Sunnyvale School District
Board of Education

Review and Action Agenda Report

To:	Members, Board of Education
FROM:	Dr. Michael Gallagher, Superintendent
CONTACT:	Dr. Tasha L. Dean, Chief Teaching and Learning Officer
DATE:	June 22, 2023
RE:	Local Control Accountability Plan and California Local Indicators

I.   <u>Support Information</u>

School districts are required to develop, adopt, and annually update a three-year LCAP. According to Education Code section 52060, the LCAP must describe the annual goals for all students including calling out details for low-income, English learners and foster youth that address state and local priorities. The LCAP must also describe the specific actions that the district will take to achieve the goals it has identified with budget details that show the level and type of state and federal expenditures made to support these actions. Our 5 LCAP goals and actions are aligned with our LEA Plan and goals.

Implementation of the Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP) regulations require that each district's LCAP public hearing be held in advance and at a separate meeting from its adoption. The intent of the LCAP hearing is to allow for public comment and recommendations regarding the actions and expenditures included in the LCAP.   A public hearing was held on June 1, 2023. There were no comments from the public. The Board recommended reviewing supports related to English Language Development programs at the middle school level and ensuring our plan supports the critical needs of our English Language Learners especially Spanish speaking students who are not proficient. Goal 5 and other supporting goals and actions have been reviewed with this equity lens. In addition, the Board stressed the importance of all schools being inclusive and welcoming to all students and families and Goal 4 supports this inclusivity through actions 4.4 & 4.6. Progress on these areas of emphasis will be further discussed in Fall 2023 with updates.

On or before June 30, we will upload the final document to the County Office for approval and provide a link to the document on our website. Once we receive county approval in the fall, the final version of the LCAP will be available on the Sunnyvale School District website.

The County offices have been charged with the task of approving the LCAPs and ensuring the plan addresses the eight State priorities, demonstrate that the District has the fiscal resources to implement the LCAP and that the minimum proportionality percentage (MPP) required for low income, English learner and foster youth has been met.

II.   <u>Recommendation</u>

It is recommended that the Board of Education approve and adopt the 2023 Sunnyvale School District Local Control and Accountability Plan (LCAP) and California Local Indicators.

Recommended Approval _____

Sunnyvale School District

2023
Local Control and Accountability Plan Annual Update

Adopted by the Board of Education on June 22, 2023

Sunnyvale School District
Local Control and Accountability Plan (LCAP) 2023
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2023 Local Control and Accountability Plan Summary

GOAL 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.	

ACTION 1	District staff will ensure that students have access to highly qualified teachers by: ● Providing an induction program through a partnership with the Santa Cruz/Silicon Valley New Teacher Project for year 1 and year 2 teachers to obtain their professional clear credential and support them in becoming highly qualified. ● Working with the school sites to ensure certificated staff members posses the appropriate teaching credentials for the class/section. ● Providing ongoing professional development for certificated and classified substitutes
ACTION 2	District staff will work to increase the diversity of our certificated, classified, and management staff as one initiative to support the District's equity statement and plan. This work will include: ● Expanding the recruitment pool through new hiring fairs and recruitment tools that provide opportunities to reach diverse applicants ● Expanding support of our current employees of color, through activities such as affinity groups, listening tours, and feedback loops at all district school sites/departments ● Develop and conduct exit surveys and interviews in order to identify areas of improvement regarding staff retention ● District administrators provide professional development opportunities to school sites and departments to implement an evaluation process that promotes professionalism and collaboration, supports professional growth, and ensure excellence and individual accountability. ● Continue the use of the digital application for staff hiring and evaluation. ● Collaborate with employee associations to review certificated and classified (including management) evaluation processes to ensure alignment with standards and expected outcomes. ● District will look at possible screeners to address equity, anti-racist, bias in the hiring process. ● District will develop more full-time Classified staff positions to offer candidates viable careers within the District.
ACTION 3	We will complete the adoption of science curriculum for Grades 6-8 and in the interim, provide teachers with NGSS aligned supplemental resources, such as Mosa Mack and Impact Science. K-5 teachers will continue to fully implement hands-on NGSS units in all science domains, using the adopted Mystery Science curriculum (K-5).
ACTION 4	Convene an elementary History Social Science Task Force to review, pilot and recommend and purchase Social Science materials for TK-Gr. 5. This action has been suspended since the adoption of science curriculum in grades 6th-8th has been completed.
ACTION 5	Elementary math curriculum materials, aligned with the new framework that is in development by the California Department of Education, were piloted and recommended for adoption in May, 2023. A new elementary school math curriculum will be implemented across the district, supported by professional development and coaching (see goal 2). This action was adjusted to include the new ES math curriculum pilot process and will be suspended since the adoption of ES math curriculum was completed.
ACTION 6	District and school site staff will work to provide access to technology to support students' learning by ensuring all students have access to instructional technology devices. applications, as well as reliable internet access at school and home.
ACTION 7	District and site staff will maintain an environment where students will learn the appropriate and ethical use of instructional technology tools. This environment will include content filtering, monitoring software, and appropriate age level permissions. All grades will implement digital citizenship within the first week of the school year, and review lessons at least once each subsequent trimester. In addition, staff will receive digital security awareness training to protect against data breaches and other cyber security vulnerabilities.

ACTION 8	Maintain District Facilities by conducting frequent inspections of school sites; safety & fire inspections, completing the annual Facility Inspection Tool (FIT) and promptly addressing any concerns related to Williams.
ACTION 9	Teachers of students with disabilities in grades TK-8 will use intervention materials for Mathematics and English Language Arts to support individualized education program goals directly related to Common Core State Standards.
ACTION 10	Elementary early literacy curriculum materials were piloted and recommended for adoption in May, 2023. A new elementary school early literacy (e.g., phonics, phonological awareness, orthographic mapping) curriculum will be implemented across the district supported by professional development and coaching (see goal 2). This action was written for the new ES phonics/early literacy curriculum pilot process and will be suspended since the adoption of ES phonics/early literacy curriculum was completed.
ACTION 11	4th grade GDSH curriculum materials were piloted and recommended for adoption in December, 2022. New 4th grade GDSH curriculum was implemented across the district supported by professional development and coaching. This action will be suspended since the adoption of the new 4th grade GDSH materials has been completed.
ACTION 12	Middle school English curriculum materials were piloted and recommended for adoption in May, 2023. A new middle school English curriculum will be implemented at both middle schools supported by professional development and coaching (see goal 2). This action was written for the new MS ELA curriculum pilot process and will be suspended since the adoption of MS ELA literacy curriculum was completed.
ACTION 13	Under the new Universal Pre-Kindergarten (UPK) program guidance from the California Department of Education (CDE), revise the TK program to be play-based with furniture and materials. Professional development captured in Goal 2.

GOAL 2: Provide high quality, equitable and responsive instruction for ALL students, to prepare them for college and/or career readiness.

ACTION 1	Content area and grade level specific teacher leadership teams will meet regularly to deepen their pedagogical understanding and provide support to site teams to develop means to support learners in becoming more independent. We will explore and share research based best practices to meet the needs of English Learners, Foster Youth, and students from low income families.
ACTION 2	Principals, coaches, and district teacher leadership teams will regularly review and disaggregate local and state assessment data in ELA and Math to address the gap that exists between students in our unduplicated groups and others, to determine next steps for achieving student academic proficiency, utilizing our data management systems.
ACTION 3	This will be provided to all coaches, administrators and other support staff, they will deepen their understanding of equity focused pedagogy with embedded anti racist and anti bias training along with culturally relevant pedagogy. This is also an action item identified in the Comprehensive Coordinated Early Intervening services Plan.
ACTION 4	Provide professional development opportunities for administrators, teachers and staff, led by teacher leaders, instructional coaches, and outside consultants. Examples of outside consultants could include Kelly Boswell (Writers' Workshop), and Silicon Valley Math Initiative (SVMI), and Stanford's Graduate Study of Education.
ACTION 5	TK-8 teachers will develop and refine their pedagogical practice with Tier 1 Reading Language Arts (RLA) instruction with scaffolding and challenge to ensure student learning and growth. Examples may include: Phonemic and Phonics Instruction, Guided Reading, Book Clubs, Writers' Workshop, utilization of formative assessment measures to target and scaffold instruction.
ACTION 6	Targeted TK-8th teachers (all of 3rd grade and those new to the grade levels previously trained) will be trained in foundational literacy skills. Targeted teachers will implement best practices in Tier 1 literacy instruction with scaffolding and challenge to ensure student learning and growth. This is also an action items identified in the Comprehensive Coordinated Early Intervening services Plan.
ACTION	Library Resource Specialists will leverage and utilize the Library Resource Centers to foster and support

7	literacy instruction, creative thinking, and use of technology.
ACTION 8	Update and modify current kindergarten/transitional screening tools to identify a student's basic knowledge on entry into Sunnyvale School District. This is an action item identified in the Comprehensive Coordinated Early Intervening Services Plan-No cost associated with this action
ACTION 9	TK-8 teachers will develop their expertise in utilizing formative math assessments to inform instruction and implement instructional strategies based on identified individual student needs. Our data shows a disparity in math achievement between the overall population and our EL students in particular. This action is suspended since the focus will be on the implementation of best pedagogical practices in mathematics with the support of new curriculum at the elementary level. Ongoing refinement of mathematics instruction will continue at the middle schools.
ACTION 10	Continue to provide release time with coaching support for teachers to engage in professional learning, review data, collaborate, plan, and implement, assess, and revise standards based lessons. Site determined.
ACTION 11	Assign a Support Teacher for Equitable Outcomes at every school site to leverage the assets our students bring to our schools, as we maximize the support we are able to provide them. Our Support Teacher for Equitable Outcomes primarily provided reading and math intervention for students.
ACTION 12	Coding and other STEM-based subjects not currently integrated into core curriculum will continue to be promoted through leadership teams.(Invention Convention, Hour of Code, Typing Club, Maker Spaces etc.)
ACTION 13	Implement new middle school schedules in order to provide equitable access to electives, support and enrichment/extension for all students and to include the Juntos cohort at CMS and English Learners at SMS. No cost associated with this action
ACTION 14	All 5th grade students will have equitable and equal access to attend Science Camp, specifically students who are socio-economically disadvantaged, foster youth, and/or English learners.
ACTION 15	TK teachers, para-educators, instructional coaches, and administrators will engage in professional development focused on the unique aspects of a play-based UPK/TK program. This may include working with outside consultants and classroom observations.

