LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sunrise Middle School

CDS Code: 43-10439-0124065

School Year: 2023-24

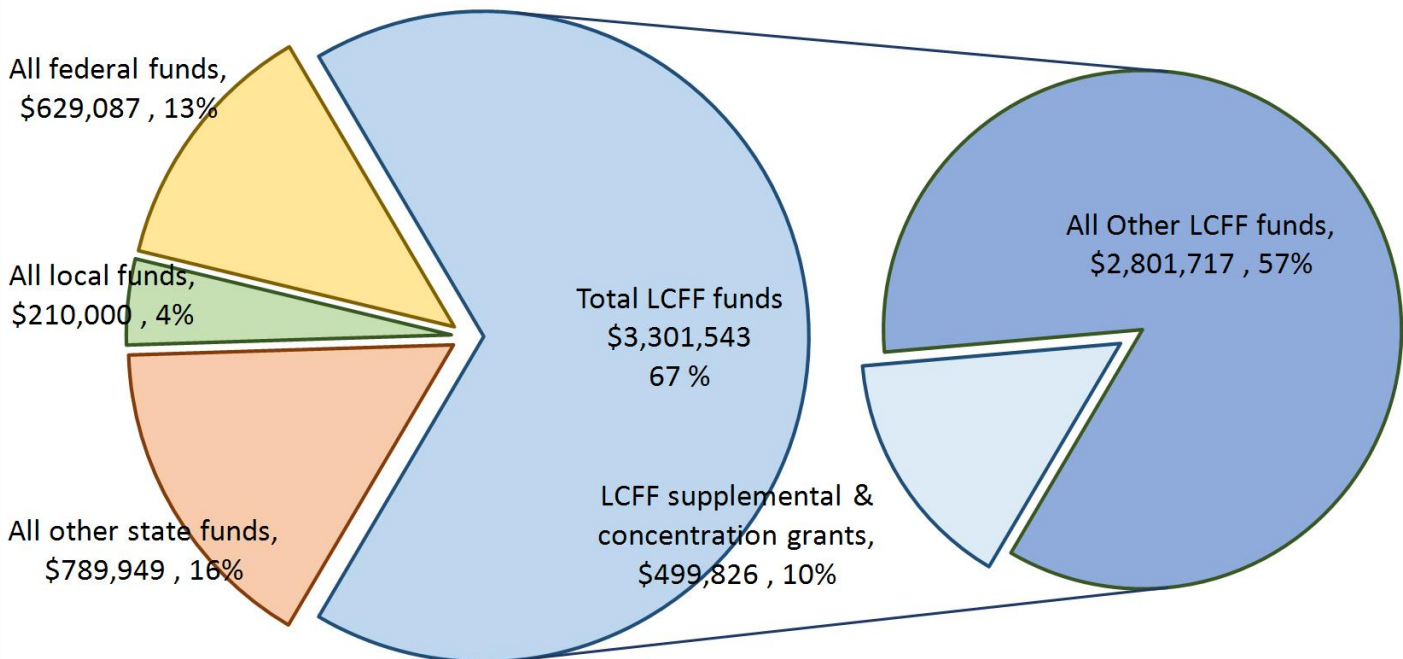LEA contact information:

Teresa Robinson

Director

teresa@sunrisemiddle.org

408.659.4785

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $629,087 , 13%

All local funds, $210,000 , 4%

All other state funds, $789,949 , 16%

Total LCFF funds $3,301,543 67 %

LCFF supplemental & concentration grants, $499,826 , 10%

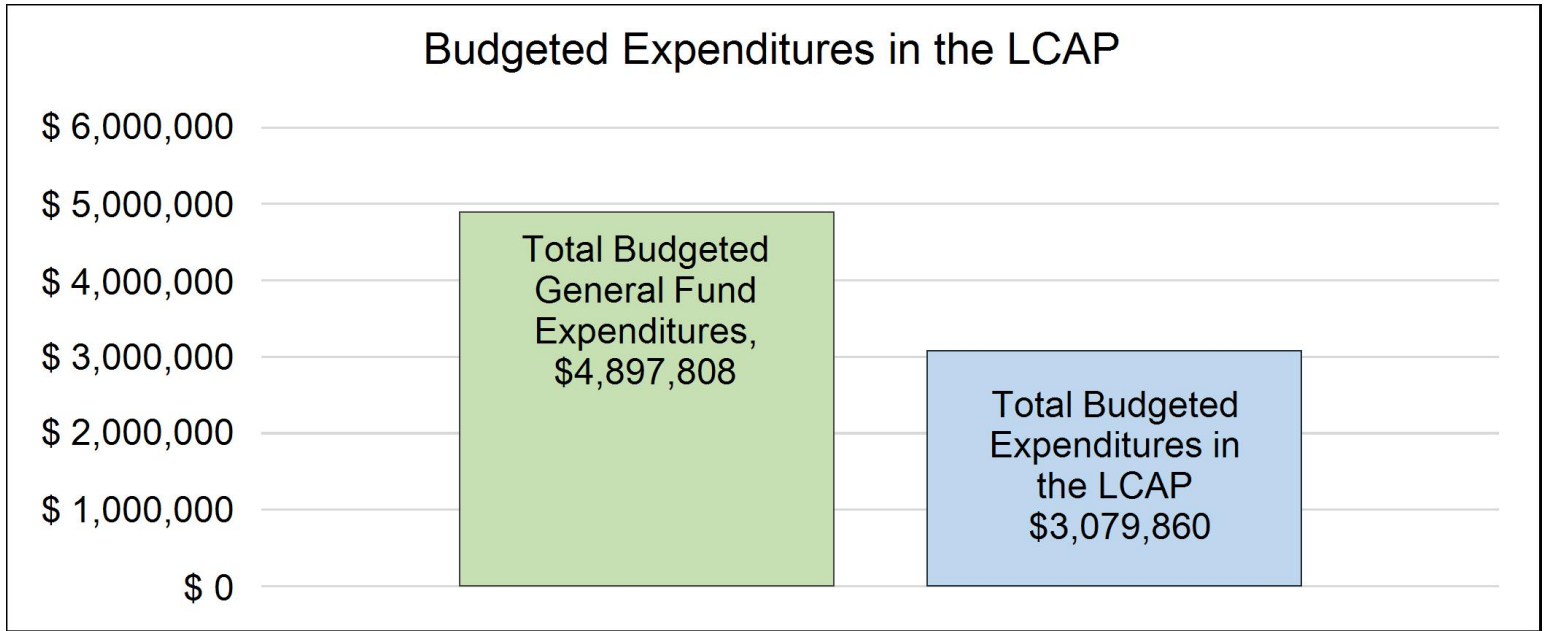All Other LCFF funds, $2,801,717 , 57%

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

The text description for the above chart is as follows: The total revenue projected for Sunrise Middle School is $4,930,579, of which $3,301,543 is Local Control Funding Formula (LCFF), $789,949 is other state funds, $210,000 is local funds, and $629,087 is federal funds. Of the $3,301,543 in LCFF Funds, $499,826 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

$ 6,000,000	
$ 5,000,000	
$ 4,000,000	Total Budgeted General Fund Expenditures, $4,897,808
$ 3,000,000	
$ 2,000,000	Total Budgeted Expenditures in the LCAP $3,079,860
$ 1,000,000	
$ 0	

