming.

The Parent Liaison played a critical role in strengthening relationships with families during the majority of the year, though an absence in the final months required other staff to step in and maintain continuity. Communication practices remained strong, particularly during times of community concern, helping to build trust with families.

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 3.

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 effective in maintaining high levels of family trust and communication. Survey data indicates that families feel valued and well-informed, and participation in school events remains strong among engaged families. New engagement strategies, such as community-based events and incentives, have begun to expand participation opportunities.

However, participation among the broader parent population remains a challenge, with a decline in survey participation and involvement in decision-making committees. This indicates a need for continued focus on reducing barriers to engagement and increasing inclusive participation opportunities.

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.

No changes were made to the planned goal or actions. The school will continue to refine implementation, particularly with the continued focus on reducing barriers to engagement and increasing inclusive participation opportunities. There are no substantive differences between actions in the 2025–26 and 2026–27 LCAPs.

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	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. 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. 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 Parent Square and social media outreach, we will provide translation services to ensure that non-English-speaking families receive clear and accessible information. The school will also: ● 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. 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.	$7,700	Yes

3.2	Family Involvement/ Engagement	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. *To ensure that our English Learners (ELs), Socioeconomically Disadvantaged (SED) students, and Students with Disabilities (SPED) families feel fully included*, we will: ● 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. 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.	$11,500	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$ 568,493	$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
17.602%	0.077%	$2,501	17.679%

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	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. Key Data Indicators: • 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.	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. 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.	1.1: CAASPP ELA and Math: Distance from standard for EL and SED subgroups
2.1, 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.	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. 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. 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.	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, 1.4	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 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. The 2024 ELPAC shows 15% of English Learners and 23% of Long Term English Learners scored at the proficient level.	These actions provide additional staff members to provide academic support to English Learners and Long Term English Learners.	1.1: CAASPP ELA: Distance from standard for EL and LTEL subgroups 1.6: % of students proficient on ELPAC

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

2026-27 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
2026-27	$3,229,707	$ 568,493	17.602%	0.077%	17.679%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,136,237	$ 1,137,784	$ -	$ 220,500	$3,494,521	$ 3,215,771	$ 278,750

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Greater Use of Assessments to Drive	All	No	LEA-wide	N/A	All	Ongoing		$ 3,300		$ 3,300			$ 3,300	0.000%
1	2	Professional Development	All	No	LEA-wide	N/A	All	Ongoing		$ 10,500	$ -			$ 10,500	$ 10,500	0.000%
1	3	Additional Staff for English Learners	English Learners	Yes	Limited	English Learners	All	Ongoing	$ 181,100	$ -	$ 181,100				$ 181,100	0.000%
1	4	Long Term English Learner Support	English Learners	Yes	Limited	English Learners	All	Ongoing	$ 25,668	$ 12,500	$ 38,168				$ 38,168	0.000%
1	5	Teacher Retention	All	No	LEA-wide	N/A	All	Ongoing	$ 1,562,757	$ -	$ 1,562,757				$ 1,562,757	0.000%
1	6	Academic Counselor	All	Yes	LEA-wide	All	All	Ongoing	$ 37,200	$ -	$ 37,200				$ 37,200	0.000%
1	7	Extra academic support (LREBG & Title I)	All	Yes	LEA-wide	All	All	Ongoing	$ 349,366		$ 64,282	$ 165,084		$ 120,000	$ 349,366	0.000%
1	8	Special Education	Students with Disabilities	No	LEA-wide	N/A	All	Ongoing	$ 384,400	$ 90,000		$ 384,400		$ 90,000	$ 474,400	0.000%
2	1	Mental Health	All	Yes	LEA-wide	All	All	Ongoing	$ 62,400	$ 20,000	$ 32,400	$ 50,000			$ 82,400	0.000%
2	2	Full-time parent liaison/social worker	All	No	LEA-wide	N/A	All	Ongoing	$ 40,000	$ -		$ 40,000			$ 40,000	0.000%
2	3	Chronic Absenteeism	All	Yes	LEA-wide	All	All	Ongoing	$ 18,000	$ 5,250	$ 23,250				$ 23,250	0.000%
2	4	School Climate	All	Yes	LEA-wide	All	All	Ongoing	$ 420,000	$ 107,000	$ 139,000	$ 388,000			$ 527,000	0.000%
2	5	Counselor intern, peacemaker	All	Yes	LEA-wide	All	All	Ongoing	$ 134,880	$ 11,000	$ 38,880	$ 107,000			$ 145,880	0.000%
3	1	Family Communication	All	Yes	LEA-wide	All	All	Ongoing	$ -	$ 7,700	$ 7,700				$ 7,700	0.000%
3	2	Family Involvement/ Engagement	All	Yes	LEA-wide	All	All	Ongoing	$ -	$ 11,500	$ 11,500				$ 11,500	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 3,229,707	$ 568,493	17.602%	0.077%	17.679%	$ 573,480	0.000%	17.756%	**Total:**	$ 573,480
								LEA-wide Total:	$ 354,212
								Limited Total:	$ 219,268
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	3	Additional Staff for English Learners	Yes	Limited	English Learners	All	$ 181,100	0.000%
1	4	Long Term English Learner Support	Yes	Limited	English Learners	All	$ 38,168	0.000%
1	6	Academic Counselor	Yes	LEA-wide	All	All	$ 37,200	0.000%
1	7	Extra academic support (LREBG & Title I)	Yes	LEA-wide	All	All	$ 64,282	0.000%
2	1	Mental Health	Yes	LEA-wide	All	All	$ 32,400	0.000%
2	3	Chronic Absenteeism	Yes	LEA-wide	All	All	$ 23,250	0.000%
2	4	School Climate	Yes	LEA-wide	All	All	$ 139,000	0.000%
2	5	Counselor intern, peacemaker	Yes	LEA-wide	All	All	$ 38,880	0.000%
3	1	Family Communication	Yes	LEA-wide	All	All	$ 7,700	0.000%
3	2	Family Involvement/ Engagement	Yes	LEA-wide	All	All	$ 11,500	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 3,706,437	$ 3,636,500