GOAL 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.

ACTION 1	The district will provide targeted team training around fostering an SEL/Trauma-Competent, CRT, & Equity Lens into the classroom and build SEL/Trauma-Competent, CRT, & Equity classrooms and campuses to improve school climate and disciplinary outcomes (i.e. suspensions) of our English Learners, Foster Youth, and Low-Income students.
ACTION 2	SEL/Equity Coaches will provide consistent, aligned training, coaching, framework, and practices around SEL and equity at each school site to improve school climate for our English Learners, Foster Youth, and Low-Income Students. Alignment of coaching and resources will better equip teachers and school leaders in providing campuses that are welcoming and safe to all students and their families.
ACTION 3	The district will continue to administer an SEL survey to students through the Panorama platform to inform and support the SEL lessons to be provided in each classroom/at the site level. Cost for the Panorama contract recognized in Goal 3 Action 8; School Climate/Culture ToSA funded in the ELO Grant for the 22-23 school year.
ACTION 4	District will continue to implement restorative justice practices by providing training on restorative justice for all sites and site team support in implementing to improve school climate and disciplinary outcomes (ex. referrals, suspensions) for English Learners, Foster Youth, students qualifying for McKinney-Vento status and Low Income students.
ACTION 5	District will develop an MTSS web portal to provide real-time access to the most up-to-date resources needed to support tiered interventions, particularly for English Learners, Foster Youth, and Low Income students. Information and resources related to MTSS efforts would be shared through the portal to allow school teams to

	access up-to-date academic, social emotional, behavioral, equity, and attendance resources.
ACTION 6	District will work to strengthen alignment across all school MTSS teams by adopting district-wide data systems to identify and progress monitor student needs, providing professional development related to MTSS and district-specific MTSS processes, paperwork, and systems, coaching to MTSS site teams, and working with site teams to refine tiered interventions in order to improve timely access to tiered interventions for our English Learners, Foster Youth, and Low Income students. The overall goal would be to have alignment across all programs so that no matter what school a student in Sunnyvale may attend, support across tiers would be consistent.
ACTION 7	District will continue & develop new community partnerships that fill gaps and add resources for supporting the social emotional needs of our Sunnyvale community.
ACTION 8	District will establish, align, and roll out SEL/Culturally Responsive Teaching curriculum and resources to be used in classrooms across the district. This training will include all staff across the district

GOAL 4: Foster a welcoming and inclusive environment for all parents, families and community stakeholders as partners in the education and support of all students' success in school.	
ACTION 1	All sites will submit an annual culturally responsive parent education plan detailing the implementation of effective parent education activities to support all families but principally families of English Learners and Low-Income students. Plans will include specific actions for parents requiring more targeted supports to support the education and learning of their child. By providing effective parent education opportunities developed from parent input, the expectation/hope is that parents will feel more included, supported, and empowered to help with their children's learning, which will lead to better academic and social outcomes. District-wide coordinated parent education will be added based on parents input and to ensure equitable parent access across sites.
ACTION 2	We will collaborate with District partners, including, but not limited to Parents for Quality Education and Family Engagement Institute, to establish a coordinated approach to family support and parent engagement through coordinated parent workshops and parent education. Opportunities to expand community connections with our families of English Learners and Low-Income students will be coordinated the additional social workers who will work with school outreach assistants and school leaders to support families.
ACTION 3	Recognizing the need to re-evaluate our inclusive practices, we will be transitioning our annual Stakeholder Lyceum to focus explicitly on equity at an annual summit. By holding this Summit, parents will be able to provide direct input regarding district decisions to improve school climate for all students but primarily English Learners, and Low-Income.
ACTION 4	The district will communicate clearly, using language that is understandable and accessible to families through their preferred/most relevant media channels, including in-person visits ie. home visits, email, phone, text, website, social media, and mobile apps interactions (ie Class Dojo) to ensure we are engaging all families but primarily Low Income and English Learners (i.e. Spanish Speaking) families.
ACTION 5	Regularly survey families to keep two-way lines of communication open and to capture parent/family voices on how welcome and included they feel on our campuses so we can improve school climate.
ACTION 6	Improved representation on parent committees that are more reflective of the composition of the student body to improve school climate for all families but primarily for English Learners and Low-Income families. Interpretation & Translation Services (Cost recognized in Goal 4 Action 4), School Outreach Assistants (Cost recognized in Goal 4 Action 2), 2 Social workers (Cost recognized for 21-22 in the Expanded Learning Opportunity Grant)
ACTION 7	Provide consistent ongoing Culturally Responsive Resources to Families to support their social emotional learning and needs. Costs for communications to families recognized in Goal 4 Action 4.

GOAL 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.	
ACTION 1	TK-8 teachers will implement and utilize Integrated ELD (iELD) to target language functions within content area instruction, using learning and language goals for every content area to identify, target, teach, and scaffold for

	student language use. Site administrators, instructional coaches, and educational services team will ensure that TK-8 teachers are implementing and utilizing iELD to meet EL student language learning. TK-8 teachers will use Designated ELD (dELD) to provide targeted language instruction for English Learners at "Bridging, Emerging, and Expanding" language levels to foster, encourage, and enable language growth of English Learners within dELD and transfer of skills into content areas. Site administrators, instructional coaches, and educational services team will ensure that TK-8 teachers are implementing and utilizing dELD to meet EL student language learning.
ACTION 2	District and site administrators, teachers, and support staff will continue to develop depth of knowledge around best practices in ELD and ensure implementation of the Common Core ELA/ ELD framework and Culturally Sustaining Pedagogy. Professional development outcomes will include District and site administrators=professional development in Instructional Leadership Team Meetings and classroom walk-throughs. Teachers=professional development at the site level via District Grade Level Meetings, Teacher Learning Days, Middle School common late starts, summer workshops, and after school workshops. Teacher Leaders=Elementary and Middle School ELAT Committees.
ACTION 3	ELAC and DELAC teams that serve as Advisory committees will foster parent/family engagement and understanding of English Learner program.
ACTION 4	Specific 3rd-5th grade teachers will provide targeted Designated and Integrated ELD instruction to English Learners At Risk of becoming Long Term English Learners (LTELS) in order to ensure language progress at expanding and bridging levels. Specific 6th-8th grade teachers will implement best pedagogical practices and utilize Get Ready, Get Reading to increase academic learning for LTELs.
ACTION 5	An instructional coach will be provided to each of our ten schools to support administrators' and teachers' capacity to implement dELD and iELD through professional development, coaching, release days, based on classroom observations and walk throughs. Support will be provided from the Educational Services team and a classroom observation protocol will be developed by stakeholders.
ACTION 6	Educational Services Department will create an English Learner newcomer toolkit of best practices and supports based on the US Department of Education Newcomer Toolkit. The toolkit will include best teaching pedagogy and instructional materials for newcomers which may include technology or instructional software. We will explore curriculum supports in Spanish to support Newcomer Spanish speaking students.
ACTION 7	Site administrators will lead and facilitate English Learner Progress Monitoring (EL PM) meetings with classroom teachers. At EL PM meetings, supports and interventions will be discussed and implemented to ensure English Learner student growth and reclassification. EL PM meetings will include the development of Individual Action Plans (IAPs) for newcomer and Long Term English Learners (LTELs) or students who may become LTELs.
ACTION 8	Bilingual paraprofessional staff will support classroom instruction for English Learner students.
ACTION 9	Bilingual Outreach Liaisons will receive professional development and training to best serve our community and provide support to English Learner families. They will receive professional development and training from Educational Service department around community cultural wealth theory, community resources, family partnership, ELPAC assessment, and English Learner programs and instructional practices. School outreach liaisons and teachers will provide family/community events at the school sites. School sites that do not have a school outreach liaison may partner with the closest neighboring site; Fairwood-->Lakewood, Cherry Chase-->Vargas, Cumberland-->Vargas.
ACTION 10	Effective extended learning opportunities will be targeted at the site and district level to support English Learners who need additional support, intervention, or challenge. Examples can include: tutorials, Kids Learning After School (KLAS), summer programs and enrichment activities.
ACTION 11	Stanford's Graduate School of Education - Understanding Language - Center to Support Excellence in Teaching (UL/CSET) will support the central office team in better understanding the ELD/ELD framework and creating templates and lesson samples to support teachers in their implementation of meaningful Designated ELD lessons for students.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sunnyvale School District
CDS Code: 43 69690 0000000
School Year: 2023-24
LEA contact information:
Dr. Tasha L. Dean
Chief Teaching and Learning Officer
tasha.dean@sesd.org
408 522-8200 x 1005