This chart provides a quick summary of how much Sunrise Middle School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sunrise Middle School plans to spend $4,897,808 for the 2023-24 school year. Of that amount, $3,079,860 is tied to actions/services in the LCAP and $1,817,948 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Business services, legal fees, special education contractors, insurance, office supplies, etc.
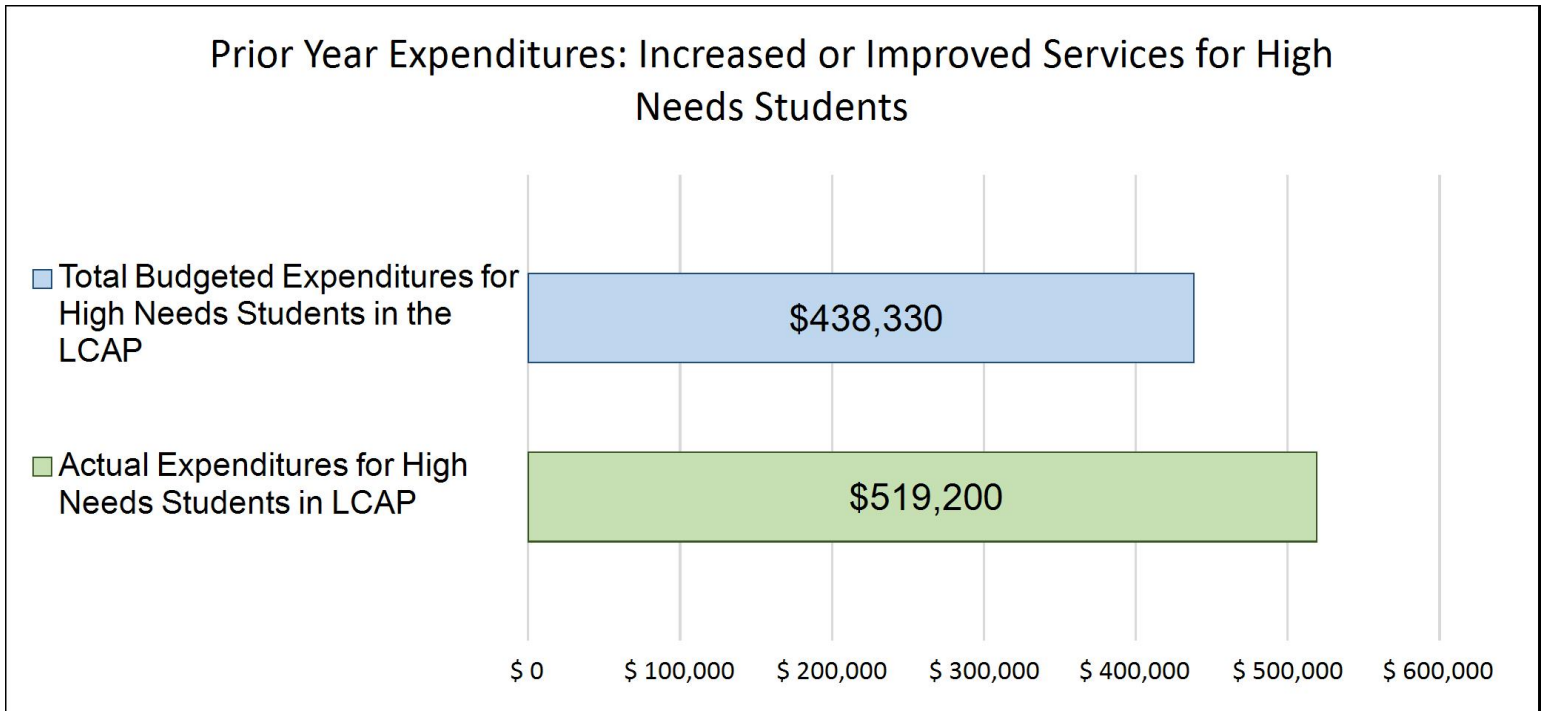
Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Sunrise Middle School is projecting it will receive $499,826 based on the enrollment of foster youth, English learner, and low-income students. Sunrise Middle School must describe how it intends to increase or improve services for high needs students in the LCAP. Sunrise Middle School plans to spend $508,670 towards meeting this requirement, as described in the LCAP.

An ELD coordinator, teacher and teacher assistant; social justice education; chromebook purchases; staff time for home visits for truancy; student bus passes; school climate enhancements such as field trips, high school support, digital arts and art / music; parent liaison; counseling support, etc.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23

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

The text description of the above chart is as follows: In 2022-23, Sunrise Middle School's LCAP budgeted $438,330 for planned actions to increase or improve services for high needs students. Sunrise Middle School actually spent $519,200 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $80,870 had the following impact on Sunrise Middle School's ability to increase or improve services for high needs students:

More help in the ELD classrooms, more help for these students' parents from a parent liaison, and more Chromebook purchases for home use.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary [2023-24]

General Information

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

Sunrise Middle School, 1149 E. Julian St., San Jose, was founded 12 years ago on the principles that every student has the right and the ability to succeed, that school should be relevant and engaging, and that students should be encouraged to question the world around them. Sunrise students are largely youth of color from a disadvantaged background, from low-income immigrant families, about half of whom live below the federal poverty level and 85 percent of whom qualify for the government's free lunch program. Our students come to Sunrise with big dreams of becoming veterinarians, doctors and lawyers, but they are also often from two to four years behind grade level. Our job is to bring our students up to grade level or beyond, and to ensure that they get into the best high school that they can, so that one day they will have the opportunity to go to a four-year university on full or near full scholarship and accomplish their dreams, whatever they may be.

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

We have 307 students in grades 5-8.

* 13% are in special education
* 42% are English Learners
* 11% are Newcomers

We provide:

* Free after school and all-day summer programs
* Outdoor education and field trips
* 3x/week meditation
* Individual and group counseling, and a strong anti-bullying program
* 1.5 FTE youth mentors from Peacemakers Inc. for our Tier 2 and Tier 3 students
* Technology, art, dance and other electives
* League sports - soccer, basketball, volleyball, football and running
* Our SCOPE character-building program - Self Control, Curiosity, Optimism, Perseverance and Effort
* Weekly SEL advisory groups for personal and academic growth
* A Social Justice class to help students make sense of their world

And, all the while our staff of 40 continues to do their best to help our students with their academic success so that all career pathways remain open to them.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Successes during Sunrise Middle's 2022-2023 school year include:

1) Strong growth for our English Learners, as evidenced by their iReady ELA and CAASPP scores.
2) Increased parent involvement - we now have 50 parents enrolled in our four Parent Project and Community Leader classes.
3) Improved test scores in both the state CAASPP and local iReady tests.
4) Continued decrease in school suspensions - 1% this year compared to 2.1% last year.
5) Special Education increases

English Learners:

The strong growth for our English Learners is attributed to the hiring of a full-time ELD specialist, who focused on improved designated and integrated EL supports and an increased focus on phonics and vocabulary development. The iReady reading scores of our newcomer ELs who had been with us since the beginning of the year rose 311% from August to April. Additionally, 78.9% of our English Learners are

making progress toward English language proficiency, according to the Spring 2022 CAASPP. We believe this improvement will continue next year when we move the designated ELD block from last period of the day to first period, when the students are feeling more energized.

Increased Parent Involvement:

About halfway through the year we had the opportunity to switch office managers and create a new half-time position for a parent liaison. She now spends all of her time dealing with parent questions/concerns, conducting parent meetings and teaching classes. We now have 50 parents enrolled in our two Parent Project classes and two community leadership classes. The Parent Project classes have been exceedingly healing for our parents and therefore our families. In recent classes, about 95% of the participants have said they have experience with self harm or suicide. Some reported sexual abuse they had kept hidden for more than two decades. Our hope is that these classes will encourage our parents to be more willing to hear the stories of their children and be favorable to counseling for them as well. As a result of the community leadership classes, ten parents now are in security guard / supervision roles at our school. We will continue this same effort next year and expect for the results to multiply as word spreads and more and more parents become involved in the school.

Improved Test Scores:

Sunrise is expecting another year of strong scores on the state CAASPP tests, based on this year's performance indicators on the local iReady testing, which showed 167% growth school-wide in ELA by April and 87% school-wide growth in Math by December.
In Spring 2022 Sunrise scored well above other similar schools in the state on both Math and ELA.
Statewide low-income schools: 32.12% at or above proficient in ELA and 17.63% in math
Sunrise: 36.97% in ELA and 25.425 in Math (and preliminary counts seem to show 42% in ELA and 27% in math for 22-23)
Nearest charter middle school: 28.2% in ELA and 15.68% in Math
Nearest district middle school: 28.59% in ELA and 12.6% in Math
In Spring 2023 we hope for these results to be at least the same in Math, if not better, despite our new teachers this year. We also expect for the growth in ELA to continue and for our student to do nearly as well as pre-COVID.

Decreased School Suspensions:

Sunrise focused on keeping students in school with additional supports, rather than in suspending students. For example, students caught vaping were required to spend numerous lunch periods focusing on their behaviors and counseling sessions focused on their grief or family issues. They no longer were allowed to use the student bathrooms, where the vaping generally occurs. And, their parents were required to participate in parent education focusing on prevention and detection of drug use. Students who were involved in fights similarly needed to spend time in conflict resolution and restorative meetings with the ones with whom they had fought. The result was a decrease in violence and also in our suspension rate, which is now at 1%. We will practice the same discipline policies and procedures to maintain the low suspension rate.

Special Education:

Our special education students did far better on the state CAASPP test in Spring 2022 than in the year before. While they did not quite match the statewide results for all special ed students, regardless of income or ethnicity, they did come close. And, they far exceeded the scores at surrounding charter and district middle schools.

Statewide for special education (regardless of income level or ethnicity): 15.6% at or above proficient in ELA and 11.4% in Math

Sunrise IEP students: 14.7% in ELA and 8.8% in Math

Nearest district middle school: 4% in ELA and 4.1% in Math

Nearest charter middle school: 2.4% in ELA and 2.4% in Math

We are continuing to support our SPED teachers with paraprofessionals in the classroom in order to continue this growth in test scores.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We have identified three major areas of need that we will have to address in 2023-2024:

1) increased math and ELA state test scores
2) chronic absenteeism
3) socio-emotional learning and mentoring

Math and ELA Test Scores

While higher than those of other charter and district middle schools serving similar populations, Sunrise Middle's ELA and Math scores on the CAASPP are still well below standard - an issue that has us concerned. We want our students to do as well as all students statewide and not just to be compared to other low-income youth of color. However, Math and ELA scores were both marked "low" on the state dashboard. Our students averaged 36.1 points below standard in ELA the first year back from COVID, and 71.3 points below standard in Math. We are working tirelessly with our quickly improving young teaching staff to improve these scores. We believe the way to do this is with increased math intervention classes, continued use of paraprofessionals in the classroom and even more academic dialog in the Math classes. Additionally, we will: 1) Conduct data analysis and data conversations weekly with all the teaching staff, and, 2) Focus on frequent home visits and our other measures to reduce chronic absenteeism, per below, which also will result in higher test scores.

