2023–24 Local Control and Accountability Plan Annual Update

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

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Goals and Actions

Goal

Goal #	Description
1	Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities and equipment, as well as robust standards-aligned instructional materials and resources.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric 1.1 Priority 2 - Implementation of State Standards (Actions 1.3, 1.4, 1.5, 1.10, 1.11, 1.12, 1.13) Local indicator - Self-Reflection tool from California Board of Education (CBE) Update: May, 2022 Metric language elaborated for clarity May, 2023 Added "Priority 2 - Implementation of State Standards" to metric for clarity. Added connection to actions below for	May 2021 100% Students identified as English Learners have access to the CA State Standards including the ELD Standards. Update: May, 2022 Added date	May 2022 100% Students identified as English Learners have access to the CA State Standards including the ELD Standards.	May 2023 100% Students identified as English Learners have access to the CA State Standards including the ELD Standards.	April 2024 100% Students identified as English Learners have access to the CA State Standards including the ELD Standards.	100% Students identified as English Learners have access to the CA State Standards including the ELD Standards.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
clarity and transparancy)					
Metric 1.2

Priority 2 - Implementation of State Standards

(Actions 1.3, 1.4, 1.5, 1.10, 1.11, 1.12, 1.13)

Local indicator - Self-Reflection tool from California Board of Education (CBE)

May, 2023
New metric
Baseline measurement in year 2 outcome column | May 2023

This metric was added in May 2023 to measure the implementation of the state standards for all students, not only English Learners as seen in the above metric.

The local indicator rubric is as follows:
1=Exploration and Research Phase
2=Beginning Development
3=Initial Implementation
4=Full Implementation
5=Full Implementation and Sustainability

Our baseline measurement of the implementation of state standards as of March 2023 is as follows:
ELA=4
ELD=3
Math=3 | n/a | n/a | The district on the local indicator rubric is as follows:
ELA=4
ELD=3
Math=4
Next Generation Science Standards=4
History/Social Science=4 | The district will be a 4 in the areas of ELA, ELD, Math, Next Generation Science, and History Social Science, and steps taken in order to move to sustainability. |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Next Generation Science Standards=3 History/Social Science=3				
(Action 1) Appropriately credentialed teachers.	100% Appropriately assigned teachers	100% Appropriately assigned teachers for the 2021-2022 School Year.	100% Appropriately assigned teachers for the 2022-2023 School Year.	100% Appropriately assigned teachers for the 2023-2024 School Year.	100% Appropriately assigned teachers
(Action 2) Employee Retention Rate	2020-2021 school year employee retention rate is 89.5%.	2021-2022 school year employee retention rate is 89.8%	2022-2023 school year employee retention rate is 91.05%	2023-2024 school year employee retention rate is 94.98%	Maintain an employee retention rate of 90% annually.
(Action 2) Staff Race/Ethnicity Demographics (Self-Identified)	2020-2021 Current Staff Race/Ethnicity: - American Indian 0.27% - Asian 26.13% - African American 2.13% - Hispanic 25.33% - White 43.73% - DTS 2.13%	2021-2022 Current Staff Race/Ethnicity: - American Indian 0.25% - African American 2.15% - Asian 25.00% - Hispanic 27.02% - NHPI 0.51% - White 41.67% - Two or More Races 1.01% - DTS 2.40%	2022-2023 Current Staff Race/Ethnicity - American Indian 0.72% - African American 1.79% - Asian 26.58% - Hispanic 27.77% - NHPI 0.60% - White 40.05% - Two or More Races 1.91% - DTS 0.60%	2023-2024 Current Staff Race/Ethnicity - American Indian 1.2% - Asian 25.5% - African American 1.9% - Filipino 1.4% - Hispanic 28.1% - NHPI .6% - White 39.5% - Two or More 2.2% - DTS 0.8%	Make progress to hire a workforce that aligns with the demographics of the District's student population: - American Indian 2.1% - Asian 29.3% - African American 1.4% - Hispanic 29.3% - Filipino 5.3% - White 23% - Two or More Races 8.2%
Metric 1.6 (Action 3,4,5) 100% of students have access	100% of students having access to standards aligned materials	May 2022 100% of students have access to	May 2023 100% of students have access to	As of April 2024, 100% of students have access to standards aligned	Maintain 100% of students having access to standards aligned materials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
to standards aligned materials	Update: May, 2023 Added date	standards aligned materials for the 2021-2022 School Year.	standards aligned materials for the 2022-2023 School Year.	materials for the 2022-2023 School Year.	
(Action 6) District network monitoring tool	Maintain at least a 95% on-premises uptime for the District's wireless network.	Maintained a 97.84% on-premises uptime for the District's wireless network for the 2021-2022 school year.	Maintained a 99.69% on-premises uptime for the District's wireless network for the 2022-2023 school year.	Maintained a 98.89% on-premises uptime for the District's wireless network for the 2023-2024 school year.	Maintain at least a 95% on-premises uptime for the District's wireless network.
(Action 6 and 7) Annual student and staff survey	District will implement a survey to track: • 90% of students have access to a computer at home (100% in grades 6-8) and 98% of students have access to internet access at home. • 85% Percentage of staff that agree they use instructional technology to improve	A baseline was established in the Spring of 2022 to measure student access to a computer and/or internet access at home. Instructional Technology Staff Survey not administered due to the impact of COVID. Staff Survey will resume in 22-23 school year. 78.3% of responding teachers implemented the curriculum during the 21-22 school year. 100% of staff members provided a	As of April 2023: 97.6% of students have access to internet at home (Fall 2022) 93.5% of certificated staff agree they use instructional technology to improve student outcomes. 72.5% of responding teachers implemented the curriculum during the 22-23 school year. 100% of staff members provided a laptop within the District's refresh cycle	As of May 2024: 97% of students have access to internet at home. Instructional Technology Staff Survey not administered this year. 85.7% of responding teachers implemented the curriculum during the 23-24 school year. 100% of staff members provided a laptop within the District's refresh cycle	95% of students have access to a computer and internet connection at home. 80% of certificated staff that agree that they use instructional technology to improve student outcomes 100% agree that they covered all Common Sense Media cyber-safety curriculum 100% of staff members provided a laptop within the District's refresh cycle.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	student outcomes • 50% Percentage of staff that agree that they covered all Common Sense Media cyber-safety curriculum 100% of staff members provided a laptop within the District's refresh cycle	laptop within the District's refresh cycle			
(Action 8) Williams Uniform Complaint Process - Facilities	All schools are ranked "Good" based on the Office of Public School Construction's Facility Assessment Tool (FIT)	Over the 2021-2022 school year all of our schools have maintained a Good classification based on the FIT.	Over the 2022-2023 school year all of our schools have maintained a Good classification based on the FIT.	Over the 2023-2024 school year all of our schools have maintained a Good classification based on the FIT.	All schools have maintained a Good classification based on the FIT
(Action 9) K-8 special education teachers will have an adopted supplemental math intervention curriculum and associated supports and training.	33% of grades (3-5) have access to a uniform supplemental math intervention curriculum	As of May 15,2022 49% of K-5 and 29% of 6-8 special education staff have an adopted supplemental math intervention curriculum and associated supports and training.	As of May 31, 2023, 100% of 3-5 special education staff have an adopted supplemental math intervention curriculum and associated supports and training.	As of April 2024, In grades K-5, 100% of staff are trained and implementing supplemental curriculum. In grades 6-8, 100% of 6-8th grade self contained classrooms	53% of grades (3-5) have access to the supplemental math intervention curriculum.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				have supplemental Math curriculum.	
(Action 9) K-8 special education teachers will have an adopted ELA supplemental intervention curriculum and associated supports and training.	Currently supplemental ELA intervention in grades K-5 partially support small group vocabulary or comprehension needs. At Middle school we have minimal implementation of developmentally appropriate adopted supplemental ELA intervention curriculum.	During 2021-22 school, K-5, 84% of staff are trained in curriculum that focus on phonologic processes and meets the dyslexia intervention guidelines.

For small group vocabulary and comprehension focus,16% of K-5 teachers piloted a supplemental curriculum during 21-22 for ELA. It was determined to continue at the pilot level, as the determination for adoption is not yet set.

In grades 6-7, 43% of staff piloted a supplemental curriculum during 21-22 for ELA. It was determined to adopt the curriculum at one out two sites, and consider expansion to | During 22-23 school year, K-5, 100% of staff are trained and implementing supplemental curriculum.

In grades 6-8, 55% of 6-8th grade classrooms have supplemental ELA curriculum | As of April 2024, In grades K-5, 100% of staff are trained and implementing supplemental curriculum.