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $1,884,818 , 2%

All local funds, $8,986,511 , 7%

All other state funds, $10,565,741 , 8%

Total LCFF funds $105,125,258 83 %

LCFF supplemental & concentration grants, $4,388,585 , 3%

All Other LCFF funds, $100,736,673 , 80%
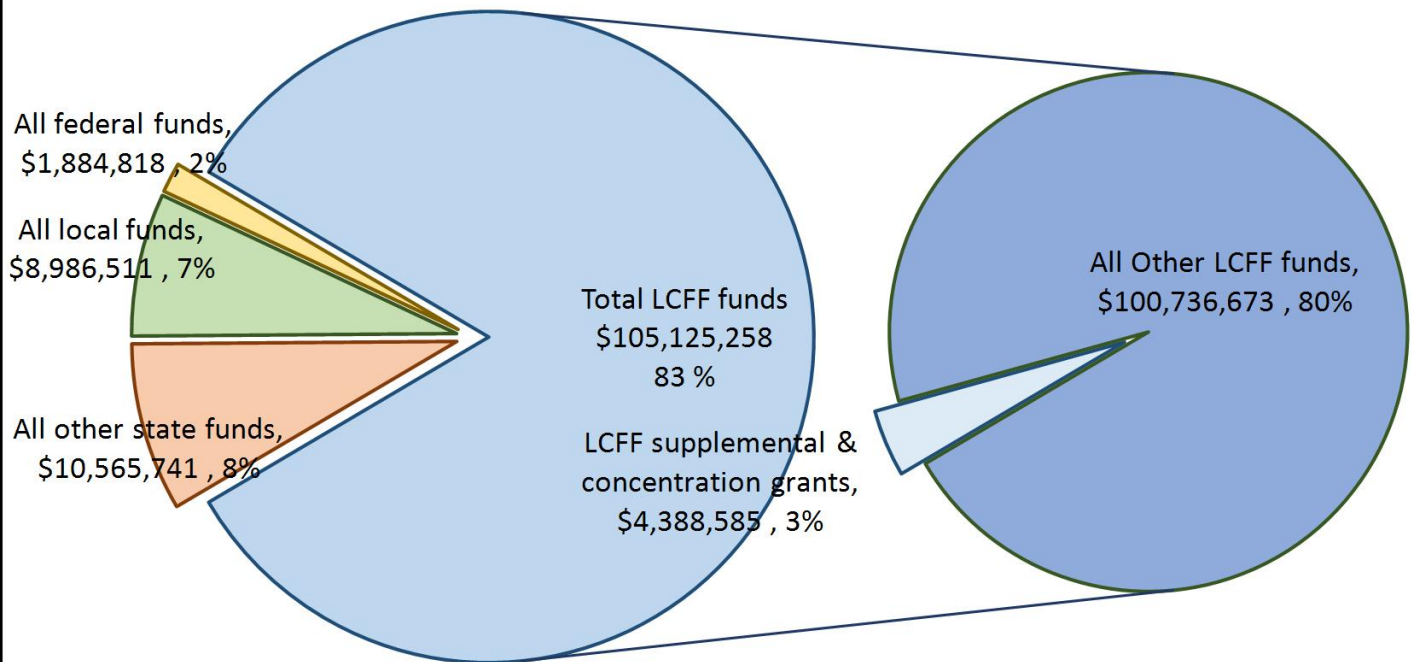
This chart shows the total general purpose revenue Sunnyvale School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sunnyvale School District is $126,562,328, of which $105,125,258 is Local Control Funding Formula (LCFF), $10,565,741 is other state funds, $8,986,511 is local funds, and $1,884,818 is federal funds. Of the $105,125,258 in LCFF Funds, $4,388,585 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 140,000,000	
$ 120,000,000	
$ 100,000,000	Total Budgeted General Fund Expenditures, $126,814,216
$ 80,000,000	
$ 60,000,000	
$ 40,000,000	Total Budgeted Expenditures in the LCAP $20,489,187
$ 20,000,000	
$ 0	
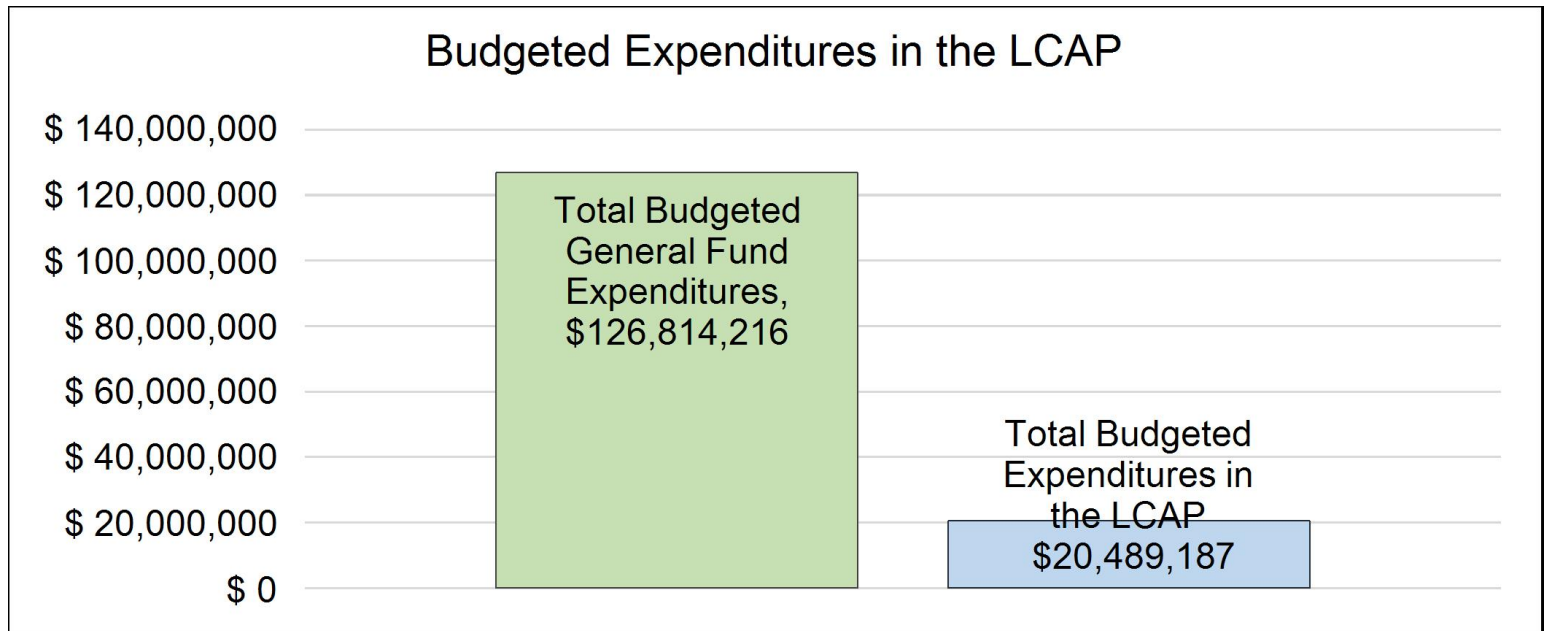
This chart provides a quick summary of how much Sunnyvale School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sunnyvale School District plans to spend $126,814,216 for the 2023-24 school year. Of that amount, $20,489,187 is tied to actions/services in the LCAP and $106,325,029 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
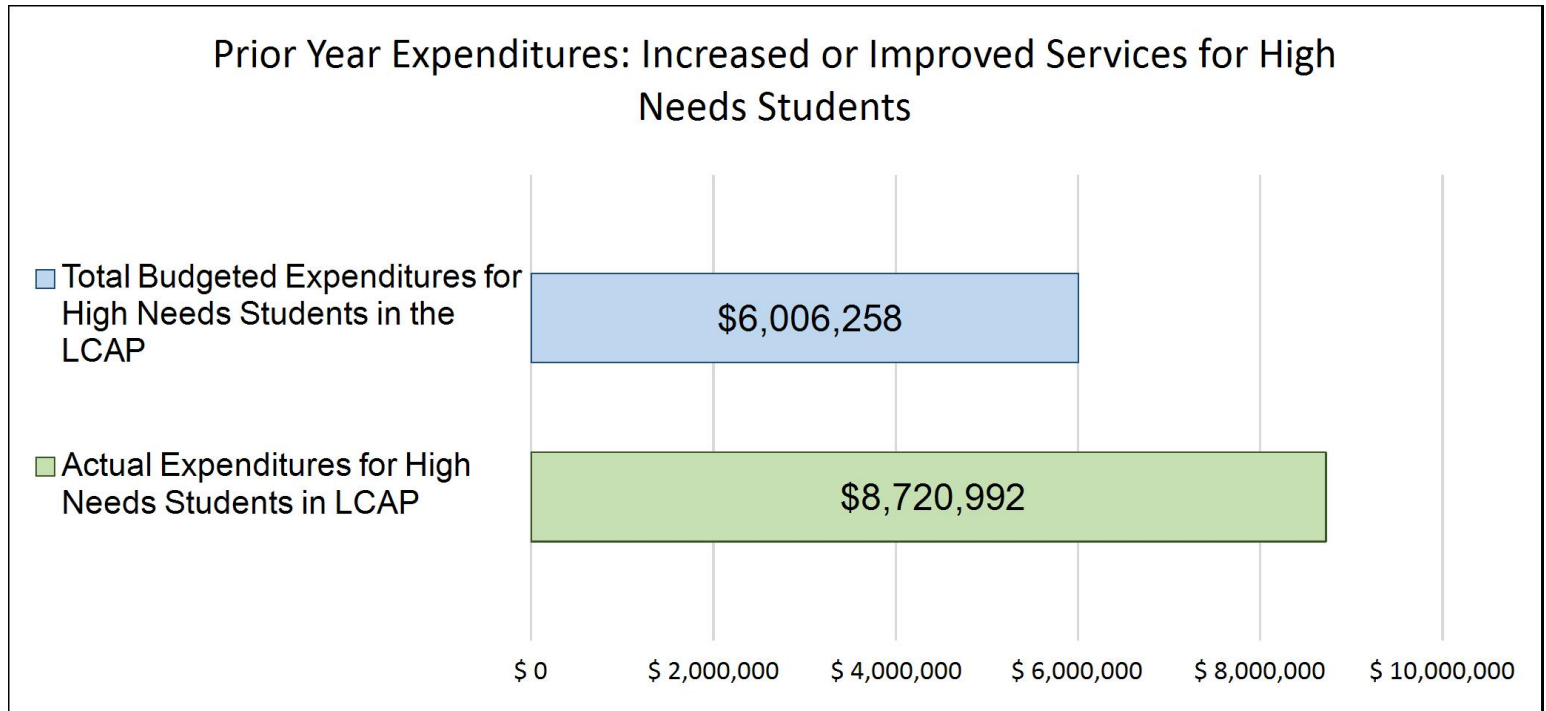
The Local Control and Accountability Plan describes the general fund dollars the district is utilizing to provide recovery of learning loss and student supports for the 2023-2024 school year. The additional funds that make up the total general fund budget are also spent on maintaining and expanding academic and social programs and services, such as communication applications, as well as service providers to support more robust community outreach programs. Social emotional learning and mental health supports continue to be a major focus. For example, ongoing support of social workers and psychologists to provide increased assessments and counseling services in support of the district's MTSS team in developing skills and competency to provide student support and intervention. In addition, family education is focused on smaller targeted school cohorts in order to meet the overall expressed needs of families from surveys and from the school sites. Additionally, the general fund is used for staffing and operational costs like Certificated and Classified school site staff which includes teachers, instructional coaches, para educators, school site office staff, health services, outreach assistants, library media staff, child nutrition staff, and the site based leadership team. Other support staff that are included in the General Fund budget are District Office Certificated and Classified staff which includes Operations, Grounds, Maintenance, Network Systems support, Business Services, Human Resources, Teaching and Learning which includes Special Education, Student Services, Curriculum, Instruction, and Assessment, as well as the District Office Administrative Team.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Sunnyvale School District is projecting it will receive $4,388,585 based on the enrollment of foster youth, English learner, and low-income students. Sunnyvale School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sunnyvale School District plans to spend $6,838,831 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