Chronic Absenteeism

Absenteeism has been a tricky issue for us. We have been careful to send sick students home, figuring they could be in early stages of

COVID, not easy to detect on at-home tests. In the past, we always encouraged students to stay at school unless vomiting or with fever. This is leading to another year of high chronic absenteeism as well as lower average daily attendance. We scored "very high" in the area of chronic absenteeism on the state Dashboard.

Improved attendance will require us to continue to:

- Have our attendance clerk diligently follow up with each family regarding absenteeism.
- Have our teachers check in with their students who are absent and then return.
- Conduct daily home visits for chronically truant students - we will step up this process.
- Coordinate with the SARB process.
- Work with the District Attorney (DA) on our most challenging families.
- Require parent education classes and give support to families that are chronically truant.

Socio-emotional Learning and Mentoring

Although the percentage of our students feeling discriminated against based on gender or ethnicity dropped from 11.8 percent to 6.8 percent this year compared to last, the percentage of students feeling sad or hopeless increased, from 39.2 percent to 42.6 percent. This includes students who are depressed, self harming or suicidal. Schools have always been the first line of defense for such students, as their parents often don't recognize or acknowledge the situation. Sunrise is desperately trying to find a clinician who can come to our school regularly. Ideally, this would be set up at no cost as is done for some other public schools; we are concerned how we would maintain this position once the COVID era funding dries up. Meanwhile, we are doing our best to serve this increasing need with our current mentors on staff. We have an assigned caseload weekly counseling group for each mentor, all of whom work under a certified counselor.
 Additionally, the school is negotiating with Santa Clara County Behavioral Health Services to arrange for a part-time clinician stationed at Sunrise in 2023-2024.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Sunrise needs to continually adjust to the current trends and needs of our youth, who also are so impacted by their families and the oftentimes chaotic world around them. For 2023-2024, we are expecting even more need in the socio-emotional area. We therefore will continue to strengthen our school climate, both for our students and their parents. While the world around them may be changing, Sunrise will remain a beacon of stability and promise. In doing so, we will continue to work with five main goals in mind.

Goal 1: EL. Supporting Longtime English Learners. We now have and will continue to utilize a full-time ELD specialist who works with our Newcomers and also with our core teachers so that they may better support our ELs in the integrated and designated classes. Additionally, the designated ELD classes will be moved to the first period of the day when students are fresh and more able to learn.

Goal 2: Equity. Sunrise is happy that fewer students are feeling discriminated against based on race or gender, but we would like for the number to be zero. The anti-racism consultant who has been with us in 2022-2023 will come back next fall to help us get started on the right foot, and then we will continue the year implementing the structures provided and evaluating their effectiveness in-house. Our social justice classes will continue to help our students feel more empowered to affect change in their community. And, we will continue to maintain about a teaching force that is about 50% bicultural/bilingual and a paraprofessional force that is mostly bicultural/bilingual.

Goal 3: Math. We will utilize a half-time instructional coach to support development of our teachers' abilities to utilize academic dialog in the classroom, with aspects of cooperative learning as well as ELD integration, and also to focus on more engaging and creative hands-on activities.

Goal 4: School Climate. Sunrise will continue its engaging, fun and motivating Friday morning assemblies and advisories and 3x/week meditation for all students. Also, of course, we will have our free after school and summer programs, league sports and outdoor field trips. The parent classes and support groups begun in the 2nd semester of 2022-2023 will continue with new participants, upwards of 50 at a time, in the 2023-2024 school year. Additionally, and importantly, Sunrise students now not only "choose kindness" but also "pledge peace" toward all peoples.

Goal 5: Chronic Absenteeism. We are shifting our focus toward the families of students not attending regularly, spending more time on outreach and education, helping them solve transportation issues, and counseling reluctant students. Meanwhile, recognizing that a major part of our chronic absenteeism is due to illness, we will educate our students more about measures they can take for greater physical and emotional health, both of which are intertwined.

Comprehensive Support and Improvement

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

Schools Identified

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

n/a

Support for Identified Schools

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

n/a

Monitoring and Evaluating Effectiveness

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

n/a

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Sunrise met numerous times with its educational partners prior to finalizing its LCAP - please see dates listed below.
We asked our School Site Council to serve as our LCAP Parent Advisory Committee. Our whole staff meetings include all of our administrative, certified and classified staff.

All meetings and meeting notices are held in Spanish and English, except for staff, which were in English only and held at the school.

Here below is a list of the meetings we held. Meeting attendance records are kept in the school office.

* School Site Council / Parent Advisory Committee meetings for the LCAP were held on Nov. 16, 2022 (also for the Learning Recovery Emergency Block Grant), Dec. 7, 2022, Jan. 18, 2023 and April 26, 2023.
* ELAC/DELAC meetings for the LCAP were held on Dec. 9, 2022, Jan. 20, 2023, April 21, 2023, and May 12, 2023.
* A school-wide written parent survey was conducted in November, 2022, and a school-wide parent meeting was held on March 16, 2023.
* The SELPA was contacted regarding LCAP input on April 12, 2023.
* We met with our staff regarding the LCAP on April 19, 2023 and April 26, 2023.
* We met with our student leadership classes the week of April 17-21, 2023.
* A public hearing on the LCAP was held on May 22, 2023.

A summary of the feedback provided by specific educational partners.

Our educational partners in numerous meetings this year reiterated that they would like to continue to focus on the five goals stated in our LCAP which center around English Learners, math improvement, less chronic absenteeism, greater equity, and continued strong school climate.

More than anything, our parents, students and teachers have stressed urgency for increased safety and security at the school due to a rise in mass shootings across the nation, including at schools in Texas and Tennessee this year.

Parents and teachers also reiterated the need for:
* continued funding for paraprofessionals to assist our teachers
* youth mentors and counselors to work with our emotionally challenged youth
* continued field trips, interesting elective classes and bus transportation to games

Parents also have been very supportive of our new Parent Project and community leadership class that we have been offering to parents and requiring for families with truancy and behavior issues. They asked that next year they could take English language classes here at Sunrise.

Finally, a number of vocal parents argued for a return to school uniform, something that the students are vigorously contesting. At this writing, a committee of 3 students, 3 parents and 3 staff members are coming up with alternative dress codes for next year. The Board will make the final decision at its May board meeting.

The staff's main request was for a major pay raise to keep up with this year's inflation and to end the school day a half hour earlier on our minimum day, Wednesday, to facilitate more staff collaboration time.

Our SELPA wanted us to continue ensuring that our policies and procedures regarding special education students were in place in the event that our school is chosen for "small LEA" monitoring by the California Department of Education, and to conduct internal audits to ensure that students are receiving the educational benefits guaranteed through their IEPs.

The students' main requests were for:
* Better food
* Playground equipment
* Less restrictive dress code

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A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Our educational partners had the most influence on our LCAP in the area of school safety and security, which is directly tied to Priority 6, School Climate. The focus on school safety was ignited by two events in the Spring of 2023: a first-ever stabbing at our school and also the school shooting in Nashville, Tennessee.

Responding to their concerns, as well as our own, Sunrise is pledging to continue the following practices begun late in the 2022-2023 school year:

- Portable metal detector for the school's Director of Security (used as needed)
- Backpacks locked in classrooms during brunch and lunch
- Additional security before school, during brunch and lunch, after school and in between classes.
- Monitoring of students' social media

- Advisories educating students on the dangers of social media
- Promotion of the STOPit app for reporting bullying and cyberbullying
- Continued consequences, including behavior contracts and mandatory parenting classes, for those who violate our cyberbullying policy
- Zero tolerance for dress code violations
- Expansion of counseling services
- School Site Council parent advisory committee tasked with oversight for school safety and security
- Expanded supervision of students before, during and after school
- Invitation to all parents to join our staff in supervising during lunch and brunch and before and after school
- Continued backpack checks in cases of reasonable suspicion
- Expansion of parenting classes to include one on mental health and first aid
- Continued efforts to link troubled students with outside therapists

The school also considered purchasing an electronic call box to use on the last remaining open gate - the one that separates the school from the health clinic - but the health clinic has not given permission for us to install this. San Jose Unified, our landlord, is requiring this permission.

The Sunrise LCAP also continues to provide for the following activities, which are a favorite among parents and teachers alike:

* Full-time ELD specialist, who next year also will spend some time teaching English to our interested parents.
* Paraprofessionals assisting teachers in the classroom
* Kagan training for student engagement, next year focusing on SEL
* Providing bus service to sports games, including for student fans
* Regular outdoor and university field trips
* Hiring outside professionals to assist with a wide variety of elective offerings after the school day ends

New elements adopted this year upon request from students and/or staff:
* Better food - we are going to bid for a new lunch provider
* Playground equipment - we are budgeting $4,000 for this
* Dress code - this is being negotiated by a committee of 3 staff, 3 students and 3 parents. Our school board will make the final decision.