In grades 6-8, 100% of 6-8th grade self contained classrooms have supplemental ELA curriculum. | 100% for grades K-8 of the supplemental ELA intervention curriculum aligned with CCSS, providing equitable access for all students. |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		other programs during 22-23.			
(Action 9) All teachers who instruct students with disabilities and who are not receiving modified curriculum will have materials required to teach district adopted grade level core content.	All staff have access to district adopted grade level core content. 10% of Special education staff do not all have complete student materials and teacher guides for each grade level within their classrooms for ELA 80% of Special education staff do not have all complete student materials and teacher guides for each grade level within their classrooms for math	As of May 15, 2022. All staff have access to district adopted grade level core content. 78% of Special education staff have access to student materials and teacher guides for each grade level within their classrooms for ELA 100% of Special education staff have complete student materials and teacher guides for each grade level within their classrooms for math	100% of Special education staff have complete student materials and teacher guides for each grade level within their classrooms for ELA . 100% of Special education staff have complete student materials and teacher guides for each grade level within their classrooms for math.	As of April 2024, 100% of Special education staff have complete student materials and teacher guides for each grade level within their classrooms for ELA . 100% of Special education staff have complete student materials and teacher guides for each grade level within their classrooms for math.	100% of Mild/ Moderate special education teachers have complete sets of the ELA & math core curriculum, including those instructing students with IEPs who are not receiving modified curriculum.

Goal Analysis

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

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

Action 1.7 - Staff Technology Survey was postponed to provide time to make meaning in the policy, training, and use of Artificial Intelligence in school districts.

Actions 1.3, 1.4, 1.5, 1.9, 1.10, 1.11, 1.12, 1.13 - Prior to the 2023-2024 school year, curriculum pilots and adoptions have been completed for the following areas: 1. Middle School (MS) Science, 2. Elementary School (ES) History/Social Science, 3. ES Math, 4. English Language Arts (ELA) intervention materials, 5. ES early literacy, 6. 4th grade Growth, Development, and Sexual Health (GDSH), 6. MS ELA 7. TK play-based materials.

Action 1.9—The ES and MS math intervention material pilots and adoptions were paused to focus on the elementary math curriculum rollout and implementation, and the middle school math curriculum pilot.

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

The district has remained focus and targeted with expenses.
1.1 The increased funding to hire permanent subs to support when long term absences and critical needs arise which has allowed classrooms to be covered by credentialed teachers.
1.3 Less funding needed for science materials as classrooms did not require as many materials as anticipated for the 2023-2024 school year.
1.4 Less funding needed for additional pilot curriculum materials were not required as planned.
1.11 Less funding needed for sexual health curriculum.
1.12 Less funding used in current year as pilot is continuing through 2024-2025 school year.
1.13 District increased funding to Transitional Kindergarden in order to provide additional resources needed in current classes and in setting up new classes during 2023-24.

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

Action 1.1 - The District continues to take proactive action in both hiring and monitoring of credentials for all sections in the District. As such we continue to maintain 100% appropriately assigned teachers for the 2023-2024 School Year.

Action 1.2 - The District continues to create a focus on local hiring to move toward our goal of having a diverse workforce that reflects the student population that we serve. These actions have increased the local outreach and is yielding a diverse hiring pool. Keeping in mind, that the District needs to continue these efforts as we continue to work to retain employees in a tough hiring environment.

Actions 1.3, 1.4, 1.5, 1.10, 1.11, 1.12, 1.13 - The pilot and adoption of the following materials (MS Science, ES History/Social Science, ES Mathematics, ES Early Literacy, 4th Grade Growth Development and Sexual Health (GDSH), MS English, and Transitional Kindergarten) were effective in ensuring that all students have access to equitable conditions of learning by providing and investing in robust standards-aligned materials and resources (Metrics 1.1,1.2 1.6).

Action 1.8 - The Quarterly Williams reporting structure is very effective in ensuring that the District is reporting and maintaining a Good classification based on the FIT at all school sites.

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.

Actions 1.3, 1.4, 1.5, 1.10, 1.11, 1.12, 1.13 - Our baseline measurement of the implementation of state standards as of March 2023 was ELA=4, ELD=3, Math=3, Next Generation Science Standards=3, History/Social Science=3. The district is a 4 in the areas of ELA, ELD, Math, Next Generation Science, and History Social Science, and steps have been taken in order to ensure sustainability of a 4 measure.

The goals and will be changed to align with data collected through the strategic planning process.

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	Provide high quality, equitable and responsive instruction for ALL students, to prepare them for college and/or career readiness

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric 1 Increase the number of data analysis meetings held district wide - administrators, coaches, and teacher leadership team members, to a minimum of 3 data meetings per year across all schools.	Data is currently analyzed at site and district levels with varying depth of analysis and frequency, about 1 to 2 times per year.	Data analysis occurred 9 times in the 2021-2022 year	Data analysis occurred with principals (min 3x), coaches (min 2x), and teacher leadership teams (min 1x) over the course of the year.	As of April 2024 data analysis has occurred with principals coaches and teacher leadership team members three times a year.	District-wide data analysis will occur with Principals, coaches and teacher leadership team members three times a year.
Metric 2 2nd grade foundational reading literacy Data Source: STAR (adjustment made due to change in assessment measure)	March 2021/2nd trimester, STAR, local benchmark: 70% of 2nd grade students are reading at grade level as measured by local benchmark assessment.	Trimester 2, 2022, F&P BAS: 71% of 2nd grade students are reading at grade level as measured by local benchmark assessments	Trimester 2, 2023, F&P BAS: 67% of 2nd grade students are reading at grade level as measured by local benchmark assessments.	Trimester 2, 2024, F&P BAS: NA Due to the change in assessment protocol for grades K-2, which places an emphasis on foundational literacy skills, students were not assessed using F&P BAS until they had mastered	100% of 2nd grade students will be reading at grade level as measured by local benchmark assessments. Update, time of year: Trimester 2