□ Total Budgeted Expenditures for High Needs Students in the LCAP: $6,006,258

□ Actual Expenditures for High Needs Students in LCAP: $8,720,992

$0 $2,000,000 $4,000,000 $6,000,000 $8,000,000 $10,000,000

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

The text description of the above chart is as follows: In 2022-23, Sunnyvale School District's LCAP budgeted $6,006,258 for planned actions to increase or improve services for high needs students. Sunnyvale School District actually spent $8,720,992 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sunnyvale School District	Dr. Tasha L. Dean Chief Teaching and Learning Officer	tasha.dean@sesd.org 408 522-8200 x 1005

Plan Summary [2023-24]

General Information

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

Located in the heart of Silicon Valley, Sunnyvale School District (SSD) serves nearly 6,000 children each year with an enriched standards-based curriculum delivered through quality instruction at each of our 10 schools. Our preschool through eighth-grade students reflect the widespread diversity of our region; 34% qualify for free or reduced-fee lunches due to low or very low-income levels, and about 29% are English Learners. We have 45 languages represented in our district.

It is Sunnyvale School District's mission to provide every student with a strong foundation of academic, behavioral, and social-emotional skills to prepare them for success in a diverse, challenging, and changing world. We pride ourselves on our history of managing our resources carefully, leveraging district resources with strategic community partnerships to ensure that all of our children have the opportunities needed for maximum academic and social-emotional growth. That means supporting our classroom activities with the kind of hands-on community experiences that studies (and our own assessments) indicate position students for increased learning success.

Sunnyvale will be in implementation of year three and will continue its focused its work through three lenses: equity, a multi-tiered system of supports, and innovation to improve the effectiveness of instruction and student supports. The District has embedded an equity and anti-racist lens into established leadership structures. Leaders are continually reflecting on how best to meet students' needs, breaking down

barriers to learning, and bolstering support. The District's leadership teams have been provided ongoing coaching and training regarding social emotional cultural teaching.

Reflections: Successes

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

The California School Dashboard's academic measures indicate we are using appropriately assigned teachers and access to curriculum-aligned instructional materials. There were zero identified areas of deficiencies. When looking to priority 2, implementation of State Academic Standards the district measures its progress using self-reflection tool using a scale of 1-5, 1 indicating the exploration and research phase to full implementation and sustainability. Sunnyvale is in the beginning development to full implementation phase in many areas and using survey results to move a level of 5, full implementation and sustainability. In the area of health education content standards we have seen an improvement through changes in curriculum and training being provided to our teachers.

All students receive instruction in the core subjects. English Language Development for those students identified as English Learners. All students receive instruction in English, mathematics, social sciences, science, visual and performing arts, health, and physical education. All English learners receive English language development based on their English fluency level. At both middle schools, all students are enrolled in English language arts, math, science and physical education/health. Students also enroll in electives based on student interest.

Recent changes in the middle school schedules allow English Learner students to enroll in an elective as well as receive their English language development (ELD) time and support.
In addition, the rich variety of electives from which students can choose results in some students not enrolling in courses in foreign language, visual or performing arts, applied arts or career technical education. At Sunnyvale Middle School, students receive Designated ELD or intervention supports during Academic Support Time (AST). At Columbia Middle School, students receive Designated ELD or intervention support during a Flex period. At the middle school level, sheltered science courses have been developed to allow all students, including English learners, access to a broad course of study.

In Sunnyvale School District, we have used our state and local benchmark measurements to track student growth and learning while also formatively using the data for instruction. In the current 2022-23 school year, we continue to increase focus on local measures across the district by improving the use of data to improve instructional outcomes for students. These data reports disaggregated data by schools, grade levels, and student groups.

Local Data:
Reading by 2nd grade - % of all 2nd graders who are reading at or above grade level:
2020-2021 school year : 70% (Source: STAR trimester 2)
2020-2021 school year: 62% (Source: NWEA trimester 3)

2021-2022 school year : 71% (Source: F&P BAS trimester 2)
2022-2023 school year : 61% (Source: F&P BAS trimester 2)

Reading overall proficiency grades 2-8 - % of all students in grades 2-8 who are reading at or above grade level
2020-2021 school year 58% (Source: NWEA Trimester 3)
2021-2022 school year 64% (Source: NWEA Trimester 2)
2022-2023 school year 57% (Source: F&P BAS [2], NWEA [3-8], trimester 2)

Math local data, % of students scoring on or above grade level:
2019-2020 school year (grades 1-5): 25% (source: iReady)
2020-2021 school year (grades 2-5): 54% (source: NWEA, Trimester 3)
2021-2022 school year (grades 1-5): 54% (source: NWEA, Trimester 2)
2022-2023 school year (grades 1-5): 54% (source: NWEA, Trimester 2)

Math local data, Title I sites, % of students scoring on or above grade level:
2019-2020 school year (grades 1-5): 12% (source: iReady)
2020-2021 school year (grades 2-5): 26% (source: NWEA, Trimester 3)
2021-2022 school year (grades 1-5): 29% (source: NWEA, Trimester 2)
2022-2023 school year (grades 1-5): 35% (source: NWEA, Trimester 2)

State Data:
Students with Disabilities met targets for the following indicators:
ELA and Math Participation (Indicator 3A)
Discipline (Indicator 4)
Least Restrictive Environment (Indicator 5)
Parent Involvement Rate (Indicator 8)
Initial Eligibility Determination Timeline (Indicator 11)

Total Elementary school and Middle school suspensions are 103 to May 17, with only 2.3% students having received at least one suspension event.

The district maintained zero middle school drop outs.

10/10 schools are tracking behavior data using School Wide Information System (SWIS), allowing for current-data tracking of student out-of-class time related to disciplinary incidents.

Referrals Per 100 Students Per Year was an average of 21.9% for the 2022-23 school year for our 8 elementary schools, a reduction from the previous year.