Here is how our plans tie to the state priorities:

More paraprofessionals and staff collaboration time tie to Goal 1 (English Learners) - state priorities 1, 4 & 8
 and Goal 3 (Math improvement) - state priorities 1, 2, 4 & 8

Counseling support ties to Goal 4 (School climate) - priorities 3, 4, 6 & 7
 and Goal 5 (Chronic absenteeism) - priorities 5 & 6

Field trips and other student activities is directly tied to Goal 2 (Beyond DEI) - priorities 5, 6, 7 & 8
 and Goal 4 (School climate) - priorities 3, 4, 6 & 7

Better food, dress code and playground equipment ties to School Climate - priority 6

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

This goal is a high priority since 43% of our students are English Learners - a quarter of whom are newcomers and three quarters of whom are long-term ELs, coming from other school districts. We have needed to increase supports due to an influx of Newcomers post COVID. Our ELs showed "very high" progress toward reclassification on the Dashboard, with 78.9% making progress towards English language proficiency in the Spring of 2022. However, school-wide, we are still 36.1 points below standard. The following actions were designed to give more support to our English Learners - the Newcomers as well as the longtime ELs - so that they may advance more quickly. The metrics will provide an indication of whether our EL student population is in fact progressing at a rapid rate and receiving the support needed, though this progress is still being affected by learning loss during the pandemic.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification rate ELA scores on the CAASPP Internal Writing Rubric NWEA (or iReady) scores Achieve 3000 reading growth # of teachers with CLAD certification -	From 2018-2019: 62.4% of ELs made progress on the ELPAC - Dashboard indicator From 2020-21: 29% of ELs reclassified	No indicator on the Dashboard yet From 2021-22: Similar number expected to be reclassified. The Spring 2022 ELPAC summative scores just came in, and the results are very strong: one third of our ELs tested level 4, another third at	Dashboard: "Very high" with 78.9% of ELs making progress towards English language proficiency. Reclassification rate: From 2022-2023: 34% of ELs reclassified (more than twice the percentage statewide in the previous year!)		65% of ELs make progress on the ELPAC 33% of ELs reclassified

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
from SCCOE annual credential review	From spring 2019: 47.9% of all students score proficient or advanced on CAASPP in ELA 75% of all students scored 3 or 4 out of 4 on our internal writing rubric 84% of all students made their growth target in reading on NWEA Achieve 3000 reading growth: See 2021-2022 data in next column.. From spring 2021: Two teachers (SPED and history) are still working on getting their CLAD certification.	level 3, and another third at level 1 or 2. From spring 2021: Following COVID, 33.6% of all students scored proficient or advanced on the CAASPP in ELA 69% of all students scored a 3 or 4 out of 4 on our internal writing rubric by March, 2022 80% of students made their growth target in reading on iReady. Achieve 3000 reading growth, August-March: Our 6th graders grew an average of 65 points in reading (average growth in a year is 70 points) * Our 7th graders grew an average of 140 points * And, our 8th graders grew an average of 167 points!	From spring 2022: 36.97% of all students scored proficient or advanced on the CAASPP in ELA From spring 2023: Early, preliminary results show 42% of all students scoring at proficient or advanced. 72% of all students scored a 3 or 4 out of 4 on our internal writing rubric by April, 2023 School-wide, our students grew 167% in reading on iReady by early April, or well over the 100% growth target for the year. We no longer are using Achieve 3000 as a metric for reading growth, since YouTube makes it too		51% score proficient or adv. in CAASPP - ELA 78% score 3 or 4 out of 4 points on internal writing rubric 87% make growth target in reading (in 2022-2023, changed to: school will record 175% growth in iReady reading; individual student growth cumbersome to calculate) For Achieve3000 reading growth, all students will grow at twice the average annual growth rate 100% of teachers have CLAD certification

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		From spring 2022: All teachers have CLAD certification.	easy to cheat on the tests. From Spring 2023: All credentialed teachers have CLAD, except for one who is still working on his. Three teachers are working on teacher intern credentials. And, two teachers have emergency credentials.		

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	1.0 FTE position for Designated-ELD and ELD/ELA coordination	1.0 FTE position will continue to provide designated ELD support to all English Learners half time, and half time ELA/ELD program coordination. This action is helping achieve the goal by providing more focused learning time to our Level 2, 3 and 4 ELs, as well as a more	$128,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		coordinated effort to provide academic support to our ELs in all their courses of study.		
1.2	ELD Teacher/Aide for Newcomers	Sunrise will continue to employ a full-time ELD teacher, who will teach our Newcomers a systematic approach to reading and learning English that includes phonics, reading, writing, vocabulary, fluency and comprehension, and conversational English. Additionally, our program focuses on Newcomers acquiring academic language so that they may succeed in their education. Our Newcomer writing program follows the practice of Dr. Kate Kinsella, utilizing sentence frames, productive partnering and precise word banks. Vocabulary is taught through games, flashcards and online programs. Assisting the teacher in 2023-2024 will be a paraprofessional, who will be dedicated to the Newcomers 100% of his time. These actions will help achieve our goal by providing concentrated support to our EL Newcomers, who may need it the most. Noting how quickly they advance on the ELPAC will help us determine the effectiveness of this action in reaching our goal.	$149,160.00	Yes
1.3	Extra ELA class time	Sunrise will continue to offer ELA/ELD instruction two hours a day for nearly all of our students. In addition, we will move our designated ELD period at the end of the day to the beginning of the day when students are more eager to learn. Students who aren't EL will do Math/English Intervention or Project Based Learning during this time. These actions will give our longtime English Learners more time to improve their ELA skills. A strong increase in SBAC and local assessment data will guide us as to the effectiveness of this action.	$382,153.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Properly credentialed teachers authorized to teach ELs	Sunrise will maintain a staff of highly qualified and properly credentialed teachers and administrators who are trained and certified to teach English Learners so that these students will receive the full support required in all of their classes. The staff this year will be getting a 10% pay increase in addition to an extra half hour of collaboration time for curriculum to support all of our students, and especially the English Learners. This action will ensure that our ELs get the best support available to them in all of their coursework. The metrics established for this goal will indicate whether this support is happening.	$1,194,556.00	No
1.5	English 3D curriculum	Sunrise will continue to use its English 3D curriculum and other supplemental materials to support our longtime ELs. This action will ensure that our ELs get the best support available to them in their designated ELD classes. A strong increase in SBAC and local assessment data will guide us as to the effectiveness of this action.	$0.00	Yes

Goal Analysis [2022-23]

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

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

The support given our English Learners was one of our strongest achievements in the 2022-2023 school year. In October, we hired an experienced ELD specialist to assist with improving our curriculum and coaching our core teachers to better support our newcomer and longterm ELs. Our assistant principal and ELA / ELD director collaborated closely with the ELD specialist to develop a cohesive program. This led to more targeted instruction and more effective teaching strategies.

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 are no material differences between budgeted expenditures and estimated actual expenditures, and planned percentages of improved services will not change significantly.

An explanation of how effective the specific actions were in making progress toward the goal.

We believe the actions made were highly effective in making progress toward our goal, as evidenced by strong iReady reading growth, high reclassification rate, very high English Learner progress on the Dashboard, and CAASPP scores that were higher than for similar schools in the state.

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

We are moving the designated ELD block to first period, when the students seem more eager to learn. And of course, we are keeping the ELD specialist we initially hired on a contractor basis last October.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Sunrise constantly focuses on ensuring that all of its students have full access to resources. We are aware that implicit bias on the part of our teachers can affect this full access and therefore plan to continue the anti racism training held in 2022-2023 at least through the first couple months of the 2023-2024 school year. We are expected to have the same staff members next year so we will be able to maintain the knowledge base already acquired. Additionally, we plan to continue to maintain a staff that reflects the ethnicity of our youth, as studies show that students learn better from teachers with the same ethnicity. 62.5 percent of our staff are now Latino and Spanish speaking. The following actions will support our school in this effort by addressing the needs of our staff members as well as our students to feel respected, valued and empowered. Our metric for this goal will be staff and student surveys at the end of the 2023-2024 school year. These will serve as a clear way to guide the administration as to whether this growth in Diversity Equity & Inclusion is indeed happening.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student surveys Staff surveys	The baseline for this growth will be established in Fall 2021, when we conduct staff and student surveys. We will again conduct the same survey near the end of the 2021-2022 school year to measure change in staff and student feelings on whether	In Fall of 2021 we administered an equity survey to our staff and students for the first time. Students, when asked if they felt they were supported in their education and not discriminated against based on gender or	We administered similar staff and student surveys in Spring of 2023 to determine whether there was growth over the past year. However, we questioned students a little differently this year after learning that some last year had		Staff and students will feel that they are supported in their education and professions, and that they are not discriminated against based on gender or ethnicity. 0% of staff and less than 5% of students will feel they are not

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	they may feel discriminated against based on gender or ethnicity. We expect 3% of staff and 10% of students may feel discriminated against based on gender or ethnicity, but that that will decrease to 0% and 5% over the course of the year.	ethnicity responded the following: 27.4% strongly agree 47.1% agree 22.4% neutral 3.1% disagree Staff were asked two questions. 1. Do you feel supported in your profession? 45.7% strongly agree 48.6% agree 5.7% disagree 2. Do you ever feel discriminated against? 8.3% agree 13.9% neutral 33.4% disagree 44.4% strongly disagree We asked the same questions to students and staff in April of 2022. In April we had only one staff member who still felt they were discriminated against.	included discrimination from family members. From Student Survey: This year, 6.8% of students said they felt discriminated against by an adult at Sunrise, compared to 11.8% last year. From Staff Survey: Staff again were asked two questions anonymously: 1. Do you feel supported in your profession? 100% said yes 0% said no 2. Have you felt discrimination at Sunrise this year? 3.8% said yes 96.2% said no		100% supported in their professions and education and are not discriminated against based on gender or ethnicity.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		However, our student survey results were not as good as we had hoped for. 11% instead of the previous 3.1% of our students felt that they had been discriminated against based on gender or ethnicity. We believe the Fall survey results might have been overly positive due to the students being so excited about being back in school after COVID. Nonetheless, the jump is concerning.			