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Update Data Source Baseline: Discontinued STAR and NWEA in 2nd grade and replaced with F&P BAS	May 2021/3rd trimester, NWEA, local benchmark: 62% of 2nd grade students are reading at grade level as measured by local benchmark assessment. New baseline Trimester 2, 2022, F&P BAS: 71% of 2nd grade students are reading at grade level Update: May, 2022 Discontinued use of STAR and NWEA for 2nd grade. New data source as of 2021-2022 year: F&P BAS			their foundational literacy skills. This means we are not able to accurately measure, in a comparative manner, the percent of 2nd grade students reading at grade level.	
Metric 3 Local math benchmark measures NWEA assessment (update 21-22, removed "map" from NWEA description in metrics for simplicity)	Baseline will be established in 2021. Update May 2022: Baseline of grades 2-8 percent proficient in math, based on NWEA data in Spring 2021 (Trimester 3) was 51% proficient.	Trimester 2, 2022, NWEA (Winter): Grades 2-8 percent proficient in math is 52% proficient	Trimester 2, 2023, NWEA (Winter): Grades 2-8 percent proficient in math is 52%.	Trimester 2, 2024, NWEA (Winter): Grades 2-8 percent proficient in math is 50% proficient	Student math performance gains will increase 10% above baseline across all grade levels as measured by districtwide math benchmark assessment tool. (NWEA).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Update, time of year: Trimester 2/winter
Metric 4 STEM-related offerings	One elementary school offers STEM-related programming through Invention Convention	8 elementary schools offered STEM-related programming through a STEAM Week put on by the elementary STEM committee. 1 elementary school also offered Invention Convention in addition to STEAM week.	8 elementary schools offered STEM-related programming. Each elementary ran a STEAM week. Additional events have been held or will be held at all the elementary sites before the close of the school year. Examples include, Fairwood had an additional STEM event, Bishop held a 2nd grade STEM night, San Miguel had a school STEAM assembly with grade level rotations and an outside organization partnership, Vargas held a science event with a NASA scientist.	8 elementary schools offered STEM-related programming. The Hour of Code event saw participation in every grade level and school site.	All 10 schools will offer STEM-related programming (Invention Convention, Maker Spaces, etc.)
Metric 5 Smarter Balanced ELA % for ELA and Math data Spring 2019.	SBAC ELA All students: 60% SBAC Math All students: 54%	Smarter Balanced was administered Spring 2022. Results and growth will be measured in 2022-	Spring 2022 SBAC: % meeting standard SBAC ELA All students: 56%	Spring 2023 SBAC: % meeting standard: SBAC ELA All students: 55%	The overall SBAC scores in ELA and Math for all students will improve in proficiency by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
- ELs - SED - Foster Youth - Hispanic/Latino/a - Students with disabilities Update, May 2023 - Students with disabilities discontinued from this metric. New metric added below.	SBAC ELA ELs: 5% met standard SBAC Math ELs: 11% met standard SBAC ELA SED: 33% met standard SBAC Math SED: 22% met standard SBAC ELA Hispanic: 32% met standard SBAC Math Hispanic: 21% met standard SBAC ELA SWD: 6% met standard SBAC Math SWD: 4% met standard SBAC ELA Native Hawaiian: 43% met standard SBAC Math Native Hawaiian: 25% SBAC ELA American Indian: 45% met standard SBAC Math American Indian: 38%	2023 LCAP annual update.	SBAC Math All students: 49% SBAC ELA ELs: 10% SBAC Math ELs: 8% SBAC ELA SED: 31% SBAC Math SED: 19% SBAC ELA Hispanic: 28% SBAC Math Hispanic: 15% SBAC ELA Native Hawaiian: 37% SBAC Math Native Hawaiian: 15% SBAC ELA American Indian: 40% SBAC Math American Indian: 23%	SBAC Math All students: 49% SBAC ELA ELs: 15% SBAC Math ELs: 13% SBAC ELA SED: 32% SBAC Math SED: 22% SBAC ELA Hispanic: 28% SBAC Math Hispanic: 17% SBAC ELA Native Hawaiian: 32% SBAC Math Native Hawaiian: 15% SBAC ELA American Indian: 38% SBAC Math American Indian: 29%	from the baseline: ELA: 70%; Math: 64% EL, SED, SWD and Hispanic groups will improve proficiency by 20% from the baseline.
Metric 6 Local measures ELA	2020-2021 school year (Reading overall proficiency 2nd-8th):	2021-2022 Trimester 2 (Reading overall proficiency 2nd-8th):	2022-2023 Trimester 2 (Reading overall proficiency 2nd-8th):	2023-2024 Trimester 2 (Reading overall proficiency 3rd-8th):	Reading overall proficiency 2nd-8th: 75% of all students in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA Spring 2021 data	58% of all students in grades 2-8 are reading at or above grade level 2020-2021 school year (Reading overall proficiency K-1): 63% of all students in grades K-1 are reading at or above grade level May 2022 update: Clarify source of data for 20-21 year: K-1 20-21 based on F&P BAS Trimester 2 2-8 20-21 based on STAR Trimester 2 Discontinued use of STAR in all grades in the 2021-2022 school year	64% of all students in grades 2-8 are reading at or above grade level (Source: F&P BAS - 2nd grade, NWEA 3-8) 2021-2022 Trimester 2 (Reading overall proficiency K-1): 53% of all students in grades K-1 are reading at or above grade level (source: F&P BAS)	58% of all students in grades 2-8 are reading at or above grade level (Source: F&P BAS - 2nd grade, NWEA 3-8) 2022-2023 Trimester 2 (Reading overall proficiency K-1): 53% of all students in grades k-1 are reading at or above grade level (source: F&P BAS)	48% of all students in grades 3-8 are reading at or above grade level (Source: NWEA 3-8) 2023-2024 Trimester 2 (reading overall proficiency K-2): NA. Due to the change in assessment protocol for grades K-2, which places an emphasis on foundational literacy skills, students were not assessed using F&P BAS until they had mastered their foundational literacy skills. This means we are not able to accurately measure, in a comparative manner, the percent of 2nd grade students reading at grade level.	grades 2-8 are reading at or above grade level Reading overall proficiency K-1: 75% of all students in grades K-1 are reading at or above grade level Update, time of year: Trimester 2/winter
Metric 7 Percent of teachers engaged in coaching cycles at each site. Percent of teachers who indicate a	2020-2021, Coaching survey, 48% of teachers engaged in coaching cycles 83% of teachers shared that working	Spring 2022 Due to demands on the school sites related to COVID 19 (absences, subbing, and positive cases) and an organizational	May 2023, Coaching survey, 23% of teachers engaged in coaching cycles 100% of teachers shared that working	As of May 2024, 27% of teachers engaged in coaching cycles. Teachers were not surveyed to see that engaging in coaching	100% of teachers engage in a coaching cycle focused on improving student learning outcomes.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
positive experience working with their coach on instructional practice Data Source: Coaching survey Update: May, 2022 Clarified data source	with their coach helped improve their instructional practice	restructure, coaching program surveys were administered later in the school year. Data is currently being collected. This will be a lagging indicator.	with their coach helped improve their instructional practice 96% of teachers can see that engaging in coaching cycles lead to improved student outcomes. **This will be updated by 5/26/23	cycles led to improved student outcomes	100% of teachers articulate that working with an instructional coach improved their instructional practice. 100% of teachers can see that engaging in coaching cycles lead to improved student outcomes.
Metric 8 Special Assignment (SEO TOSAS) Update May 2022: These grade levels were highlighted as they related specifically to student gains connected to Support for Equitable Outcome Teachers on Special Assignment (SEO TOSAs)	Update: time of year: Trimester 3 Update: clarify the source of data at these grade levels: 1st grade reading - F&P BAS 1st grade math - NWEA 6th grade reading/math - NWEA 1st grade EL percent proficient reading: 53% 1st grade Low SES percent proficient reading: 34% 2nd grade EL percent proficient reading: 51%	Trimester 2 percent proficient Source: 1st grade reading - F&P BAS 1st grade math - NWEA 6th grade reading/math - NWEA 1st grade EL reading: 31% 1st grade low SES reading: 27% 2nd grade EL reading: 47% 2nd grade Low SES reading: 42% 1st grade EL math: 32% 1st grade Low SES math: 7%	Metric discontinued due to inability to capture the data, measurements, and desired results as an accurate reflection of intervention work. New metric added that measures DSS ToSA work.	n/a	2nd grade EL percent proficient math: no current baseline data, 15% increase 6th grade EL percent proficient ELA 25% 6th grade EL percent proficient math: no current baseline data, 15% increase

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2nd grade Low SES percent proficient reading: 40% 1st grade EL percent proficient math: no current baseline data 1st grade Low SES percent proficient math: no current baseline data 2nd grade EL percent proficient math: no current baseline data 2nd grade Low SES percent proficient math: no current baseline data 6th grade EL percent proficient ELA: 10% 6th grade Low SES percent proficient ELA: 18% 6th grade EL percent proficient math: 5% 6th grade Low SES percent proficient math: 13%	2nd grade EL math: 32% 2nd grade Low SES: 31% 6th grade EL reading: 9% 6th grade Low SES reading: 30% 6th grade EL math: 7% 6th grade Low SES math: 16%			
Metric 9 Access to broad course of study Data source:	May, 2021 TK through 5th grade students all have access to, and are	May, 2022 TK through 8th grade students all have access to, and are	May, 2023 TK through 8th grade students all have access to, and are	As of April 2024 TK through 8th grade students all have access to, and are enrolled in, a broad	All TK through 8th grade students have access to, and are enrolled in, a broad

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local indicator self-reflection tool from CBE Update: May, 2022 Added data source	enrolled in, a broad course of study. In grades 6th through 8th, all students have access to a broad course of study with the exception of 47% of English Learners at one middle school site. Update: May, 2022 Added date of data collection	enrolled in, a broad course of study including all English Learners in the middle school setting.	enrolled in, a broad course of study including all English Learners in the middle school setting.	course of study including all English Learners in the middle school setting.	course of study with no exceptions
Metric 10 Direct Student Services (DSS) Teachers on Special Assignment (ToSAs)	Trimester 2, winter Students who met their intervention cycle goal, cycle 4 Source: Teacher set goals, goals met Data housed in Illuminate Grades K-5th ELA Goal Met: 87% (110/126 students) Math Goal Met: 96% (55-57) ELA Goal Met, EL: 85% (66/77)	Metric discontinued due to complexity of individual student goals within each DSS TOSA intervention and cycle, and due to the discontinuation of the DSS TOSA position.	Metric discontinued due to complexity of individual student goals within each DSS TOSA intervention and cycle, and due to the discontinuation of the DSS TOSA position.	Metric discontinued due to complexity of individual student goals within each DSS TOSA intervention and cycle, and due to the discontinuation of the DSS TOSA position. Ex: individual students joined multiple intervention cycles, some overlapping, and some where students both met one intervention goal but not another separate intervention goal in the same cycle. Due to the individualization	Trimester 2, winter Students who met their intervention cycle goal, cycle 4 Source: Teacher set goals, goals met Grades K-5th ELA Goal Met: 100% (__/__ students, number of students TBD based on year) Math Goal Met: 100% (__/__ students, number of students TBD based on year)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Math Goal Met, EL: 100% (33/33)			of these interventions, data collection following this metric would not accurately reflect student progress.	ELA Goal Met, EL: 100% (__/__ students, number of students TBD based on year) Math Goal Met, EL: 100% (__/__ students, number of students TBD based on year)
Metric 11 Smarter Balanced ELA % for ELA and Math data Spring, Trimester 2. • Students with disabilities	Spring, Trimester 2, March 2023 SBAC ELA SWD: 23% (Illuminate pulled SBAC - Special Ed filter) SBAC Math SWD: 20% (Illuminate pulled SBAC - Special Ed filter) All SBAC data is pulled from Illuminate. Special Ed note was made for internal use for consistency of data report use moving forward.	n/a	n/a	Spring, Trimester 2, April 2024 SBAC ELA SWD: 19% (Illuminate pulled SBAC - Special Ed Filter) SBAC Math SWD: 16% (Illuminate pulled SBAC - Special Ed Filter)	SWD will improve proficiency by 10% from the baseline.