Successes: Mental Health services and social emotional supports continue to be essential resources that Sunnyvale School District prioritizes and provides to our students and families, and this was no exception during the 2022-23 school year. Mental health services were successfully allocated; few students continued with virtual counseling sessions as in-person services were provided to the majority of students needing support. Students continue to make therapeutic gains throughout the year. Many teachers incorporated more Social Emotional Learning (SEL) into their classes using the Second Step and we offered student and parent groups including a multi-session Parent Project class. The district developed digital resources for students, parents, and staff with anti-racist and historically/culturally responsive tools these tools have allowed both parents and teachers to practice these practices with students.

Our counseling program received over 550 counseling referrals this school year. Those referrals included students who are currently seeing a school-based counselor; students who received counseling services this year and graduated due to meeting their therapeutic goals; and students who are already receiving outside counseling services and therefore determined that school-based counseling would be a duplication of services. The remaining families declined services, most common reasons being that student and/or parents believe student's symptoms have improved since the referral was made, they didn't respond to outreach efforts from the school to initiate services, or that they've moved out of the school district. Additional students are on the waitlist while we wait for parental consent or additional information. There have been well over 1000 therapeutic interactions with students to conduct counseling check-in's, suicide risk assessments and follow-ups, or Child Protective Services (CPS) reports. The addition of an advisory period into the middle school schedule has provided an opportunity for teachers to incorporate more SEL curriculum and restorative circles into their classrooms. In addition to counseling services, counselors, social workers, school outreach assistants have connected countless families to community and school-based resources, housing resources, child care and outside counseling support.

Our Desired Results Developmental Profile spring results show our preschoolers' measurable growth in math, English language, and physical development. With children returning from the virtual learning environment, an impact could be seen in their physical development, and therefore we focused on incorporating outdoor learning and activities. Math was also an area of focus this year, and we were pleased to have the opportunity to participate in a STEM project with Digital Promise. This will continue to support our teachers in developing new instructional strategies for math and science. As we look to 2022-2023, we will continue to focus on students' social-emotional development and approaches to learning self-regulation.

In order to provide students with disabilities more access to core curriculum and instruction, the following has been accomplished: 1) co-teaching training has been conducted at the middle schools. The intent is to lay the foundation for the 22-23 school year. Teams are identified at both middle school campuses and teams will receive direct coaching. The preschool has a section that is currently co-taught with two teachers. One has a special education degree and both have their preschool teacher's permit. The class is a thoughtful mix of typically developing students and students with IEPs. 2) while all special day classrooms had shared access to the district-adopted core curriculum, we have increased the grade level materials which are in their classroom to provide quicker access and ease of use. Staff has 100% of the mathematics materials and we foresee that 100% of staff will have grade level ELA materials in their classroom for the 22-23 school year.

As part of a special education plan, we had identified the need for appropriate intervention curricula for students with identified needs to supplement the district-adopted core materials. This year we piloted materials for both ELA and mathematics specific to our grade levels where intervention materials were not uniformly adopted. We successfully identified an intervention curriculum for mathematics in elementary school. The program will be adopted site wide and also is strongly considered for Tier II MTSS support. Trainings are planned for 22-23 school year for a smooth adoption.

Reflections: Identified Need

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

In Sunnyvale School District, we have used our state and local benchmark measurements to track student growth and learning while also formatively using the data for instruction.
In the current 2022-23 school year, we increased focus on local measures across the district by improving data reports and examination. These data reports disaggregated data by schools, grade levels, various student groups, and in varying configurations.

Examining our current local benchmark measures, Sunnyvale School District continues to demonstrate a need to focus on Multilingual learners/English Learners in English Language Arts and Mathematics in the following areas:

Students who are English Learners, grades 2-8, % who are reading at or above grade level:
2020-2021 school year 28% (Source: STAR Reading, Trimester 2)
2021-2022 school year 23% (Source: NWEA, Trimester 2)
2022-2023 school year 17% (Source: NWEA, Trimester 2)

Students who are English Learners, grades 2-8 at Title I sites + CMS, % who are reading at or above grade level:
2020-2021 school year 14% (Source: STAR Reading, Trimester 2)
2021-2022 school year 17% (Source: NWEA, Trimester 2)
2022-2023 school year 12% (Source: NWEA, Trimester 2)

Students who are English Learners, grades 2-8 at Non-Title I, % who are reading at or above grade level:
2020-2021 school year 44% (Source: STAR Reading, Trimester 2)
2021-2022 school year 30% (Source: NWEA, Trimester 2)
2022-2023 school year 22% (Source: NWEA, Trimester 2)

Students who are English Learners, grades K-1, % who are reading at or above grade level:
2020-2021 school year 40% (Source: STAR Reading, Trimester 2)
2021-2022 school year 30% (Source: NWEA , Trimester 2)
2022-2023 school year 34% (Source: F&P BAS, Trimester 2)

Students who are English Learners, grades K-1 at Title I sites, % who are reading at or above grade level:
2020-2021 school year 32% (Source: STAR Reading, Trimester 2)
2021-2022 school year 16% (Source: NWEA, Trimester 2)
2022-2023 school year 20% (Source: F&P BAS, Trimester 2)

Students who are English Learners, grades K-1 at Non-Title I sites, % who are reading at or above grade level:
2020-2021 school year 47% (Source: STAR Reading, Trimester 2)
2021-2022 school year 43% (Source: NWEA, Trimester 2)
2022-2023 school year 43% (Source: F&P BAS, Trimester 2)

Students who are socio-economically disadvantaged, grades 2-8, % who are reading at or above grade level:
2020-2021 school year 27% (Source: STAR Reading, Trimester 2)
2021-2022 school year 37% (Source: NWEA, Trimester 2)
2022-2023 school year 31% (Source: NWEA, Trimester 2)

Students who are socio-economically disadvantaged, grades 2-8 at Title I sites + CMS, % who are reading at or above grade level:
2020-2021 school year 23% (Source: STAR Reading, Trimester 2)
2021-2022 school year 34% (Source: NWEA, Trimester 2)
2022-2023 school year 26% (Source: NWEA, Trimester 2)

Students who are socio-economically disadvantaged, grades 2-8 at Non-Title I sites, % who are reading at or above grade level:
2020-2021 school year 36% (Source: STAR Reading, Trimester 2)
2021-2022 school year 42% (Source: NWEA, Trimester 2)
2022-2023 school year 37% (Source: NWEA, Trimester 2)

Students who are socio-economically disadvantaged, grades K-1, % who are reading at or above grade level:
2020-2021 school year 28% (Source: STAR Reading, Trimester 2)
2021-2022 school year 23% (Source: NWEA, Trimester 2)
2022-2023 school year 28% (Source: F&P BAS, Trimester 2)

Students who are socio-economically disadvantaged, grades K-1 at Title I sites, % who are reading at or above grade level:
2020-2021 school year 24% (Source: STAR Reading, Trimester 2)
2021-2022 school year 19% (Source: NWEA, Trimester 2)
2022-2023 school year 26% (Source: F&P BAS, Trimester 2)

Students who are socio-economically disadvantaged, grades K-1 at Non-Title I sites, % who are reading at or above grade level:
2020-2021 school year 36%   (Source: STAR Reading, Trimester 2)

2021-2022 school year 30% (Source: NWEA, Trimester 2)
2022-2023 school year 32% (Source: F&P BAS, Trimester 2)

Students who are Hispanic, grades 2-8, % who are reading at or above grade level:
2020-2021 school year 27% (Source: STAR Reading, Trimester 2)
2021-2022 school year 28% (Source: NWEA, Trimester 2)
2022-2023 school year 30% (Source: NWEA, Trimester 2)

Students who are Hispanic, grades 2-8 at Title I sites + CMS, % who are reading at or above grade level:
2020-2021 school year 24% (Source: STAR Reading, Trimester 2)
2021-2022 school year 36% (Source: NWEA, Trimester 2)
2022-2023 school year 22% (Source: NWEA, Trimester 2)

Students who are Hispanic, grades 2-8 at Non-Title I sites + CMS, % who are reading at or above grade level:
2020-2021 school year 34% (Source: STAR Reading, Trimester 2)
2021-2022 school year 42% (Source: NWEA, Trimester 2)
2022-2023 school year 34% (Source: NWEA, Trimester 2)

Students who are Hispanic, grades K-1 , % who are reading at or above grade level:
2020-2021 school year 32% (Source: STAR Reading, Trimester 2)
2021-2022 school year 24% (Source: NWEA, Trimester 2)
2022-2023 school year 26% (Source: F&P BAS, Trimester 2)

Students who are Hispanic, grades K-1 at Title I sites , % who are reading at or above grade level:
2020-2021 school year 26%   (Source: STAR Reading, Trimester 2)
2021-2022 school year 21%   (Source: NWEA, Trimester 2)
2022-2023 school year 24%   (Source: F&P BAS, Trimester 2)

Students who are Hispanic, grades K-1 at Non-Title I sites , % who are reading at or above grade level:
2020-2021 school year 40% (Source: STAR Reading, Trimester 2)
2021-2022 school year 30% (Source: NWEA, Trimester 2)
2022-2023 school year 31%   (Source: F&P BAS, Trimester 2)

Local Data Math Summary:

Math local data, % of students scoring on or above grade level:
2019-2020 school year (grades 1-5): 25% (source: iReady)
2020-2021 school year (grades 2-5): 54% (source: NWEA, Trimester 3)

2021-2022 school year (grades 1-5): 54% (source: NWEA, Trimester 2)
2022-2023 school year (grades 1-5): 54% (source: NWEA, Trimester 2)

Math local data, Title I sites, % of students scoring on or above grade level:
2019-2020 school year (grades 1-5): 12% (source: iReady)
2020-2021 school year (grades 2-5): 26% (source: NWEA, Trimester 3)
2021-2022 school year (grades 1-5): 29% (source: NWEA, Trimester 2)
2022-2023 school year (grades 1-5): 35% (source: NWEA, Trimester 2)

Math local data, Non-Title I sites, % of students scoring on or above grade level:
2019-2020 school year (grades 1-5): 39% (source: iReady)
2020-2021 school year (grades 2-5): 71% (source: NWEA, Trimester 3)
2021-2022 school year (grades 1-5): 70% (source: NWEA, Trimester 2)
2022-2023 school year (grades 1-5): 68% (source: NWEA, Trimester 2)

Based on the ADL, Sunnyvale did not meet the following indicators:
Indicator 3 (ELA & Math Academic
performance), Indicator 5b (LRE, 40%) Indicator 6A
(Preschool LRE, Regular Class), and Indicator 6B
(Preschool LRE, Separate Schools). Please consider
reflecting this data under this section.