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Beyond DEI / Anti-Racism training	Sunrise believes that training around diversity and inclusion will better prepare our teachers to support our low income youth and English Learners. Building on a base of professional year-long support, Sunrise administration and staff will now conduct a couple of trainings early in	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2023-2024 to focus on elimination of implicit bias in our educational system and then continue to monitor and evaluate throughout the school year. We believe we can best do this by relying on the expertise of several of our own teachers and administrators who come from disadvantaged / bicultural backgrounds. We will continue to bring the focus to the classroom level: how do we want to ensure that our classrooms provide equity for all of our students. This action will help our school reach its goal by bringing anti-racism to the classroom level, where it matters the most. The staff and student surveys at the end of the school year will show whether this action has been effective in reaching our goal, or whether additional steps need to be taken.		
2.2	Social justice education for students	We will continue to contribute 0.5 FTE for social justice courses at our school. The goal of this course is to help our traditionally underserved students understand the complexity of the world around them, how it affects their families' socioeconomic standing, and how they may be empowered to make changes in their community. This action will demonstrate to our students that Sunrise believes in them, in their right to equality and justice, and in their ability to improve their socioeconomic standing and shape the community around them. The student surveys at the end of the year will guide the school in understanding what additional steps might yet need to be taken so that our students feel no trace of implicit bias in their education.	$53,300.00	Yes
2.3	Hiring and retaining bilingual/bicultural teachers	Sunrise in 2023-2024 will have 10 bilingual/bicultural teachers out of a teaching staff of 16. This will be the most we've ever had. The student surveys at the end of the year will guide the school in understanding	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		what additional steps might yet need to be taken so that our students feel no trace of implicit bias in their education.		

Goal Analysis [2022-23]

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

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

There were no substantive differences in planned actions and actual implementation of these actions. The goal was carried out with fidelity.

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 actual expenditures or planned percentages of improved services.

An explanation of how effective the specific actions were in making progress toward the goal.

We believe our actions were effective. We are making progress toward our goal with the 42 percent decrease in students feeling discriminated against by Sunrise staff. Additionally, we were most pleased that all staff felt supported in their professional growth, and that only one felt discriminated against. This person declined to comment as to why. We will continue to work in this area.

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

The only change is that we will maintain implementation of our anti-racism program without the support of an outside organization after Month 1 and 2. We feel we are ready to do this, due to the guidance of our coach.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.
Parents and teachers are concerned that Sunrise does not have half of its students at proficient or above in math. Sunrise is providing significant attention to its math program, in that students receive nearly 10 hours of math and math intervention weekly. We have added the extra math since the majority of our students come to us one to four years behind grade level in math. The extra time devoted to math has helped students, but it is not the solution for our math scores. Our core teachers need more training on how to generate more academic dialog in the classroom, utilizing aspects of cooperative learning as well as ELD integration, in order to fully implement the state standards for mathematics. Additionally, increased use of paraprofessionals in the classroom for small group pull-outs facilitates more rapid learning. Also, after school math intervention assists the students in need of the most math help. While additional time in math classrooms helped students, core teachers and paraprofessionals serving math classes and small groups continue to need more training and coaching on how to implement and facilitate academic dialog in the classroom, utilizing aspects of cooperative learning as well as ELD integration, and using aspects of Universal Design for Learning (UDL), not only to fully implement the state standards and practices for mathematics but to expand the math team's pedagogical content knowledge and address equity in learning math with more intentionality in lesson planning. The metrics chosen will indicate whether our students are making sufficient progress toward this goal so that we know what additional steps should be taken. Additionally, 100% of our students will have access to and enrollment in a broad course of study which not only includes math, but also, English, Social Sciences, Science and Physical Education.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC test results NWEA/iReady test results	19% of all students at proficient or above on the SBAC in math (2018-2019)	Following our COVID school closure, only 17.93% of all students were proficient or	25.42% of all students were at proficient or above on the SBAC test in math (Spring 2022).		28% of all students at proficient or above on the SBAC in math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual teacher credential review by the SCCOE	85% of all students made their growth target in math on NWEA, our local assessment (2018-2019) 2020-2021: no mis-assignments on the SCCOE's annual credential review	above on the SBAC in math (Spring 2021). 80% of all students made their annual growth target in math on the iReady local test. 2021-2022: no mis-assignments on the SCCOE's annual credential review. However, two of four math teachers are working on teacher intern credentials.	We are estimating that 27% of students will be at proficient or above on the SBAC test in math for Spring 2023. On the local iReady test, students met 87 percent of their anticipated annual growth already by December AND 160% by May! 2022-2023: no mis-assignments on the SCCOE's annual credential review in October. However, one of four math teachers is working on an emergency STSP credential and expects a teacher intern credential credential by Fall. A second math teacher has a multiple subject credential and is working on a limited assignment permit.		87% of all students make their growth target on math in our local assessment All math teachers will hold single subject math credentials or multiple subject credentials with limited assignments for math, according to the SCCOE's annual credential review

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Academic dialog and ELD integration	Math teachers will continue to receive training on how to provide for more academic dialog, cooperative learning (e.g., Kagan strategies) and ELD integration in the math classes. This will result in higher scores on the state SBAC exam in math, since these tests include a significant amount of ELA. ELD integration will also be emphasized in the students' other courses of study, including Social Studies and Science, thereby improving overall performance. As a means to improve student engagement and math achievement, training and coaching with a mindset of growth and equity will include UDL. This emphasis on academic dialog and ELD integration will help not only our English Learners, but all students at Sunrise. This action will help us reach our math goals since academic language is such an important part of the CAASPP math exam and of Common Core math. SBAC and local assessment growth will determine if we are making progress toward our goal.	$65,562.00	No
3.2	Paras to support our math classes	We will hire paraprofessionals to support each of the math classes, grades 5-8. Some will be our after school program instructors, whom we can take to full-time. This connection between the day program and the after school program will also support the math being taught in the after school program. We will include training for paras on how to elicit dialog to promote problem solving skills in addition to just-in-time support on assignments. We believe this action will contribute significantly to our goal because small group instruction is an important part of differentiating for the different levels within each classroom. The CAASPP scores, interim	$280,668.00	No

Action #	Title	Description	Total Funds	Contributing
		assessments and local assessments guide us as to whether we are making progress toward this goal or if changes need to be made.		
3.3	After school math intervention	We will have three of our math teachers providing math intervention in our after school program. These teachers will work with the students who need the help the most, thereby providing the additional support that perhaps could not be offered during the day program. We will look at their interim and local assessments to determine whether growth is occurring and to what extent.	$14,000.00	No

Goal Analysis [2022-23]

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

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

There were no substantive differences other than being able to hire an additional para. The math/math intervention director was able to oversee training and progress in our relatively inexperienced staff.

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.

We spent about $48,000 more for salary and benefits for an additional para.

An explanation of how effective the specific actions were in making progress toward the goal.

Our students made steady progress toward their iReady math goals; our students reached 160 percent of their growth target by May, 2023. In Spring 2022 we matched our best ever percentage for at or above proficient in math on the SBAC - 25.4%. And, preliminary figures have our students getting 27% at or above proficient for Spring 2023. Math teachers and paras were mentored on the implementation of ELD strategies, such full use of the Three Reads for math word problems to address low reading comprehension and independent thinking in all the classrooms. However, the full "playlist" of strategies defined in our local Math Collaborative work remains a department growth goal.

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

Math teachers will benefit from more staff meeting time allotted to data analyses as well as regular team PLCs, which supported continuity of team goals in the past, pre-pandemic. Additionally, we expect to see vast improvements now that two of our four math teachers will be past their first year of teaching.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Strong satisfaction rates among our students and parents reflect a strong school climate at Sunrise. We understand that school climate can change quickly if not given continual attention. A strong school climate is one of the most significant factors in overall student success, particularly for socioeconomically disadvantaged students. Our goal is to maintain that strong climate with frequent assemblies, challenges and advisories, plentiful counseling and youth mentoring, outdoor field trips, league sport victories and regular meditation during PE. Our student and parent satisfaction surveys will indicate in what areas improvements still need to be made.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student satisfaction survey Parent satisfaction survey Annual facility review SARC	May 2021 student survey: 91.5% of students felt connected to Sunrise 76% felt academically challenged 87% said the teachers had high expectations for them 64% felt they had caring adult relationships at school 94% said the school was safe	Spring 2022 student survey: 80.2% of students felt connected to Sunrise 82.1% felt academically challenged. 84.1% said teachers had high expectations for them. 56% felt they had a caring adult relationship at school 83.3% said the school was safe.	Spring 2023 student survey: 80.2% of students felt connected to Sunrise 75.4% of students felt academically challenged 84.4% said teachers had high expectations for them. 63.7% felt they had a caring adult relationship at school 72.6% said the school was safe.		From student survey: 93% of students feel highly connected to their school 93% of students feel high academic motivation 93% of students feel held to high expectations 87% of students feel they have caring adult relationships at school 95% of students perceive the school as safe

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	10% had experienced bullying at school 15% felt chronically sad or hopeless (This is a huge improvement from the 29.6% in Spring 2019 and the 35.5% in Spring 2018. Possibly because students are happy to be back in school?)