Goal Analysis

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

Actions 2.1, 2.2, 2.4, 2.5, 2.6, 2.10, 2.11, 2.12, 2.13, 2.15 - These actions were implemented as planned, details below.

2.1 - Teacher leaders across grade levels and departments regularly met at the site and district level to focus on the needs of English Learners, Foster Youth, and students from low-income families. Focus areas of professional development included topics such as Culturally Responsive Teaching and the Brain, Math Language Routines to support language development, and leadership. Teacher and administrator feedback has been positive. Improvements have been seen in classroom instruction, and the leadership of department teams at the middle school level is stronger.

2.2 - Principals and coaches continue to regularly review and examine student data to address achievement gaps between student groups. We have seen increased comfort with data analysis and in the development of plans to address student achievement gaps.

2.4 - Ongoing, in-depth professional development with outside providers has supported teacher success with the implementation of curriculum and therefore student learning. The Math Institute of Wisconsin (MIW) was instrumental in helping the elementary implementation of Illustrative Mathematics by providing model lessons, debriefing, and planning time. English 3D trainers at the middle school provided introductory training for teachers at SMS to implement a program targeted for Long-Term English Learners (LTELs), CMS training will occur in May 2024. Amplify provided professional development on the components of the curriculum, model lessons, and planning time for middle school English teachers. TCI, FOSS, Silicon Valley Math Initiative, & Amplify provided curriculum professional development for middle school teachers on staff development days. The California Preschool Instructional Network (CPIN) provided professional development for Preschool and TK teachers.

2.5 - TK-8th grade teachers continue to refine their pedagogical practices with Tier I reading instruction. In grades K-2, the implementation of Really Great Reading and systematic phonics instruction has improved reading instruction. Although a Tier 2 intervention, not Tier I instruction, teachers in grades 3rd-5th have been utilizing the Diagnostic Literacy Assessment and intervention materials to improve student reading. At the middle schools, implementation of Amplify curriculum has supported improvements in pedagogical practices.

Action 2.9 - This action was not implemented as planned. In TK-5, time was spent on implementing the new Illustrative Mathematics curriculum. In 6th-8th, time was spent on effective first instruction in mathematics.

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.

Resources were used as intended there were no materials differences for this goal.

Our implementation of the LCAP actions resulted in inconsistent academic gains across student groups and subject areas. While some areas saw positive progress, others, particularly reading proficiency in grades K-1 and 2-3, and overall math proficiency, experienced declines.

Actions 2.1, 2.2, 2.3, 2.8, 2.9, 2.10- These actions were effective in moving us towards data-driven instructional decisions, providing teachers and administrators the necessary tool, collaborative time, and support to increase student achievement with our target student groups. The decline in reading proficiency can be attributed to a gap in our phonics instruction. While we had adopted a reading curriculum, its phonics component was found to be inadequate. To address this, we've recently adopted a new phonics curriculum, and have provided professional learning and planning opportunities (Action 2.10) to support teachers in their implementation. We also continued to provide literacy professional development in both foundational literacy, and the newly adopted middle school English Language Arts curriculum (Actions 2.5 & 2.6) to ensure teachers continue to refine their tier 1 instruction. In addition, we've expanded the foundational skills assessment tool (Action 2.8), which was previously used only in kindergarten, to all elementary grades in order to close existing phonics and other foundational literacy gaps. While we have seen both the newly adopted phonics curriculum and focus on foundational skills as being effective in addressing individual student needs that were not being addressed previously, in the process, we revised our assessment protocol to focus more on these foundational skills which prevented us from measuring 2023-2024 K-2 reading proficiency in a comparable manner to previous years (metric 2 & 6).

Actions 2.1, 2.2, 2.3, 2.4, 2.9- These actions were effective in building our capacity to analyze data collaboratively and through a lens of equity. Through our continually improving data analysis with teachers and administrators (Actions 2.1, 2.2, 2.3), we have identified continued areas of growth, as well as some areas of gaining strengths:
Foundational literacy (metrics 2,5,6,11): we continue to focus on this area as we've identified this as a major cause of some of our stagnant literacy achievement
English Learners (metric 5) : this group continues to be a focus, although we have seen gains in both SBAC ELA and Math: 5-15% and 11-13% proficiency respectively

Actions 2.11, 2.12, 2.13, 2.14, 2.15, 2.7- These actions were effective in our effort to create equitable learning experiences for our students, providing resources and supports to those who need it. In an effort to best serve all students, and in particular students who have been historically underserved, we continue our efforts to analyze our work to make equitable systematic improvements (actions 2.2, 2.3, 2.11, 2.13, 2.14).

Action 2.11- Our Direct Student Support Teachers on Special Assignment position, while effective at meeting individual student goals in their pull-out interventions (metric 10 baseline), are being discontinued and the role of individual student intervention is being shifted back to instructional coaches and classroom teachers in order to better serve our targeted students without pulling them out from core instructional time.

Action 2.13- Middle school schedules were effectively revised to provide more equitable access to electives, support, and enrichment classes.

2.14- Barriers were also removed in order to provide equitable and equal access to attend science camp in 5th grade, particularly ensuring access to students who are socio-economically disadvantaged, foster youth, and/or English Learners (action 2.14), and STEM-based programming continues to be promoted and expanded as additional opportunities for student engagement in school.

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.

Actions 2.1, 2.2, 2.4, 2.5, 2.6, 2.10, 2.11, 2.12, 2.13, 2.15 - We will continue to focus on literacy and math, with changes to actions outlined to our strategic plan and student data.

These actions areas are necessary in making progress toward the goal of providing high quality, equitable and responsive instruction for ALL students, to prepare them for college and/or career readiness. Additionally, we have seen that time for teams to collaborate and analyze data has been beneficial (Metrics 1, 7) and let to some of the planned changes for 2024-25 school year.

We have also maintained STEM-related offerings in the district, and continue to investigate ways to increase or improve STEM-related offerings (Metric 4).

Metric 2.6- We will continue to measure ELA achievement locally at all grade levels. Throughout this 3-year plan, we switched from STAR reading to F&P BAS, and then transitioned away from F&P BAS in the 2023-2024 school year with an increased focus on foundational literacy. In the 2024-2025 school year, K-2 will be using a different literacy assessment through NWEA. This new assessment will save some instructional time, provide more robust data and reports to teachers, and is more comprehensive than our previous assessments of F&P BAS/STAR.

Foundational literacy (metrics 2,5,6,11): we continue to focus on this area as we've identified this as a major cause of some of our stagnant literacy achievement

Action 2.8 - We will be implementing a new literacy screening tool in grades K-2 starting the 2024-2025 school year to more accurately measure both foundational literacy skills and reading comprehension in these grade levels. In addition, we have developed a diagnostic literacy plan for grades 3-8 which should help continue to address apparent literacy gaps.

Action 2.11 - We have eliminated the Direct Student Service (DSS) ToSA position due to the cessation of one-time funding. Direct student intervention will be embedded into the instructional coach role at the school sites to improve the communication between "out-of-classroom"

support provided and the classroom teacher. This will support classroom teachers in implementing practices that are supportive of student learning throughout the rest of the day.

Action 2.13 - We will continue to examine the course schedules of Middle School EL students who have been identified as Newcomers to ensure that they have access to a complete and comprehensive course of study.

Action 2.9 - Math (metric 3 & 5): Our local math assessment has shown that we are not improving at the rate we had anticipated, remaining around 50-52% proficient over the last three years. The decision was made in the 2022-2023 year to pilot and adopt a consistent math curriculum at the elementary level. Developing our expertise in utilizing formative math assessments helped prepare teachers in their transition to our newly adopted elementary math curriculum. While we will be shifting our focus from formative assessments in math to implementing our newly adopted curriculum, which embeds formative assessments, the action nonetheless effectively supported teachers in shifting instructional mindsets more aligned with the new math framework and adopted curriculum.

The goals and actions will be changed to align with data collected through the strategic planning process.