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Greater Use of Assessments to Drive Instruction (Title I)	No	$ 121,200	$ 120,000
1	2	Professional Development (Title II)	No	$ 15,500	$ 12,000
1	3	Additional Staff for English Learners	Yes	$ 147,275	$ 150,000
1	4	Long Term English Learner Support (Title III)	No	$ 16,750	$ 16,000
1	5	Teacher Retention	No	$ 1,810,112	$ 1,800,000
1	6	Academic Counselor	Yes	$ 91,000	$ 90,000
1	7	Extra academic support (LREBG)	Yes	$ 215,635	$ 170,000
1	8	Special Education	Yes	$ 364,777	$ 365,000
2	1	Mental Health Therapist	No	$ 20,000	$ 25,000
2	2	Full-time parent liaison/social worker	Yes	$ 86,800	$ 75,000
2	3	Chronic Absenteeism	Yes	$ 32,000	$ 30,000
2	4	School Climate (Title IV)	Yes	$ 571,888	$ 570,000
2	5	Counselor intern, peacemaker	Yes	$ 197,000	$ 195,000
3	1	Family Communication	Yes	$ 6,500	$ 6,500
3	2	Family Involvement/ Engagement	Yes	$ 10,000	$ 12,000

2025-26 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)
$ 576,281	$ 586,011	$ 573,780	$ 12,231	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	$ 147,275	$ 150,000	0.000%	0.000%
1	6	Academic Counselor	Yes	$ 31,000	$ -	0.000%	0.000%
1	7	Extra academic support (LREBG)	Yes	$ 67,675	$ 133,000	0.000%	0.000%
1	8	Special Education	Yes	$ 64,673	$ 77,600	0.000%	0.000%
2	2	Full-time parent liaison/social worker	Yes	$ 43,400	$ 37,200	0.000%	0.000%
2	3	Chronic Absenteeism	Yes	$ 32,000	$ 17,480	0.000%	0.000%
2	4	School Climate (Title IV)	Yes	$ 134,888	$ 140,000	0.000%	0.000%
2	5	Counselor intern, peacemaker	Yes	$ 48,600	$ -	0.000%	0.000%
3	1	Family Communication	Yes	$ 6,500	$ 6,500	0.000%	0.000%
3	2	Family Involvement/ Engagement	Yes	$ 10,000	$ 12,000	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 3,231,004	$ 576,281	0.000%	17.836%	$ 573,780	0.000%	17.759%	$ 2,501.00	0.077%

Local Control and Accountability Plan Instructions

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

Introduction and Instructions

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

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

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

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

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

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

- 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, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - o **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,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

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

Required Actions

For English Learners and Long-Term English Learners

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

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

  - Professional development for teachers.

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- 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.

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

California Department of Education
November 2024