April 2021 parent survey:

98% of parents felt their participation in school decisions was valued. 98% felt included in school meetings and given options for involvement. 100% felt the school was friendly and safe. 97% felt their children were academically challenged and supported in their needs.

San Jose Unified's annual facility review - | 23% experienced bullying at school 38.5% felt sad or hopeless.

Winter 2022 parent survey:

97% of parents felt their participation in school decisions was valued. 84% felt included in school meetings and given options for involvement. 97% felt the school was friendly and safe. 97% felt their children were academically challenged and supported in their needs.

San Jose Unified's annual facility review - Winter 2022 - showed no major repairs needed, new | 21.9% experienced bullying at school. 42.6% felt sad or hopeless.

Winter 2023 parent survey:

95% of parents felt their participation in school decisions was valued. 92% felt included in school meetings and given options for involvement. 98% felt the school was friendly and safe. 93% felt their children were academically challenged and supported in their needs.

San Jose Unified's annual facility review - Winter 2023 - showed no major repairs needed, MERV 13 filters still being | | Only 9% experience harassment or bullying 13% experience chronic sadness or hopelessness

From parent survey:

99% of parents feel their participation in school decisions is valued. 99% feel included in school meetings and that they are given options for involvement. 100% feel the school is friendly and safe. 98% feel their students are academically challenged and supported in their needs.

Annual facility review - No major repairs needed

SARC - All students will have access to all instructional materials |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	baseline 2020-2021 - showed no major repairs needed, new basketball court and turf field had been built, and MERV 13 filters installed in classrooms. SARC - 2020 - All students had access to full set of instructional materials.	basketball court and turf field, and MERV 13 filters regularly replaced in classrooms. SARC 2021 - All students had access to full set of instructional materials.	regularly replaced in classrooms. SARC 2022 - All students had access to full set of instructional materials.		

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Sunrise offering variety of services to students and parents to support school climate	Sunrise will continue to maintain a strong school climate by continuing our weekly advisory/SEL periods, anti-bullying program, parent support groups, outdoor field trips, student leadership, high school assistance, career awareness, daily meditation, league sports, free after school program, group and individual counseling and youth mentorship. We also have overnight field trips, 8th grade Challenge Day, weekly school-wide assemblies and other events. Additionally, we will offer fine arts, study skills and digital arts electives. We now plan to increase the services provided by our parent liaison to 0.6 FTE to support our low-income, immigrant families in this time of increased socio-emotional need. All of these activities are believed to benefit our traditionally underserved students and their families, and students and parents say they contribute greatly to a strong school climate and second-home environment, with special advantages for our low-income immigrant families. Our parent and student surveys serve to indicate which areas may still need improvement.	$372,980.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	College readiness	We will continue a college / career readiness program for students and parents, building on the several events we now offer and including university day and overnight trips. This action should contribute to a strong school climate in that students are more likely to thrive at their school if they understand the relevance and importance of their education. The overnight university trip is especially beneficial for our low-income students, who otherwise most likely would not be exposed to college life. This will be a contributing action in that low-income students who don't have another family member who has attended a university are strongly encouraged to attend and given first priority for the trips. The student satisfaction survey should indicate if we have succeeded in this area.	$6,000.00	Yes
4.3	Other new or added services to improve school climate	At parent and student request, Sunrise also is renting buses for league sports games so that more students can go. We will continue to have speakers for Career Day, our 21-day Challenge, Social Justice issues, and student mental health and wellness. In addition, in 2023-2024 we will install playground equipment at our students' request. Students' access to these new and expanded activities is expected to help them feel more positive about their future. The student and parent surveys will indicate in what areas improvement is still needed.	$14,000.00	No
4.4	Proper instructional materials and facilities	All students will have sufficient access to standards-aligned instructional materials, and school facilities will be maintained in good repair. A pleasant facility and meaningful instructional materials for all students helps contribute to a strong school climate - students feel welcome and respected. The metric provided will determine if this action has been met.	$363,271.00	No

Action #	Title	Description	Total Funds	Contributing
4.5	Chromebook purchase/repair	The school will need to spend $12,000 for additional Chromebook or Macbook purchases this year. This is because we are allow our students to take the devices home for homework because most don't have computers at home. This action also will result in needed repairs, which we expect to cost us $20,000 in 2023-2024.	$32,000.00	Yes

Goal Analysis [2022-23]

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

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

There was one substantive difference between planned actions and actual implementation. Midway through the year we hired a new office manager so that the previous one could focus her full attention on parent outreach. This includes Parent Project classes, community leadership classes, providing access to teachers, responding to parent concerns and conducting special events.

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.

One major material difference was that our rent turned out to be considerably higher that we anticipated - $270,000 instead of the $210,000 we had anticipated. Next year it will rise to $290,000. Also, our computer repairs cost twice what was expected. We were only able to go on one university overnight trip due to university schedules. Next year, our high school / career pathways staffer will be going to half-time. And, we don't plan to continue using Achieve3000 because it's too easy to obtain answers on the internet.

An explanation of how effective the specific actions were in making progress toward the goal.

There was some progress and also some disappointments. Having a dedicated parent liaison proved invaluable, especially as she assumed this position right before a first-ever stabbing incident at our school. Our parent liaison was able to immediately address parent concerns while we handled safety issues with the students and prepared for a school-wide meeting the following night. She also helped us address an increase in vaping at our school by educating and working with our parents. The fact that 98 percent of our parents still feel the school is friendly and safe - despite recent school shootings and increased violence - proves the value of this position.
On the downside, however, we are concerned that even more of our students - 42.6 percent - feel sad and hopeless despite increased counseling/mentoring supports. This has been a constant struggle since COVID, which also coincided with a decrease in available outside counseling support.
Fortunately, our students had plenty of opportunity to be involved in league sports this year - a great way for them to burn off frustration. The increase in transportation to and from games - for students and fans alike - boosted morale and victories. We were first in Futsal, third in girls basketball and girls soccer, and currently aiming to be first in boys soccer!

Our high school/career pathways staffer also made a valuable contribution - 42% of our 8th graders plan on attending a quality high school (Bellarmine, Eastside College Prep, Notre Dame, Cristo Rey or Latino College Prep Academy).

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

The fact that our students are feeling even more hopeless and sad than before has us deeply concerned. There is no plan in the LCAP for a therapist at our school next year because we have not found one that we can afford to retain on a permanent basis. However, we are desperately searching for a clinician who could fill that role. The stabbing at our school on March 15 was an incident fraught with depression, anger, anxiety and hopelessness - and, we realize, a situation that quite possibly could have been avoided had the family been able to obtain professional services beyond what we were able to provide. While defending our efforts to assist our youths' emotional well-being, we also realize that we need to do even more to counteract the effects of future instability in the world and local poverty and anti-social influences.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Sunrise will continue to monitor attendance in order to reduce chronic absenteeism and will continue to offer early intervention and chronic intervention. This is particularly important for 2023-2024 since chronic absenteeism has forced us into ATSI. Nearly all of our chronically absent students are very low-income. We will ramp up our efforts to visit students and parents at their homes if they do not report to school regularly. We also will continue to hold motivational meetings between these families and the District Attorney's Office. The metrics below will indicate if additional action is needed.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	District attorney meetings	We will continue to hold motivational meetings with the District Attorney's office for those families whose children are still often absent from school. These meetings produce results for some of the families, but not all. Our chronic absenteeism rate will measure the effectiveness of this action.	$0.00	Yes
5.2	Home visits, calls home, etc.	Sunrise will ramp up its efforts to combat chronic absenteeism through increased home visits and frequent calls home. Our ADA and chronic absenteeism metrics will determine if more action is needed.	$21,210.00	Yes
5.3	Parent meetings, bus passes	Teachers and administrators will continue to conduct meetings with parents of students who are not attending school on a regular basis. Parents are often not aware of how much school their children are missing until they see the absentee report in black and white. In some cases we learn that the parents are having difficulties with transportation and may benefit from a VTA bus pass for their student. Again, the ADA and chronic absenteeism metrics will indicate if additional actions are needed to ensure declining chronic absenteeism.	$3,000.00	Yes

Goal Analysis [2022-23]

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

We did not make as many home visits as we had hoped to due to staff changes and illnesses. This negatively impacted our chronic absenteeism rate for 2022-2023 and pushed us into ATSI.

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

There were no material differences.

An explanation of how effective the specific actions were in making progress toward the goal.