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	Ensure school and classroom environments provide Social Emotional Learning (SEL) and Culturally Responsive Teaching (CRT) for the Whole Child so that students can reach their full academic potential.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric 3.1 Chronic absenteeism	The 2019 California Dashboard indicates that district-wide, chronic absenteeism is in the Yellow, with 5.6% chronically absent. Three groups are in Orange: African American (10.9%), Students With Disabilities (SWD, 10.1%), and Low Income students (LI, 8.7%).	To date the 2021-22 Dashboard has not become available, however, local data indicates that districtwide, chronic absenteeism is 9%. This number jumped from 3% to 9% following the January-February COVID rise. African American (29%), Students with disabilities (22%), and Low Income students (24%).	To date the 2022-23 Dashboard has not become available, however, local data indicate that districtwide, chronic absenteeism is15.63%. African American (14.5%), Students with disabilities (22.63%), and Low Income students (31.07%).	As of April 2024 the current year to date Chronic Absenteeism rate for Sunnyvale School District is 13%. African American (10%), Students with disabilities (19%), Low Income students (3%), MKV(28%)	Reduce chronic absenteeism rates district-wide to 1%. Reduce chronic absenteeism rates for the identified student groups to the following: • African American: 5% • SWD: 5% • LI: 4% • MKV 25%
Metric 3.2 Attendance rate	In 2019-20, the average daily attendance was 95% and in 2020-21 was 97% (this number may	During the 21-22 school year, average daily attendance was 94.7%. Part of the drop is attributable to	During the 22-23 school year, average daily attendance was 94.34%.	As of April 2024 average daily attendance is 94.69%.	Maintain attendance rates at 95%. Reduce Chronic Absenteeism among

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	not fully account for being present each day during distance learning).	COVID-related absences, with significant absences occurring following the December break. Before the spike in January the ADA was at 95+%.			students receiving MKV services. Work toward further alignment of Site Attendance improvement procedures with district supports.
Metric 3.3 Suspension Rate	The 2019 California Dashboard indicates that, district-wide, 1.4% of students are suspended at least once per school year. Discrepancies were demonstrated for some of our primary student groups, including foster youth (6.7%), African American students (4.3%), Hispanic students (2.9%), and Low Income students (2.6%). Total suspensions 134 Hispanic 4	To date the 2021-22 Dashboard has not become available, however our 2021-22 local data indicates that, district wide, 1.0% of students are suspended at least once per school year. Foster Youth (<1%), African American Students (2%), Hispanic Students (2%), and Low Income students (2%) Total Suspensions 43 Hispanic 25	For the 22-23 school year to date, 2.3 % of students were suspended at least once per school year. Foster Youth (0%), African American Students (4%), Hispanic Students (9.5%), Low-Income students (2%), and Students qualifying for McKinney Vento Services (6.94%). Total Suspensions 103 Hispanic 90	As of April 2024 fewer than 1% of students have been suspended at least once. Foster Youth (0%), African American Students (5%), Hispanic Students (1%), Low-Income students (9%), and Students qualifying for McKinney Vento Services (2%). Total Suspensions: 71 Hispanic: 28	Reduce suspension to 1.4% or below. Reduce suspension rates for the following student groups to the following: • Foster Youth 1.4% • African American student: 1.4% • Hispanic students: %1.4 • LI: 1.4% • Given the critical increase in suspension rates, reduce out-of-school suspension for students qualifying for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					MKV services to 2.3% or lower.
Metric 3.4 Number of Expulsions & Drop outs	In 2019-2020, 0 Expulsions. 0 Drop Outs	During 2021-22 the district continues to demonstrate low rates of expulsions, but due to significant emotional needs one student was expelled and the district continued with 0 drop out rates.	During the 2022-23 school year to date, the district experienced an increase in mandatory expellable offenses to a total of five. Four of the five incidents were able to be resolved with a Stipulated Agreement, and the affected school site is participating in a review of preventative SEL/MTSS supports along with a Climate Improvement plan for the 23-24 school year. Middle school dropouts were stable at 0.	April 2024 mandatory expellable offenses have mark reduced, with two expulsions (both of which proceeded to Stipulated Agreement) and zero drop outs.	Maintain 0 expulsions & Drop outs per year
Metric 3.5 Referral Rate	2019-20 School Year: 16.7 per 100 students at our 8 elementary schools 46 per 100 students at	2021-22 School Year: 24.5 per 100 students at our 8 elementary schools 20.5 per 100 students at	2022-23 School Year: 21.9 per 100 students at our 8 elementary schools 25.5 per 100 students at	April 2024 8.7 per 100 students at our 8 elementary schools 21 per 100 students at	Reduce overall average referral rates to: 10 per 100 students across the 8 elementary schools

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	our 2 middle schools Referral risk ratios: • African American students: 6.3% • Hispanic students: 3.5% (Compared to the district ratio of 1.88%.) 2018-19 School Year: • 26.6 per 100 students at 5/8 elementary schools • 49.5 per 100 students at 2 middle schools	our 2 middle schools Referral risk ratios: • African American students: 5.7% • Hispanic students: 4.3% (Compared to the district ratio of 2.13%)	our 2 middle schools Referral risk ratios: • African American students: 1.4% • Hispanic students: 2.7% (Compared to the overall district risk ratio of 1.6%)	our 2 middle schools Referral risk ratios: • African American students: 2.23% • Hispanic students: .721% (Compared to the overall district risk ratio of 1.54%)	• 20 per 100 students across the 2 middle schools Reduce district-wide average referral risk ratios for the following student groups: • African American students: 2% or equal to or less than the overall numbers. • Hispanic students: 2% or equal to or less than the overall numbers. Maintain 0 expulsions and dropouts per year.
Metric 3.6 PBIS Tiered Fidelity Inventory	In 2019, 7/10 schools were implementing features of Tier 1	2021-22 School Year: 5/10 schools assessed are implementing features	2022-23 School Year: 7/9 schools assessed thus far are implementing features	The Fidelity Integrity Assessment (FIA) process, completed in May of 2023,	10/10 schools will be implementing Tier 1 with at least 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	PBIS with at least 70% fidelity; 6/10 schools were implementing features of Tier 2 PBIS with at least 80% fidelity. Tier 2 and Tier 3 implementation fidelity was not assessed. It will be assessed in the 2020-21 school year.	of Tier 1 PBIS with at least 70% fidelity. Tiers 2 and 3 PBIS implementation fidelity were not assessed due to time needed to address other needs (i.e. COVID).	of Tier 1 PBIS with at least 70% fidelity. One school remains to be assessed at this date. Tier 2 and 3 PBIS implementation fidelity was not assessed; overall MTSS implementation fidelity was assessed using a different tool, the Fidelity Integrity Assessment (FIA). District-wide, the overall implementation of MTSS was at 57% based on this tool.	indicated that the implementation of MTSS was at 65%. As of 4/30/24, the Tiered Fidelity Inventory (TFI) to assess Tier 1 PBIS implementation show that 9/10 schools are implementing at or above the 70% fidelity mark, with 5 at or above the 80% mark.	fidelity as measured by the TFI. 8/10 schools will be implementing Tier 2 with at least 80% fidelity. 8/10 schools will be implementing Tier 3 with at least 80% fidelity.
Metric 3.7 Panorama Survey	In Fall 2020, 72% of students identified that they have a teacher or other adult from school they can count on. NOTE: In 2022-23 both questions will be asked.	In Spring 2022 the question was changed to "How connected do you feel to adults at your school?? Middle school 26% and elementary 77% at the elementary school. We have seen a link to COVID related absences & protocols for students as impeding time for connections for many students.	In Spring 2023, 59% of Elementary School students and 27% of Middle School students reported feeling connected to an adult at their school.	In Fall 2023, 58% of Elementary School students and 56% of Middle School students reported feeling connected to an adult at their school.	80% of students identify that they have a teacher or other adult from school they can count on.

Goal Analysis

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

Action 3.1, 3.2, 3.4, 3.8 – Equity, SEL and Restorative Practice training for site teams continued through the 2022-23 school year, with a shift in practice to a direct coaching model for classroom teachers and administrators. This shift continued in the 2023-24 school year to a focus on an integrated model of Socio-Emotional Learning and Equity support, while retaining some of the separate curricular features of SEL (e.g. opening groups, closing circles, self-management, social awareness). Training and awareness of restorative practices shifted to a hybrid model of delivery (with some sites having a coach while others receive support for an integrated model with classroom teachers). The district added a summer seminar around Restorative Practices available to all staff. Direct correlation is difficult to establish, but it is positive to note the reduction in suspension, referral, and expulsion rates across all school sites.

Action 3.3 – The Panorama survey continues to be delivered to all staff, students, and families twice per year in the Fall and Spring, the results of which are useful in planning and delivering mental health and social emotional supports. Work continues to increase response rates among parent communities, specifically underrepresented parent communities. Language choice, user interface and delivery method are all areas of review for increasing parent participation in the Panorama survey for 2024-25. This is an effective practice, and will continue.

Action 3.5 and 3.6 –The standard of all ten Sunnyvale school sites staffing an MTSS team made up of sight administrators, teachers, school psychologists and behavior support staff continues. Work in 2023–24 focused on streamlining the MTSS process to better document student academic, behavioral, attendance and social-emotional goals (and to improve progress monitoring).

Action 3.7 – Partnerships with community organizations increased this year, with the district creating MOUs with several outside vendors to increase after school offerings at all school sites. Added programs include Transitional Kindergarten aftercare, sports programs, coding and dance, and aftercare for kindergarten through eighth grade students at sites who did not previously have district-sponsored options.

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

Action 3.1 - Funding increased in order to increase the intensity of Equity and SEL Site-focused training and to support Anti-racism/Anti-bias, Equity work. Hiring Dr. Tracy Benson to provide comprehensive anti-racism coaching sessions with all site and district leadership is the major impetus behind the change to the action item, and training sessions occur throughout the school year in multiple contexts. Ongoing coaching to principals and plans to support new site administrators and administrators who still need to be trained.