California State Dashboard Student Data Summary:

The California State Dashboard for Student Groups is analyzed in the following ways below.
1. Are there any "All Students" groups that are in orange or red.
2. Are there any specific student groups that are 2 performance bands below the all student group.

1. There are no "all student" groups that are in orange or red in Sunnyvale.

2. Due to the specific student groups falling 2 performance bands below the all student group, the areas below require focus.

2a. There is a need to focus on the Suspension Rate of the following student groups:
Foster youth, students qualifying for Mckinney-Vento Services, Socioeconomically Disadvantaged, African American, and Hispanic.

2b. There is a need to focus on the English Language Arts achievement of the following student groups:

English Learners, Socioeconomically Disadvantaged, Students with Disabilities, American Indian or Alaska Native, and Native Hawaiian or Pacific Islander.

2c. There is a need to focus on the Mathematics achievement of the following student groups:
English Learners, Socioeconomically Disadvantaged, Students with Disabilities, American Indian or Alaska Native, Hispanic, and Native Hawaiian or Pacific Islander.

Students in the categories of English Learner, socioeconomically disadvantaged, Hispanic, and Native Hawaiian or Pacific Islander all decreased in their math performance on state testing when compared to the previous year. Students in the category of American Indian or Alaska Native decreased significantly in their math performance, dropping to an average of 71.5 points below the level of proficiency. Students with disabilities had no significant change in their average distance from proficient, and remained an average of 100 points below the proficiency level.

The need for a focus on reading is also based on the District's disproportionate identification of Hispanic students identified for Special Education support under the category of Specific Learning Disability. Data reviewed for the 2022 & 2023 Comprehensive Coordinated Early Intervening Services Plan revealed reading skills as a contributing factor.

SESD continues to be Significant Disproportionate for Hispanic SLD. SESD is also disproportionate for Hispanic SLD and Hispanic Discipline (<10 days in-school suspension).

Several community member feedback forums were held with parents/ guardians, staff, teachers, and students as opportunities for assessing needs based on both an analysis of our local data benchmarks and qualitative surveys. Examples included site based feedback sessions embedded into School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings and district Equity Summit and District English Learner Advisory Council (DELAC) meetings. This information provided our district with specific examples of identified need which have been captured in our strategic goals and actions of the 2023 Local Control and Accountability. We will also continue to provide extended opportunities for English language arts teams to meet regularly to analyze and disaggregate data to inform instructional planning and targeted instruction meeting the needs of All students but in particular our unduplicated students (low socio-economic, foster youth, English learner, students who may be experiencing homelessness). Principals will receive ongoing coaching and site visits to support their data analysis and how to more effectively use data to guide strong instructional practices on their campuses.

We acknowledge the need to provide additional supports and strategies to increase attendance and lower suspensions rates for ALL students, and in particular for the following student groups: African American, socioeconomically disadvantaged, foster youth, students qualifying for McKinney-Vento services, and Hispanic/Latino as identified in our California Dashboard data.

For the 22-23 school year, chronic absenteeism rates were similar compared to previous years (15.28% compared to 15% last year). Disproportionality continued to be apparent in discipline practices, with our African American and Hispanic students continuing to receive more referrals and suspensions than the district average. This data indicates a need to continue to focus supports for these groups in considering attendance and PBIS supports.

The district experienced a marked increase in incidents which were EC 48915 (c) mandatory expulsion recommendations during the 2022-23 school year, a total of six. Five of the six cases were resolved with Suspended Expulsion and a strengths-based Stipulated Agreement approved by the SESD School Board. In all incidents, site administration coordinated with Teaching and Learning personnel to review the incident, any precursors to the behavior, services provided beforehand, and to work to identify possible missed opportunities for student and family support. Site administrative teams at impacted sites are further incorporating Socio-emotional/Cultural supports in to student presentations, PBIS, and school climate programming.

Referrals Per 100 Students Per Year was an average of 25.5% for the 2022-23 school year for two middle schools, an increase of roughly 5%, data which identifies the opportunity to review the PBIS systems at both middle schools and reinforce early-indicator support for student discipline concerns through site MTSS teams.

Given the rise in chronic absenteeism and suspension of McKinney-Vento qualified youth, district personnel participated in "Differentiated Assistance" through the Santa Clara County Office of Education, bringing findings and root cause analysis outcomes to inform the district attendance and discipline processes. This work will continue, with changes in procedure for attendance and discipline processes expanding to address all students groups, not just some groups initially identified.

As part of a special education plan and the Annual Determination Letter, SESD met the following indicators: Indicator 2 (Drop-out rate), Indicator 4 (Suspension), Indicator 5A (LRE, 80%), Indicator 5C (LRE, Separate schools),Indicator 6c (Preschool LRE, Home), and Indicator 8 (Parent Involvement). We had identified the need for appropriate intervention curricula for students with identified needs to supplement the district-adopted core materials. This year we piloted materials for both ELA and mathematics specific to our grade levels where intervention materials were not uniformly adopted. We successfully identified an intervention curriculum for mathematics in elementary school, however, we found that we need to conduct further research and pilots for the ELA intervention materials. No clear system was agreed upon. Other factors to consider are middle school schedules and the need for training. We will continue to pilot ELA intervention curricula for the 2022-23 school year.

LCAP Highlights

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

Working closely with community members throughout the District on our LCAP and School Plans, five goals have been identified for focus within the next three years to improve outcomes for all students, and specifically targeting our English Learners. The district continued it's targeted supports for Spanish speaking students and African American students in English Language Arts. This focus on alignment leverages both fiscal and human resources as we continue to provide rigorous, standards-based instruction that grows our students' proficiency in reading, writing, listening and speaking across all content areas. In addition to academic measures, we emphasize social emotional well-being and culturally inclusivity to ensure that our classrooms and schools are safe, supportive, and culturally sustaining and celebratory environments that allow students to focus on rigorous learning that builds on the assets students bring into the classroom. The

role of the family and community is highly valued and we perpetuate our commitment to maintain and strengthen the home-school, school-district, and district-community partnerships.

Mental Health services and social emotional supports continue to be essential resources that Sunnyvale School District prioritizes and provides to our students and families, and this was no exception during the 2022-23 school year. Mental health services were successfully allocated; few students continued with virtual counseling sessions as in-person services were provided to the majority of students needing support. Students continue to make therapeutic gains throughout the year. Many teachers incorporated more Social Emotional Learning (SEL) into their classes using the Second Step and we offered student and parent groups including a multi-session Parent Project class. The district developed digital resources for students, parents, and staff with anti-racist and historically/culturally responsive tools these tools have allowed both parents and teachers to practice these practices with students.

Our Desired Results Developmental Profile spring results show our preschoolers' measurable growth in math, English language, and physical development. With children returning from the virtual learning environment, an impact could be seen in their physical development, and therefore we focused on incorporating outdoor learning and activities. Math was also an area of focus this year, and we were pleased to have the opportunity to participate in a STEM project with Digital Promise. This will continue to support our teachers in developing new instructional strategies for math and science. As we look to 2022-2023, we will continue to focus on students' social-emotional development and approaches to learning self-regulation.

In order to provide students with disabilities more access to core curriculum and instruction, the following has been accomplished: 1) co-teaching training has been conducted at the middle schools. Teams are identified at both middle school campuses and teams will receive direct coaching. The preschool has a section that is currently co-taught with two teachers. The class is a thoughtful mix of typically developing students and students with IEPs. 2) while all special day classrooms had shared access to the district-adopted core curriculum, we have increased the grade level materials which are in their classroom to provide quicker access and ease of use.

Comprehensive Support and Improvement

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

Schools Identified

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

None

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

The educational partner engagement process in which parents, guardians and community members provided input and feedback to the district was conducted throughout the months of February through April 2023.

The district again held its Equity Summit, and ten LCAP family sessions to provide parents, teachers, staff, students, and community members with opportunities to engage in meaningful collaborative conversations that inform the actions aligned to LCAP goals. During the Equity Summit in February 2023 families, staff, and students, provide our parent/family partners with the opportunity to preview the Local Control and Accountability Plan (LCAP) Goals, and provide substantive feedback input to guide the district as it provides updates to specific actions and strategies aligned to fiscal resources. This year, in response to family feedback from the previous event, more time was spent eliciting family voice and then put onto district goals. Moreover, each session provided parents/families with a review of the purpose for the LCAP and the implications the plan has on both the academic and social emotional success of all students, but particularly our most vulnerable students, English learners, students from low socio-economic backgrounds, foster youth, and students who may be experiencing homelessness. Family partners who attended the equity summit and family sessions in February-April 2023 provided suggestions for actions and strategies for each of the five LCAP Goals.