Many of our parent meetings, some of which we were facilitated by our parent liaison, were effective in getting parents to realize how much school their children were actually missing. In these cases, there were major turnarounds with the students starting to come to school. In some of these cases, attendance dropped off again after a few weeks or months, and then we needed to make another big push toward attendance. And, with some of the families, there was no change. Parents seem to be learning that post COVID the District Attorney's attendance unit has no real teeth in that prosecution is being discouraged. The biggest hindrance to a dramatic increase in attendance this past year was that, due to illness and maternity leave, we did not have sufficient staff to be consistent about our home visits for students when they didn't show up at school by 9 am.

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

We are continuing to try to figure out on a one-by-one basis what works best in motivating our most reluctant families to attend school. In some cases it's rewards, in others detention, in others a bus pass, in others losing their spot on a sports team. This clearly is an issue that will need more consistent attention next year. We are planning to increase one of our staff member's hours to ensure regular home visits within two hours after a student not showing up at school. We will now be devoting a 0.25 FTE position solely for this purpose.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
434,771	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
17.84%	0.00%	$0.00	17.84%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Following are the actions we are taking in our 2023-2024 LCAP to benefit the students at our school. We first considered the needs of our English learners, low income students and foster youth, and we believe these actions will be effective in meeting the goals for these students.

Our students are 85 percent low income and nearly 50 percent English Learners, so most all of our students do benefit from these actions. We are a single school district so that school-wide actions are also district-wide.

Goal 1, Actions 3 and 5: We will continue 8-10 hours a week of English class time for all our students plus one period daily of designated ELD for our English Learners, utilizing our English 3D curriculum and supplemental materials.

Needs, Conditions, Circumstances: About half of our students are English Learners, and another quarter are recently reclassified. This means that nearly all of our students need extra time to become proficient in English. English Learners especially need the extra time, as they score lower than non-ELs, according to teacher assessments and CAASPP data. Our ELA scores on the SBAC still fall below their pre-COVID rates, so we need to make up for that learning loss as well.

Action: Past experience at Sunrise and at other schools has shown that this extra time devoted to learning ELA will have a significant impact on our students' skill level, especially that of our ELs and recently reclassified students.

Expected Outcome: Students will return to - or surpass - their pre-COVID level of proficiency on the CAASPP exam for ELA and on local reading and writing assessments.

Goal 1. Action 4: We will maintain a highly qualified and certificated staff that is authorized to teach English Learners.

English Learners

Needs, Conditions, Circumstances: California requires its teachers to earn an English Learner Authorization, or CLAD credential, if they are teaching English Learners so that teachers of ELs learn how to properly scaffold lessons to meet the needs of students not yet proficient in English. Sunrise has English Learners in all of its classes, so should ensure that each teacher holds this authorization.

Action: All of our teachers are CLAD certified except for two who will be working on a teacher intern credential, one who is in the process of getting his full CLAD. We are supporting all of these teachers to become fully credentialed by the end of 2023-2024.

Expected Outcome: Our English Learners will perform significantly higher when taught by certified teachers holding the English Learner Authorization.

Goal 3, Action 1: We will train our teachers to add academic dialog and ELD integration in our math classes, and other classes as well.

English Learners

Needs, Conditions, Circumstances: The Common Core standards and the state's Smarter Balanced math and ELA exams all require a component for rich academic dialog in the classroom and ELD integration in our math classes. Our students, including our ELs, are 71.3 points from standard on the state Dashboard.

Action: Some but not all of our teachers are well versed in how to foster rich academic dialog in the classroom, particularly in the math classes. We will provide in-house training for our teachers before the school year starts - and then continually as the school year progresses - so that our students can increase their academic vocabulary and know how to conduct collaborative discussion on academic topics and challenging problems in math.

Expected Outcome: Our English Learners (or at least Level 3s and 4s) will be able to score proficient in Math on the state exam, enter yellow or better on the Dashboard, and significantly lower their distance from standard.

Goal 3, Action 2: We will hire 3 part-time and 3 full-time paraprofessionals to assist with small group instruction in the math classes.

English Learners, Low-Income Youth

Needs, Conditions, Circumstances: Many academic journals point to the effectiveness of using paraprofessionals in the classroom, particularly to support the students who are performing at lower levels than the rest of the class. This is especially important at Sunrise, where 85% of our students are low-income and nearly half are English Learners. Most of our students come to the school two to four years behind grade level in English and/or math.

Action: Thanks to ESSER III and Learning Recovery (LREBG) funding, we continue to have sufficient funding to hire paraprofessionals in 2023-2024 to help in the math classrooms where the help is most needed. We plan to hire 3 half-time and 3 full-time paras to work in the math classes. Some of these paras will also work in the after school program, thereby bringing continuity to the learning between the day program and the after school program.

Expected Outcome: Students, particularly our low-income youth, English Learners, and student with IEPs, will learn math more quickly and engage in more academic conversations in their small pull-out groups. This will translate to higher test scores on state and local assessments.

Goal 3, Action 3: We will run a math intervention program in our after school program.

English Learners, Low-Income Youth

Needs, Conditions, Circumstances: Sunrise students, including our ELs and low-income students, were 71.3 points from standards on the latest SBAC in math, spring 2022, the latest administration for which this data is available. Some of this was due to the fact that our students come to us from two to four years behind in math. And, some was due to certain students testing far below standard and needing more help catching up than we could give them during the day program.

Action: We intend to continue giving extra math support to the far below basic students during an after school intervention program for math, funded by Title 1, four days a week, or every day except Wednesday when we have staff training, meeting and collaboration time.

Expected Outcome: The scores of our lowest students, including our ELs and low-income students, will improve over the course of the year, thereby contributing to a lower overall distance from standard for the school.

Goal 4, Action 3: We will begin and strengthen other programs - bus transportation to our sports games, guest speakers, and a health and wellness program focusing on our youth and their families.

English Learners, Low-Income Youth

Needs, Conditions, Circumstances: Low-income youth and youth of color generally have less access than their white, middle-class counterparts to city sports leagues, college visits, professionals with careers, and health and wellness information. Therefore, as a school

that strives to be more than just a school, we want to provide this access to our students. Both staff and parents have noted the need for increased service in these areas.

Action: Sunrise will continue to charter buses for league sports and field trips so that all youth can participate, resume university overnight trips, invite more guest speakers to the school to broaden our students' horizons, and seek out professionals who can educate our families on topics of health and wellness.

Expected Outcome: Our families will feel more connected to their school, be more interested in leading healthy lives, and be more motivated and knowledgeable about college. This is expected to also lead to higher ratings on the parent and student surveys we hold each year.

Goal 4, Action 4: We will provide proper instructional materials for all of our students as well as an attractive school facility in good repair.

English Learners, Low-Income Youth

Needs, Conditions, Circumstances: Low-income youth of color often are disadvantaged in the traditional education system. They don't always get the best teachers, the best facilities, or the best instructional materials. It is always our goal at Sunrise to provide our youth the best of all of these. We want them to have the same type of school, opportunities and extracurricular activities that any middle class Caucasian youth would have.

Action: To this end, we will continue to work with our landlord, San Jose Unified, to provide our students a beautiful campus that makes them feel special. Our students have asked for a somewhat larger facility, so we will continue to lease all the classrooms that are available to us. Our students also are enjoying a new turf field and basketball court and use of the high school pool and gym. Additionally, as we purchase more curriculum we will continue to ensure that all students have access to these new materials.

Expected Outcome: Our students will feel more connected to their school, as will be indicated on the student surveys. We expect that a clean and attractive campus will also help motivate them to strive to be better students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Following are the actions we are taking in our 2023-2024 LCAP to directly foster the needs of our English learners, low income students and foster youth.

Goal 1, Action 1: We will continue a new position for ELD Coordinator in an effort to systematically assist all of our English Learners. This position is for providing designated ELD instruction for our Level 2, 3 and 4 ELs and for providing ELD support across all areas of study - math, science, and social studies - for all of our ELs. ($128,000)

Goal 1, Action 2: We will continue to have a full-time teaching position for our ELD Newcomers. In 2023-2024 we also will devote a full-time paraprofessional to tutoring the Newcomers under the teacher's direction. These two positions are for teaching our students who have been in the States for less than six months, or a little longer, until their English ability is such that they can access learning in the regular classrooms. ($149,160)

Goal 2, Action 1: We will continue anti-racism training from Milton Reynolds Consulting in the beginning of the school year in an effort to eradicate all implicit bias and help them become more effective teachers for our traditionally underserved student population. We then will monitor and evaluate in house for the rest of the year. Our teachers need to recognize their implicit biases and how that could adversely affect motivation among our English learners and low income students. ($0 - paid in 2022-2023)

Goal 2, Action 2: We will reserve a 0.5 FTE teaching position for teaching Social Justice to our students, thereby helping them understand the world around them and how it affects low-income people of color, and also helping empower them to mold their community in the way they would like it to be. Our disadvantaged youth are affected greatly by world and community events and appreciate learning how to understand and maneuver through them. ($53,300)

Goal 4, Action 1: We will continue with the "whole child" activities our school is known for - field trips, daily meditation, league sports, free after school program, youth "Peacemaker" mentoring, parent support groups, classes and connection to social services, individual and group counseling, weekly SEL advisory periods, high school application assistance, and career fairs - to ensure a strong school climate and second-home environment for our disadvantaged youth. More affluent youth are able to part-take in these activities on their own, through outside classes, city sports leagues, private insurance programs, etc. However, many of our youth would be left to their own, perhaps with no nutritious meals, after school care, counseling, high school information, out-of-town excursions, etc., without the school's investment in these programs. Additionally, we will double the staff time allotted for our parent liaison so that our low-income, immigrant parents are better able to access our teachers, learn about the school system, get social services assistance when needed, get support in parenting, and learn about parent rights. ($357,500)

Goal 4, Action 2: We will continue our college readiness program, to include a university overnight trip and a series of educational programs for our families on the how-to's for a college education. This will be particularly valuable for our low-income and English Learner youth, who otherwise would not likely have exposure to college information. These "first generation" students need to be motivated and educated on

what university life offers, how to get accepted into a college, how to pay for a college, and how college education will affect their lifelong earnings. ($6,000 - other costs absorbed in salaries)

Goal 4, Action 5: We do not need to purchase anymore devices. However, we will continue to maintain them in good condition and allow students to take devices home so they can complete their homework. ($20,000 for repairs)

The following actions address chronic absenteeism. In 2022-2023, all of our chronically absent youth were low-income, and many were English Learners, so these actions will primarily benefit these student groups.