Action 3.2 - SEL and Equity Coaches - No material differences between budgeted expenditures and estimated actual expenditures.

Action 3.3 - Panorama Survey - No material differences between budgeted expenditures and estimated actual expenditures.

Action 3.4 - Restorative Practices - Decrease in cost. Budgeted expenditure has not yet been spent as Restorative Training sessions are scheduled for summer PD.

Action 3.5 - MTSS Digital Portal - Initial startup costs budgeted, system was being considered, but reserached programs would not enhance or improve the current work of staff. A decision was made to continue with the current system and improve coaching and support to staff.

Action 3.6 - MTSS System - Decrease in cost. Less release time was needed for training offered which resulted in less funds being needed for substitute time for teachers participating in the trainings. Training focused more directly school to school and with site MTSS teams.

Action 3.7 - Community partnerships - Increase in cost. Additional staffing needed for school outreach to high needs families.

Action 3.8 - Consistent SEL/Culturally Responsive and Equity Curricula - Related to ongoing "Second Step" curriculum access, additional licenses were not required in 2023-24 school year.

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

Action 3.1, 3.2, 3.4, 3.8 – These actions clustered around improving SEL practice across all classrooms. All were effective, and are continuing based on metrics 3.3, 3.4, and 3.7. The transition from a session-based model of Social-Emotional Learning (SEL) curriculum delivery to an integrated approach has proven highly effective in advancing progress towards the overarching goal of ensuring that school and classroom environments are conducive to Social-Emotional Learning (SEL) and Culturally Responsive Teaching (CRT). By integrating SEL principles throughout the school day rather than confining them to specific sessions, teachers and classroom staff are empowered to comprehensively address climate concerns, and foster a more inclusive and supportive learning atmosphere. This change allows for a more holistic approach to addressing "whole child" student needs, as in-class interventions and the real-time processing of student behavior enable teachers to maximize instructional time (while simultaneously addressing minor student concerns). Ultimately, this approach seeks to minimize disruption and reduce the need for students to be referred out of class for behavioral issues. The change has been effective and will continue.

Action 3.3 – Use of the Panorama survey for measuring student and family socioemotional needs is effective and will continue based on metrics 3.1, 3.3, 3.4, 3.5 and 3.7. The Panorama survey is delivered to all staff, students, and families twice per year in the Fall and Spring, the results of which are useful in planning and delivering mental health and social emotional supports. Work continues to increase response rates among parent communities, specifically underrepresented parent communities. Language choice, user interface and delivery method are all areas of review for increasing parent participation in the Panorama survey for 2024-25. This is an effective practice, and will continue.

Action 3.5 and 3.6 –The standard of all ten Sunnyvale school sites staffing an MTSS team made up of sight administrators, teachers, school psychologists and behavior support staff continues to be effective as evidenced by the drop in referral and suspension rates. Work in 2023–24 focused on streamlining the MTSS process to better document student academic, behavioral, attendance and social-emotional goals (and to improve progress monitoring). This process is effective and will continue.

Action 3.7 - Developing community partnerships has been effective, though there is not a specific LCAP metric for this growth. In response to parent feedback requesting more enhanced after school supports, the District partnered with community organizations to provide students at all schools with an after-school art, physical activity, and after-care option. This practice has been effective as evidenced by attendance rates at after school programming, and will continue.

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.

Action 3.1 - Equity and SEL Site-focused training - Efforts will be maintained but changed to align with new strategic plan.

Action 3.2 - SEL and Equity Coaches - Changing to an integrated model of implementation to protect instructional time and allow classroom teachers more flexibility for impleneting SEL practices.

Action 3.3 - Panorama Survey - Efforts will be maintained but changed to align with new strategic plan.

Action 3.4 - Restorative Practices - Efforts will be maintained but changed to align with new strategic plan.

Action 3.5 - MTSS Digital Portal - Efforts will be maintained but changed to align with new strategic plan.

Action 3.6 - MTSS System - Efforts will be maintained but changed to align with new strategic plan.

Action 3.7 - Community partnerships - In response to parent feedback both at the school site level and through the Panorama survey, Action 3.7 changed with regard to creating more specific partnerships with community organizations. Community partnerships were improved as part of the effort to provide all students at all schools with an after-school art, physical activity, and an after-care option. Efforts will be maintained but changed to align with new strategic plan.

Action 3.8 - Consistent SEL/Culturally Responsive and Equity Curricula - Efforts will be maintained but changed to align with new strategic plan.

The goals and will be changed to align with data collected through the strategic planning process.

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	Foster a welcoming and inclusive environment for all parents, families and community members as partners in the education and support of all students' success in school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric 4.1 Percentage of parent education programs developed from survey data	In 2020-21 90% of parent education programs will be developed from parent input and survey data.	In 2021-22, 90% of parent education focused on equity which was an area of need. A parent series on Bias was offered. Other program offerings were put on hold as many families are seeking more hybrid and in person programming.	In 2022-23, 100% of parent education offerings provided at the school site and District Office were in response to parent input and survey data. District Office parent education offerings were 100% in person in response to family feedback.	April 2024, 100% parent education offerings provided at the school site and District Office continue to be in response to parent input and survey data. All District Office parent education offerings have been in-person in response to family feedback.	We will maintain or increase 90% of parent education programs will be developed from parent input and survey data.
Metric 4.2 The number of districtwide parent education opportunities	In 2020-21, there were 6 Districtwide parent education opportunities. The goal will be to increase the amount of meetings to 7.	In 2021-22, the district offered 3 Districtwide parent education opportunities, other offerings were put on hold.	In 2022-23, the District Office offered five Districtwide parent education opportunities including Parent Project/parent skills classes, emotional and skills support for parents of special needs students, Cyber-	April 2024, the District Office has hosted seven Districtwide parent education opportunities including Cyber-Safety, support of devices in the home, and home safety/safe storage of firearms in the home in coordination with	The District will continue to host 7 district-wide options for family and at least one parent conference on the weekend each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Safety and device support, and Visiting Author presentations. There were nine Districtwide parent education events.	the Sunnyvale Department of Public Safety.	
Metric 4.3 Percentage of favorable ratings of parent education programs	100% of families report they found parent education events helpful and informative.	In 2021-22, 100% of families participating report they found the parent education events helpful and informative.	In 2022-23, 100% of families participating report they found the parent education events helpful and informative.	April 2024 100% of families participating report that parent education events continue to helpful and informative.	100% of families will continue to report they find parent education events helpful and informative.
Metric 4.4 Percentage of favorable ratings of strategic partnerships and their value/impact	There is no baseline currently but going forward, partnerships will be evaluated twice a year. The baseline will be set in the 2021-22 school year.	Quantitative data not collected in the 2021-22 school year due to some partnerships not being able to provide services as intended. This evaluation will be conducted more formally during 2022-23 school year. Qualitative data indicated that staff report positive benefits from CHAC, Acknowledge Alliance, Playbooks, and Starting Arts.	Initial survey of social worker confidence in CHAC partnership (specifically related to mental health services provided) were generally favorable. The consistent area of concern around CHAC running successful group sessions was surfaced across all sites. Feedback from sites regarding Playworks & Starting Arts was showed high and favorable ratings. It was recommended by site admins to conduct checkins earlier in the year, while sites	As of April 2024 there has been an 50% increase in strategic partnerships, specifically seeking to enhance after school offerings. Principal feedback is ongoing in vendor screening, planning, and implementation. Mid year evaluations were conducted with major vendors and other input was gathered through the strategic planning progress and evaluations have been favorable.	Bi-annual evaluations will be conducted and partnerships will have a favorable satisfaction rating.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			appreciated an opportunity to make changes when needed during the year. This practice will be continued as we move forward to expand partnerships in the future.		
Metric 4.5 Percentage of families will report communications invite their thoughts. Note change of Metric Spring 2022 91% satisfaction rating.	In 2019-2020, out of 517 responses, 389 answered that communications invite their thoughts, that's 75.24%.satisfaction rating. Update: May 2022 Updated baseline metric for accuracy. In 2021-22, parents reported feeling valued by their school. Question was slightly changed on feedback provided to schools and districts. 844 parents reported feeling valued and 79 did not. 91% satisfaction rating.	n/a Baseline established in the 2021-22 school year. Year 1 outcomes will therefore be measured in Year 2 column.	In the Spring 2023 Survey, 94% of families reported feeling valued in their school.	In the Fall 2023 Survey, 96% of families reported feeling valued in their school.	90% of parents will report that they feel valued by their school site.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric 4.6 Percentage of families who feel welcome and safe to share their thoughts.	In 2019-2020, out of 509 responses, 376 answered that they feel welcomed & safe, that's 73.87% satisfaction rating.	2022 Spring Survey: out of 965 responses, 910 answered that they feel welcomed and safe, 94% satisfaction rating.	In the Spring 2023 Survey, out of 741 responses, 97% of families reported feeling welcomed at their school.	In the Fall 2023 Survey, out of 1010 responses, 98% of families reported feeling welcomed at their school.	90% of parents will feel welcome and safe.
Metric 4.7 Percentage of participation overall and for each school site.	In 2019-2020 Overall response rate was 19.9%. Each school site with at least at 10% response rate.	In 2021-22, Overall response rate 17.4%. 8/10 schools had at least a 10% response rate.	Spring 2023 Survey Results: The overall response rate is 14.3%. 6/10 schools had at least a 10% response rate for the Spring 2023 survey administration.	Fall 2023 Survey Results: The overall family response rate increased to 20.7%. 9/10 schools had at least a 10% response rate for the Fall 2023 survey administration.	Overall: 50% Each School will reach 35%
Metric 4.8 Website analytics for dedicated SEL, CRT, Equity resources for community and staff.	Website/portal is in the designing stage. Baseline will be established in 2021-2022 Baseline amended May 2022: The website will be updated quarterly so that the content is up to date and fresh for our community, giving our families/staff a reason to come back to the site to access the updated resources.	2021-22 The MTSS Google Site has been accessed on average by 49 staff. Staff are going to site for what they need, however, not accessing for ongoing needs and supports at this time. There are 170-196 visits a month to the Family Resources webpage under the For Families Channel on Blackboard, our main website platform. District Family	For the 2022-23 school year, usage of the MTSS Google site reduced to 34 unique staff accessing per month. The site appears to be known and accessed for form retrieval and procedural answers, but not for ongoing MTSS team support.	As of April 2024 the 23-24 school year, usage of the MTSS Google site increased to 54 unique staff accessing per month.	MTSS & Equity website in place and web analytics indicate that the webpage is accessed regularly. Goal Amended: District will maintain or increase the number of visits to the site.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Resources page 3,482 visits.			