The Superintendent's Advisory committee was created at the direction of the Board. Parents on the committee are selected by principals based on the criteria you provided. The committee also includes members with students with disabilities. The committee met four times, twice in each "semester." Attendance for each meeting as well as a summary of the topics discussed and the feedback collected. The topics inform both the LCAP and board on parent needs. This committee shared the many of the focus areas discussed above during the Equity Summit.

Each school site held a series of meetings to provide LCAP feedback from parents, teachers, staff, and students. These meetings included: Teacher Leadership Meetings, Grade Level Meetings, School Site Council, English Learner Advisory Committee, and Principal Coffee Meetings. Sites were able to provide input on areas of need/improvement and things that were going well with the current LCAP. There were some similarities in the areas of need/ improvement across all ten sites, including: inclusive/updated playgrounds, outdoor learning spaces, increasing student voice in the classroom, before/after school support, staff diversity, high quality/equitable curriculum for SDC classes, universal systems to monitor intervention, training and support with IEP process, multicultural nights, parent education programs, building on student home languages, and parent education on reclassification process and ELPAC. There was consensus across the board that the addition of equity teachers on special assignment and full time social workers, psychologists, and counselors were essential, helpful, and sites would like to continue receiving support from these positions. Sites also provided feedback on keeping multiple levels of support for students, community building and parent group meetings, and newcomer support.

DELAC members were also given a comprehensive presentation that included a review of our previous LCAP goals, actions and outcomes, along with an analysis of the Learning Continuity and Attendance Plan. This presentation included board member representatives, who were able to support parents in analyzing and providing feedback in the process. The discussion that followed provided DELAC members the

opportunity to ask questions and provided a collaborative space to generate ideas for actions and strategies around each LCAP goal. Substantive feedback from DELAC members included suggestions for additional resources and strategies for the district's English Learner Programs, including English Language Development. There was a strong interest voiced by members to provide more support to newcomers and ELs who were not English proficient. There was continued consensus around the need to increase our reclassification rate, and the group agreed Goal 5 of the 2022-23 LCAP to increase the district's rate of English learner reclassification aligned to our DELAC goal to increase EL English proficiency. DELAC members also voiced interest in the district to continue to provide resources to programs to continue to support parent outreach, particularly in the area of school governance. The suggestions and feedback provided by the DELAC and the Parent Feedback Forums were shared with the superintendent and his cabinet and informed the actions and strategies of the LCAP. The DELAC meeting where the LCAP Goals were shared and discussed and members provided input was held on March 22, 2023. The completed LCAP will be shared with DELAC members during the May 31, 2023.

While both certificated and classified staff had opportunities during the equity summit to provide input on the LCAP, the district also provided a dedicated meeting to SEA and CSEA to review goals and actions. The group's recommendations included goals and actions they wanted to continue, increase, or discontinue and their rationale. Both bargaining groups provided specific and targeted feedback which has been incorporated into the LCAP.

SELPA consultation and input was provided on May 11, 2023. Additional updates were provided based on this feedback. The SELPA was able to clearly see special education students in the plan and clear references to all students. The LCAP will go to the Board for hearing and review on June 1, 2023; and for final review and adoption on June 22, 2023.

A summary of the feedback provided by specific educational partners.

In Fall 2022 & Spring 2023 a Panorama survey was conducted and over 70% of families, & 50 % of students expressed wanting to learn more about culture and racism. Teachers reportedly want to learn more in order to teach about culture and racism. While students reported feeling supported we continue to have 13% of students who reported feeling sad, lonely, and unsafe. While 74% of students reported positive feelings, goals and actions were included to support the social-emotional and culturally responsive teaching of students, staff, and parents.

During the 2023 Equity Summit the district was able to get a coordinated in depth input on LCAP goals from students, families, and staff. This session also included site leadership teams. The session was focused and designed to hear the voices of parents and students more and to get their in depth recommendations regarding goals. Dedicated time was spent getting more targeted time to address the district in it's goal to increases the proficiency levels of students who speak Spanish & who are not proficient in their core academic areas. This was an opportunity for the district to get authentic feedback and innovative ideas on how to move forward with goals and actions for 2023-24.

During staff sessions and based on feedback from surveys major themes included: Increasing Student Voice in the Classroom, continued inclusion for Students with Disabilities and Co-Teaching opportunities, texts and novels and Lessons to Support culturally responsive

teaching, and high quality/equitable curriculum for SDC classes. Additional support for math interventions, teaching of phonics and explicit reading to students, and overall need to continue expanding resources available for interventions including writing supports.

During the Parent Feedback sessions held for each school parents articulated the desire to be more involved in the LCAP process. Specific examples included, 1) opportunities to reflect and analyze previous goals and selected metrics to identify success (what worked, what didn't, and why?) 2) Provide more opportunities for parents to learn about the LCAP process and the importance of shared leadership. This comment emerged during the Parent Feedback forums. DELAC members articulated similar interests. Parents in DELAC also suggested the district hold more opportunities for parents and community members to engage in collaborative discussions around student and district data to inform LCAP actions and target focus goals.

The District consulted with the SELPA on May 11,2023 regarding successes to date and additional input was provided regarding how to best reflect some of the students with disabilities into some of the data and metric areas. On March 1, 2023 District held a parent meeting specifically for parents of students with disabilities. One desired outcome from this parent group was a desire to examine parents facilitating grade level-alike emotional support groups for parents of disabled and special needs students. Time was also taken to discuss how to better support other plans like Comprehensive Coordinating Early Intervening Services (CCEIS).

The LCAP will go to the Board of Education for hearing and adoption on June 22, 2023.

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

Several themes surfaced across the variety of sessions with our educational partners:

It was recommended the district continue it's work to continue it's Anti-Racist and culturally responsive work. It is important that the Anti-Racist work is also focused on all 10 school campuses. This feedback included universally how to strengthen it's ability to welcome and support families, especially new comers.

We must continue to prioritize the voices of our students and families. Educational partners validated our need to continue and build on our work with our students learning English. There were 5 main areas of emphasis in feedback received:

Increased Support for Families
Increased Afterschool Support
Increased Classroom Support
A Community Schools Model for each school site
Maintain High Levels of Health & Safety

Goal 1, Action 2: Maintaining and continuing to grow in this area, as both staff and parents indicated a need to continue bringing in diversity within all staff of SESD. Emphasized the importance of approaches to instruction and methodologies.
Action 8: Update and expand awareness of AEDs on campuses.

Goal 2: Action 3: Continue to grow and deepen supports outlined in the early intervening services plan.   Action 6: Provide ongoing training and supports for new teachers and follow-up training for teachers who may need additional supports following major training.
Action 7: Expanding the reach of library resource specialists and their support of students to access libraries and extend their time to support libraries after school.

Goal 3:Continue social emotional culturally responsive training and coaching and expand Anti-Racist training and coaching in addition to walk throughs.

Goal 4: Continue offering classes and supports to parents. Affinity groups for parents, especially parents who have students with special needs. It was recommended to continue specific supports for parents with children who have more significant behavioral needs. Continue focus on all actions, but with greater intentionality on actions 2, 4, 6, & 7. Addition of a Outreach Supervisor to organize and support parent education and supports across the district. In addition, support with recommendation of creating a community school model.

Goal 5: Parents continue to be very interested in the district supporting our English learners and to increasing the district's Reclassification rate, and the actions and strategies that will drive the goal's success. Increase new comer tools for parents and teachers.

Input from our California School Employees Association, Sunnyvale Education Association, Sunnyvale Certificated and Classified Association for Management Personnel, and District Leadership indicated continued support of goals and actions.

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.

An explanation of why the LEA has developed this goal.

This goal has been developed to ensure all students in the Sunnyvale School District have access to standards aligned core and supplemental instructional materials and technology, highly qualified teachers/service providers, and facilities in good repair, to foster their academic and social emotional development.

The actions in this goal address the following state priorities:
Priority 1 - Basics Services
Priority 2 - Implementation of State Standards
Priority 8 - Other Pupil Outcomes

The combined actions included in this goal are centered on providing the basic foundation for students as they access the learning environment provided by the Sunnyvale School District. It includes responses to root causes of the identification of Students with Disabilities in the 2019-2020 Special Education Plan.

The metrics associated with this goal are regularly reviewed to monitor progress.