Goal 5, Action 1: Our assistant principal will organize more District Attorney meetings with parents and students in an effort to combat chronic absenteeism, most prevalent among our low-income youth. (zero cost - absorbed in salaries)

Goal 5, Action 2: We will continue our home visitation program for students who are chronically absent and will devote an additional 0.25 FTE for this purpose. ($14,000)

Goal 5, Action 3: The administration and teachers will hold joint meetings with all parents of student who are chronically absent in an effort to get them to attend. We also will give bus passes to those in need. ($3,000)

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

2023-2024: $508,670, or a little more than the required $501,109, an 17.84% increase, will be from LCFF Supplemental funding.

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,416,650.00	$38,000.00	$142,000.00	$483,210.00	$3,079,860.00	$2,188,936.00	$890,924.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	1.0 FTE position for Designated-ELD and ELD/ELA coordination	English Learners	$128,000.00				$128,000.00
1	1.2	ELD Teacher/Aide for Newcomers	English Learners	$138,160.00			$11,000.00	$149,160.00
1	1.3	Extra ELA class time	All	$382,153.00				$382,153.00
1	1.4	Properly credentialed teachers authorized to teach ELs	All	$1,194,556.00				$1,194,556.00
1	1.5	English 3D curriculum	English Learners	$0.00	$0.00	$0.00	$0.00	$0.00
2	2.1	Beyond DEI / Anti-Racism training	English Learners Low Income	$0.00				$0.00
2	2.2	Social justice education for students	English Learners Low Income	$53,300.00				$53,300.00
2	2.3	Hiring and retaining bilingual/bicultural teachers	English Learners Low Income	$0.00	$0.00	$0.00	$0.00	$0.00
3	3.1	Academic dialog and ELD integration	All				$65,562.00	$65,562.00
3	3.2	Paras to support our math classes	All				$280,668.00	$280,668.00
3	3.3	After school math intervention	All				$14,000.00	$14,000.00
4	4.1	Sunrise offering variety of services to students and parents to support school climate	Low Income	$127,000.00	$28,000.00	$142,000.00	$75,980.00	$372,980.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.2	College readiness	Low Income	$6,000.00				$6,000.00
4	4.3	Other new or added services to improve school climate	All	$4,000.00	$10,000.00			$14,000.00
4	4.4	Proper instructional materials and facilities	All	$327,271.00			$36,000.00	$363,271.00
4	4.5	Chromebook purchase/repair	Low Income	$32,000.00			$0.00	$32,000.00
5	5.1	District attorney meetings	Low Income	$0.00				$0.00
5	5.2	Home visits, calls home, etc.	Low Income	$21,210.00				$21,210.00
5	5.3	Parent meetings, bus passes	Low Income	$3,000.00				$3,000.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,436,509	434,771	17.84%	0.00%	17.84%	$508,670.00	17.84%	38.72 %	**Total:**	$508,670.00
								LEA-wide Total:	$0.00
								Limited Total:	$266,160.00
								Schoolwide Total:	$242,510.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	1.0 FTE position for Designated-ELD and ELD/ELA coordination	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Sunrise 5-8	$128,000.00	4.49%
1	1.2	ELD Teacher/Aide for Newcomers	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Sunrise 5-8	$138,160.00	4.85%
1	1.5	English 3D curriculum	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Sunrise 5-8	$0.00	0%
2	2.1	Beyond DEI / Anti-Racism training	Yes	Schoolwide	English Learners Low Income	Specific Schools: Sunrise 5-8	$0.00	0%
2	2.2	Social justice education for students	Yes	Schoolwide	English Learners Low Income	Specific Schools: Sunrise 5-8	$53,300.00	1.87%
2	2.3	Hiring and retaining bilingual/bicultural teachers	Yes	Schoolwide	English Learners Low Income	All Schools Specific Schools: Sunrise 5-8	$0.00	0%

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 (%)
4	4.1	Sunrise offering variety of services to students and parents to support school climate	Yes	Schoolwide	Low Income	Specific Schools: Sunrise 5-8	$127,000.00	4.45%
4	4.2	College readiness	Yes	Schoolwide	Low Income	Specific Schools: Sunrise 5-8	$6,000.00	0.21%
4	4.5	Chromebook purchase/repair	Yes	Schoolwide	Low Income	Specific Schools: Sunrise 5-8	$32,000.00	1.12%
5	5.1	District attorney meetings	Yes	Schoolwide	Low Income	Specific Schools: Sunrise 5-8	$0.00	0%
5	5.2	Home visits, calls home, etc.	Yes	Schoolwide	Low Income	Specific Schools: Sunrise 5-8	$21,210.00	0.74%
5	5.3	Parent meetings, bus passes	Yes	Schoolwide	Low Income	Specific Schools: Sunrise 5-8	$3,000.00	0.11%

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,541,530.21	$2,668,400.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	1.0 FTE position for Designated-ELD and ELD/ELA coordination	Yes	$128,992.00	$133,200.00
1	1.2	ELD Teacher/Aide for Newcomers	Yes	$106,398.00	$134,000.00
1	1.3	Extra ELA class time	No	$347,412.00	$327,000.00
1	1.4	Properly credentialed teachers authorized to teach ELs	No	$1,085,963.00	1,086,000
1	1.5	English 3D curriculum	Yes	$0.00	0.00
2	2.1	Beyond DEI / Anti-Racism training	Yes	$10,500.00	0.00
2	2.2	Social justice education for students	Yes	$50,000.00	$53,000.00
2	2.3	Hiring and retaining bilingual/bicultural teachers		$0.00	0.00
3	3.1	Academic dialog and ELD integration	No	$85,111.21	$85,200
3	3.2	Paras to support our math classes	No	$170,582.00	$200,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	After school math intervention	No	$16,000.00	$10,000
4	4.1	Sunrise offering variety of services to students and parents to support school climate (added parent liaison time)	Yes	$256,429.00	$295,000
4	4.2	College readiness	Yes	$10,000.00	$6,000
4	4.3	Other new or added services to improve school climate	No	$10,000.00	$6,000
4	4.4	Proper instructional materials and facilities (rent increased considerably)	No	$252,143.00	$310,000
4	4.5	Chromebook purchase	Yes	$10,000.00	$20,000
5	5.1	District attorney meetings	Yes	$0.00	0
5	5.2	Street Reach van, calls home, etc.	Yes	$0.00	0
5	5.3	Parent meetings, bus passes	Yes	$2,000.00	$3,000

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	$438,330.00	$519,200.00	($80,870.00)	18.08%	18.08%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	1.0 FTE position for Designated-ELD and ELD/ELA coordination	Yes	$128,992.00	$133,200	5.3%	4.65%
1	1.2	ELD Teacher/Aide for Newcomers	Yes	$106,398.00	$134,000	4.4%	4.75%
1	1.5	English 3D curriculum	Yes				
2	2.1	Beyond DEI / Anti-Racism training	Yes				
2	2.2	Social justice education for students	Yes	$50,000.00	$53,000	2.1%	1.9%
4	4.1	Sunrise offering variety of services to students and parents to support school climate (added parent liaison time)	Yes	$130,940.00	$170,000	5.4%	5.95%
4	4.2	College readiness	Yes	$10,000.00	$6,000	0.4%	0.35%
4	4.5	Chromebook purchase	Yes	$10,000.00	$20,000	0.4%	0.35%
5	5.1	District attorney meetings	Yes				
5	5.2	Street Reach van, calls home, etc.	Yes				

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
5	5.3	Parent meetings, bus passes	Yes	$2,000.00	$3,000	.08%	0.13%

2022-23 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)
		0	0.00%	$519,200.00	18.08%	18.08%	$0.00	0.00%

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 (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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

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

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

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Support for Identified Schools**: 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**: 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.

- 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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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.

Broad Goal

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.

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

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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *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.

Goal Analysis:

Enter the LCAP Year.

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

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

- 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.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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.

- 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.

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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

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

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

Action Tables

Complete the Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- 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).

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

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

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

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

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

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

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

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 5. Total Planned Percentage of Improved Services

  - This percentage is the total of the Planned Percentage of Improved Services column

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

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

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 7. Total Estimated Actual Expenditures for Contributing Actions

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

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