Goal Analysis

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

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

Actions 4.1, 4.2, 4.3 – Family education and the annual equity summit were different than planned actions this year as the district moved to an "equity series" model. The purpose of this change was to better build a structure for a long-term relationship between underrepresented families and district leadership to facilitate decision-making and inform strategic planning. The "equity series" consists of four events spread across the school calendar, planned and led in cooperation with community members, school outreach assistant staff, and the school outreach coordinator. These events culminate in a spring celebration where cabinet members and board members review, in cooperation with families and students, issues and concerns surfaced by students during the previous events in the series. This series of events also provided additional parent input for planning of district-hosted parent education and engagement sessions.

Action 4.4 – Use of translation services such as "Language Line" continued, with an increase in number of trained staff and usage of the system. School outreach staff participated in sixteen hours of "Hola Lang!" Translation and interpretation training to be able to better facilitate Spanish speaking/bilingual families in accessing school systems on behalf of their children.

Action 4.4, 4.5, 4.6 – The new school outreach coordinator position, along with existing school outreach assistant staff, worked with school sites to facilitate access for families to the Panorama survey, but also to provide direct feedback to district leadership and school site leadership outside of the survey windows.

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

Action 4.1 - Family Education & Training - Increase in cost. Added consultancy contract around Equity Series of events for underrepresented families.

Action 4.2 - Family Support Partnerships - No material differences between budgeted expenditures and estimated actual expenditures.

Action 4.3 - Annual Equity Summit - Decrease in cost. Culminating Equity Summit event has not yet been held, funds budgeted appropriately.

Action 4.4 - Engage families through Relevant Communication Channels - No material differences between budgeted expenditures and estimated actual expenditures.

Action 4.5 - Survey to Meet Needs - Two tools we used Permission Click and Messenger are no longer separate costs as they were purchased by Power School. As a result the cost associated with these costs shifted to Action 1.2.

Action 4.6 - Family Representation - This cost is tied to survey and no additional cost is needed to include this input from families.

Action 4.7 - SEL, CRT and Equity Resources for Families - This cost is tied to survey and no additional cost is needed to include this input from families.

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

Action 4.1, 4.2, 4.3 – These actions are clustered around parent engagement and support. The change to the "equity series" format has been effective based on community response and base attendance, and results from metrics 4.1, 4.2, 4.3, and 4.7. This change includes more of a community-based planning and implementation focus, and has been successful (as measured by the number of participating families) across the first three events in the series. These actions will continue as they have been successful in progressing towards fostering a welcoming and inclusive environment for all parents, families and community members as partners. The largest event thus far, with 117 participants, created the opportunity for district leadership to center underrepresented family voices, but also provide content to increase family understanding of academic support of children in the home.

Action 4.4 - This action is effective based on metrics 4.5, 4.6, and 4.7, and will continue. Parent feedback through DELAC and to School Outreach Assistants supports the use of translation services and LanguageLine. Attendance of bilingual families at targeted Family Education events is up 35% from the previous year based on parent sign-in at Family Education events.

Action 4.5 - This action is effective as evidenced by metric 4.7 and will continue. Fall Panorama survey administration participation rates increased Districtwide.

Action 4.6 – The implementation of the dedicated school outreach coordinator role, tasked with overseeing and supervising school outreach assistants, has been effective in increasing our outreach efforts as evidenced by increased number of families attending and engaging in family education events and seeking resource support from school social workers. This addition of this position has not only facilitated enhanced coordination with bilingual families (fostering improved accessibility to school programs) but has also substantially increased the pool of available resources at every school site. Consequently, our school outreach staff are better equipped to provide comprehensive support and guidance to high-needs families. This action will continue.

Action 4.7 - Family access to SEL, CRT and Equity resources has increased based on parent participation rates increasing by 35% in family workshops, education opportunities and events.

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.

Action 4.1 - Family Education & Training. Efforts will be maintained but changed to align with new strategic plan.

Action 4.2 - Family Support Partnerships. Efforts will be maintained but changed to align with new strategic plan.

Action 4.3 - Annual Equity Summit. This is shifting to an "equity series" rather than a single event, efforts will be maintained but changed to align with new strategic plan.

Action 4.4 - Engage families through Relevant Communication Channels - Efforts will be maintained but changed to align with new strategic plan.

Action 4.5 - Survey to Meet Needs - Efforts will be maintained but changed to align with new strategic plan.

Action 4.6 - Family Representation - Efforts will be maintained but changed to align with new strategic plan.

Action 4.7 - SEL, CRT and Equity Resources for Families - Efforts will be maintained but changed to align with new strategic plan.

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	Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of all English Learner students in grades 3rd-8th who meet or exceed standards on the state ELA assessment Data source: 1. CAASPP, Smarter Balanced ELA assessment 2. NWEA ELA local benchmark assessments in lieu of Smarter Balanced due to COVID-19 Update: May, 2022 Separated data source (state and local data) for ease of reader	1. 2018-2019, CAASPP, Smarter Balanced ELA 5% of all 3rd-8th grade English Learner students met or exceeded on Smarter Balanced ELA. 2. 2020-2021, Tri 2, NWEA ELA local benchmark 15% of all 3rd-8th grade English Learner students who met or exceeded the standards on NWEA, the local ELA assessment. Local assessment was used in lieu of CAASPP, Smarter Balanced due to flexibility in state	1. n/a. CAASPP, Smarter Balanced ELA data will be available in the future. 2. 2021-2022, NWEA ELA local benchmark, trimester 2 18% of all 3rd-8th grade English Learner students who met or exceeded the standards on NWEA, the local ELA assessment. Local assessment was used in lieu of CAASPP, Smarter Balanced. CAASPP will be a lagging indicator, updated the year after test administration.	1. 10% of all 3rd-8th grade English Learner students met or exceeded on Smarter Balanced ELA (Spring 2022 CAASPP) 2. Local metric not needed since CAASPP results are now available, and yearly testing is back.	1. 15% of all 3rd-8th grade English Learner students met or exceeded on Smarter Balanced ELA (Spring 2023 CAASPP) 2. n/a	35% overall of all 3rd-8th grade English Learner students who meet or exceed the standards on the state ELA assessment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	testing granted in response to COVID-19. Update: May, 2022 Clarified metric. • Use of local data due to state granted flexibility for ease of reader. • Added baseline CAASPP data from 2018-2019 school year				
Percent of all English Learner students who are reclassified as English Proficient in grades TK-8th Data source: District housed data	Spring, 2020-2021 11% of all TK-8th grade English Learners were reclassified. Update: May, 2022 Clarified metric for ease of reader	Spring, 2021-2022 17% of all TK-8th grade English Learners were reclassified. Students who will be eligible for reclassification based on Summative ELPAC scores from Spring of 2022 will be reclassified at the beginning of the 2022-2023 school year.	Spring, 2022-2023 14% of all Tk-8th grade English Learners were reclassified. Students who will be eligible for reclassification based on Summative ELPAC scores from Spring of 2023 will be reclassified at the beginning of the 2023-2024 school year.	As of December 2023, 18% of all TK-8th grade English Learners were reclassified. This includes students who were eligible for reclassification based on Summative ELPAC scores from Spring of 2023.	20% of English Learners are reclassified on an annual basis.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of teachers fully implementing Integrated ELD strategies Data source: Teacher lesson plans and observations	Spring, 2021-2022 62% of teachers are implementing Integrated ELD strategies as indicated by site and district administrators utilizing a district created self-reflection tool. Update: May, 2022 Clarified baseline metric for accuracy	n/a Baseline was established in Spring, 2021-2022. Year 1 outcomes will therefore be measured in the Year 2 column.	Spring, 2022-2023 50% of teachers are implementing Integrated ELD strategies as indicated by site administrators using a district created self-reflection tool. Update: April 2023, District self-reflection tool was updated for increased clarity and specificity. Site administrators completed the self-reflection tool.	As of April 2024,60% of teachers implementing integrated ELD strategies.	85% of teachers are fully implementing Integrated ELD strategies.
Percent of teachers fully implementing Designated ELD lessons that meet EL student language levels. Data source: Teachers lesson plans and observations	Spring, 2021-2022, District created self-reflection tool completed by site and district administrators. 53% of teachers are implementing Designated ELD strategies. Update: May, 2022 Clarified baseline metric for accuracy	n/a Baseline was established in Spring, 2021-2022. Year 1 outcomes will therefore be measured in the Year 2 column.	Spring, 2022-2023 60% of teachers are implementing Designated ELD strategies as indicated by site administrators using a district created self-reflection tool. Update: April 2023, District self-reflection tool was updated for increased clarity and specificity. Site administrators completed the self-reflection tool.	As of April 2024, 60% of teachers are implementing designated ELD strategies.	85% of teachers are fully implementing Designated ELD strategies.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of English Learner students who have made progress towards English Proficiency on the Summative ELPAC. Data Source: Summative ELPAC	Spring, 2019-2020 Summative ELPAC 5% of TK-8th grade English Learner students made progress towards English Proficiency as measured by one "band" of overall growth on the assessment. Update: May, 2022 Corrected error in baseline metric from 50% to 5%. Clarified measurement for ease of reader.	Spring, 2020-2021 Summative ELPAC 8% of TK-8th grade English Learners made progress towards proficiency as measured by one "band" of overall growth on the assessment. Note: Due to COVID-19 and State granted flexibility in assessment administration, a limited number of students took the 2019-2020 Summative ELPAC therefore comparative data was limited.	Spring, 2021-2022 Summative ELPAC 17% of TK-8th grade English Learners made progress towards proficiency as measured by one "band" of overall growth on the assessment.	Spring, 2022-2023 Summative ELPAC 20% of TK-8th grade English Learners made progress toward proficiency as measured by one "band" of overall growth on the assessment	70% of of TK-8th grade English Learner students made progress towards English Proficiency on the Summative ELPAC as measured by one "band" of overall growth on the assessment.

Goal Analysis

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

Actions 5.1, 5.2, 5.5, 5.6, 5.7 - Implemented as planned. We have continued to engage our staff with extensive and robust Professional Development (PD). Specific to EL students, it has been embedded within content area learning. Additionally, there has been focused PD around topics such as "Understanding the ELPAC" and "Supporting Newcomers." We have also moved to a self-contained model of Designated ELD (dELD) at the elementary level so that teachers can bridge to and from content learning throughout the day, creating a connected and more comprehensive EL program.

Action 5.4 - Implemented as planned for 6th-8th grade. Increased professional development, coaching, and support have been provided at the middle school level for the ELD 1 and ELD 2 courses that use Get Ready, Get Reading, and Bridges. Additionally, student data examinations have taken place in these classrooms and sites to understand individual students' strengths and areas for growth. For grades 3rd-5th, time was spent focused on best first instruction with an asset-based lens for all English Learners.

Action 5.6 - Mostly implemented. A Newcomer Toolkit was developed and shared with sites that addressed best instructional practices and strategies. Technology and instructional software has not yet been identified. We did begin to explore curriculum supports in Spanish to support Spanish-speaking students who are identified as Newcomers.

Action 5.11 - Not implemented - This action ceased as of the 2022-2023 school year.

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

Action 5.1- Added funding for 3 additional Teachers on Special Assignment in order to provide additional training and support for improving our ELD outcomes.

Action 5.3- Added funding to support additional meeetings to get greater input from families, additional ELAC and DELAC meetings held to inform the LCAP and strategic plan.

Action 5.6- Additional funding was not needed to support New Comer Tool kits that was not covered in other areas of the plan.
Action 5.8- Additonal funding was added in order to increase the hours of bilignual paras. The bilingual paras were added to support the increase number of new comers and to increase language and transition support to families.

Action 5.10-The district increased funding to support the ACES programming. The increase strengthened and expanded after school programs for students.

Action 5.11- No cost to this action - there was no partnership with Stanford during 23-24 and therefore no teacher release time was needed. ELD supports were provided by district Teachers on Special Assignment and support to site instructional coaches.

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

Actions 5.1, 5.2, 5.5, 5.6, 5.7 - These actions were clustered together since they all support ongoing professional development focused on ELs in the form of traditional workshops and the less traditional form of coaching. These actions have been effective, as seen by increased ELA, Math, and ELD proficiency in metrics 1, 2, and 5. For metric 3, although there is a decrease in teacher implementation, this drop reflects assessment tool refinement rather than a decrease in implementation; based on classroom walkthroughs, implementation has increased. Although EL student academic growth has been made and teacher practice and implementation improved, the distance between EL and non-EL proficiency is still a gap that we need to address. This action positively impacted metric 4 and teachers have improved their implementation of dELD instruction.

Action 5.4 - The use of curricular materials and resources has increased by teachers in grades Kindergarten through 8th, and this action has been effective, as seen by increases in EL student achievement and teacher implementation, seen in metrics 1, 2, 3, 4, and 5. Staff have used the SSD designed ELPAC Resources to develop an understanding of the ELPAC assessment and support lesson design in support of student learning. Teachers in grades K-5th have also made the shift to self-contained dELD classrooms to support the connections between dELD and content and vis versa. In 6th-8th grade EL courses, professional development has deepened teacher understanding and use of Get Ready, Get Reading, Bridges, and English 3D. Although this action has demonstrated increased gains, the distance in proficiency is still a gap we need to address.

Action 5.6 - The creation of a Newcomer Toolkit creation is supportive of meeting teacher and student needs and an effective action as demonstrated by student achievement in metrics 1, 2, and 5 and teacher implementation in metric 4. Although the implementation of strategies and resources is supporting student and teacher growth, we have identified a need for Newcomer curriculum and want to further explore the use of technology.

Action 5.3 - ELAC and DELAC as advisory committees - DELAC Committee meetings attendance has marginally increased from the 2022-23 school year, although this has not been used as a metric for effectiveness. DELAC representation from all school sites is in place, but DELAC must improve in consistently bringing ELAC items for review and discussion.

Action 5.9 - Bilingual Outreach Liaisons - The school outreach assistant staff grew this year through the addition of a School Outreach Coordinator position. All staff are bilingual Spanish and English, and serve to connect underrepresented families effectively to school-based programs, resources, and systems. Services include translation, resource management, food distribution, coordination with community resources, and collaboration with site social workers to increase access for families and students.

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.

Metric 5.3 - Although we have seen an upward trend of reclassification rates over the last three years, we will be looking to refine this metric to represent the growth of EL students over time accurately. Depending on when students enter into our schools or if students exit,

reclassification rates may vary due to the number of ELs. We will likely begin measuring English Learner Progress Indicators (ELPI) levels to track and ensure that EL students are annually making a minimum of 1 year of growth on the ELD standards.

Actions 5.1, 5.2, 5.5, 5.6, 5.7 - Continue - District-wide focus on EL students as well as ongoing professional development in the form of traditional workshops and the less traditional form of coaching has supported increased proficiency for EL students across the district. While student academic growth has been made, and teacher practice and implementation improved, the distance between EL and non-EL proficiency is still a gap that we need to address (Metrics 1, 2, 3, 4, 5).

Action 5.4 - Adjust - Ongoing analysis of the ELD 1 and ELD 2 courses at middle school will include longevity in the program, student achievement results, and implementation of best practices to support and accelerate language acquisition. Explore curriculum for Designated ELD for elementary schools that will better meet the needs of students At Risk of becoming Long-Term English Learners (ARLTELs).

Action 5.6 - Adjust - Implement SSD Newcomer Best Practices with aligned curriculum at elementary school sites to meet Newcomer needs of students in their first year of schooling.

Action 5.9 Bilingual Outreach Liaisons - The addition of the School Outreach Coordinator position has allowed for the school outreach assistants (based at school sites) to benefit from coordination and collaboration across all schools staffed with a school outreach assistant. This position also has allowed the school outreach team to increase recruitment for parent volunteers at the school site level, with a focus on underrepresnted families in the enrollment process.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
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