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	May 2021 100% Students identified as English Learners have access to the CA State	May 2022 100% Students identified as English Learners have access to the CA State	May 2023 100% Students identified as English Learners have access to the CA State		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
(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 clarity and transparancy)	Standards including the ELD Standards. Update: May, 2022 Added date	Standards including the ELD Standards.	Standards including the ELD Standards.		
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 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.	n/a	n/a		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
May, 2023 New metric Baseline measurement in year 2 outcome column	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 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
(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%		Maintain an employee retention rate of 90% annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(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%		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 to standards aligned materials	100% of students having access to standards aligned materials Update: May, 2023 Added date	May 2022 100% of students have access to standards aligned materials for the 2021-2022 School Year.	May 2023 100% of students have access to standards aligned materials for the 2022-2023 School Year.		Maintain 100% of students having access to standards aligned materials
(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.		Maintain at least a 95% on-premises uptime for the District's wireless network.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(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 student outcomes • 50% Percentage of staff that agree that they covered all Common Sense Media	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 laptop within the District's refresh cycle	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		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
	cyber-safety curriculum 100% of staff members provided a 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.		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.		53% of grades (3-5) have access to the supplemental math intervention 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	During 2021-22 school, K-5, 84% of staff are trained in curriculum that focus on phonologic processes and meets the dyslexia intervention guidelines.	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		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
	implementation of developmentally appropriate adopted supplemental ELA intervention curriculum.	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 other programs during 22-23.	supplemental ELA curriculum		
(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	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	100% of Special education staff have complete student materials and teacher guides for each grade level within their classrooms for ELA .		100% of Mild/ Moderate special education teachers have complete sets of the ELA & math core curriculum, including those instructing students with IEPs

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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	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 math.		who are not receiving modified curriculum.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Teachers	District staff will ensure that students have access to highly qualified teachers by: • Providing an induction program through a partnership with the Santa Cruz/Silicon Valley New Teacher Project for year 1 and year 2 teachers to obtain their professional clear credential and support them in becoming highly qualified. • Working with the school sites to ensure certificated staff members posses the appropriate teaching credentials for the class/section. • Providing ongoing professional development for certificated and classified substitutes.	$562,181.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Employee Recruitment and Retention with a Focus on Staff Diversity	District staff will work to increase the diversity of our certificated, classified, and management staff as one initiative to support the District's equity statement and plan. This work will include: • Expanding the recruitment pool through new hiring fairs and recruitment tools that provide opportunities to reach diverse applicants • Expanding support of our current employees of color, through activities such as affinity groups, listening tours, and feedback loops at all district school sites/departments • Develop and conduct exit surveys and interviews in order to identify areas of improvement regarding staff retention • District administrators provide professional development opportunities to school sites and departments to implement an evaluation process that promotes professionalism and collaboration, supports professional growth, and ensure excellence and individual accountability. • Continue the use of the digital application for staff hiring and evaluation. • Collaborate with employee associations to review certificated and classified (including management) evaluation processes to ensure alignment with standards and expected outcomes. • District will look at possible screeners to address equity, anti-racist, bias in the hiring process. • District will develop more full-time Classified staff positions to offer candidates viable careers within the District.	$646,000.00	No
1.3	Pilot and adoption of science materials at the middle school level	We will complete the adoption of science curriculum for Grades 6-8 and in the interim, provide teachers with NGSS aligned supplemental resources, such as Mosa Mack and Impact Science. K-5 teachers will continue to fully implement hands-on NGSS units in all science domains, using the adopted Mystery Science curriculum (K-5).	$147,577.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Pilot and adopt History Social Science materials for elementary schools	Convene an elementary History/Social Science Task Force to review, pilot and recommend and purchase history/social science materials for K-Gr. 5.	$103,584.00	No
1.5	Math curriculum and materials	Elementary math curriculum materials, aligned with the new framework that is in development by the California Department of Education, were piloted and recommended for adoption in May, 2023. A new elementary school math curriculum will be implemented across the district, supported by professional development and coaching (see goal 2).	$274,528.00	No
1.6	Access to Instructional Technology Tools	District and school site staff will work to provide access to technology to support students' learning by ensuring all students have access to instructional technology devices. applications, as well as reliable internet access at school and home.	$1,160,606.00	No
1.7	Digital Citizenship and the Appropriate Use of Technology	District and site staff will maintain an environment where students will learn the appropriate and ethical use of instructional technology tools. This environment will include content filtering, monitoring software, and appropriate age level permissions. All grades will implement digital citizenship within the first week of the school year, and review lessons at least once each subsequent trimester. In addition, staff will receive digital security awareness training to protect against data breeches and other cyber security vulnerabilities.	$54,947.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	District Facilities	Maintain District Facilities by conducting frequent inspections of school sites; safety & fire inspections, completing the annual Facility Inspection Tool (FIT) and promptly addressing any concerns related to Williams.	$3,662,010.00	No
1.9	ELA and Mathematics intervention materials	Teachers of students with disabilities in grades TK-8 will use intervention materials for Mathematics and English Language Arts to support individualized education program goals directly related to Common Core State Standards.	$99,291.00	No
1.10	Elementary Early Literacy Curriculum and Materials	Elementary early literacy curriculum materials were piloted and recommended for adoption in May, 2023. A new elementary school early literacy (e.g., phonics, phonological awareness, orthographic mapping) curriculum will be implemented across the district supported by professional development and coaching (see goal 2).	$176,776.00	No
1.11	4th Grade Growth, Development, & Sexual Health Curriculum (GDSH) Curriculum	4th grade GDSH curriculum materials were piloted and recommended for adoption in December, 2022. New 4th grade GDSH curriculum was implemented across the district supported by professional development and coaching.	$13,563.00	No
1.12	Middle School English Curriculum	Middle school English curriculum materials were piloted and recommended for adoption in May, 2023. A new middle school English curriculum will be implemented at both middle schools supported by professional development and coaching (see goal 2).	$319,126.00	No

Action #	Title	Description	Total Funds	Contributing
1.13	Transitional Kindergarten (TK)	Under the new Universal Pre-Kindergarten (UPK) program guidance from the California Department of Education (CDE), revise the TK program to be play-based with furniture and materials. Professional development captured in Goal 2.	$25,000.00	No

Goal Analysis [2022-23]

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

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

Actions 1.5, 1.10, 1.11, and 1.12 - All curriculum pilot processes have been successful in recommending a curriculum for district adoption. Implementation actions are listed in Goal #2.

Action 1.7 The District did not emphasize the implementation of the Cyber Citizenship curriculum this year given the number of other initiatives impacting classroom teachers.

Action 1.9: At our middle schools bell schedules have impacted the ability to implement a specific intervention curriculum with fidelity at one site. The bell schedules are being reviewed for 23-24 to determine if that would have a positive effect on student outcomes and we are reviewing alternative supplementation intervention 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 1.1 - Increase in cost for Induction Mentor FTE costs (additional .6) and increased overall costs for SC/SVNTP for induction services.

Action 1.2 - Increase in cost for staff support through Acknowledge Alliance to offer additional supports during the 2022-23 school year.

Action 1.3 - Increase in cost. MS science curriculum. Mosa Mack was purchased in 2021-2022. The FOSS science curriculum was purchased during the 2022-2023 school year and the cost was higher than the original estimate.

Action 1.4 - Decrease in cost. ES history/social science curriculum, TCI cost was lower than the original estimate.

Action 1.5 - Increase in cost. The prior action was written with a focus on improving math pedagogical practice and instruction. The updated action now encompasses an increased expenditure that includes the adoption of a new elementary math curriculum. ES math pilot was not a planned expenditure during the 2022-2023 school year. After receiving an update on the CA adoption of the new math framework, the decision to pilot materials for adoption was made. Math pilot cost includes the cost of materials and training.

Action 1.6 - Decrease in cost. The District reduced the overall fleet of hotspots since returning to in-person. In addition, District enrollment continues to decline reducing the number of devices needing refresh.

Action 1.7 - Decrease in cost. Multi-year license for Go Guardian paid in prior year lowering the costs for this year.

Action 1.8 - Increase in cost. Added additional custodian positions and increase in costs due to negotiated settlement agreement.

Action 1.9 - Increase in cost to purchase more materials for classrooms than was originally anticipated.

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

Metric 1.1, Metric 1.2, and Metric 1.6 - Actions 1.3, 1.4, 1.5, 1.10, 1.11, and 1.12 have supported the ability of our district to ensure all students have access to state standards within specific content areas. Our students previously had access to state standards based on curriculum adoptions. In analyzing our CA Dashboard survey data, the implementation of state standards is at the initial or fully implemented stage by classroom teachers.

Actions 1.1 and 1.2 - The District continues to focus on staff diversity during the recruitment process and has made gains to promote retention of staff these conditions ensure a dedicated and high-quality staff to serve the needs of our students.

Action 1.6 and 1.7 - The District continues to provide appropriate instructional technology tools to ensure students have equitable conditions of learning at all schools.

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 numbers, 1.1, 1.2, and 1.6, were added to support the ability and ease of reading metrics and the analysis sections.

Metric 2 - Added to reflect the implementation of state standards for all students. An existing metric measured the implementation of state standards with a focus on English Learner students.

Action 1.2 - This action was expanded to include creating more full-time Classified Staff positions that can be viewed as viable careers in order to recruit and retain skilled support staff.

Action 1.3 - This action has been suspended since the adoption of science curriculum in grades 6th-8th has been completed. The original content of the action has been left above for transparency. The middle school science pilot team successfully piloted various curricula during the 2021-2022 school year and unanimously recommended the adoption of FOSS as the middle school curriculum. FOSS training and professional development was provided to teachers in May, 2022 to all middle school science teachers. Year one of full curriculum implementation occurred during the 2022-2023 school year.

Action 1.4 - This action has been suspended since the adoption of elementary history/social science has been completed. The original content of the action has been left above for transparency. The elementary history/social science pilot team successfully piloted various curricula during the 2021-2022 school year and unanimously recommended the adoption of TCI as the elementary history/social science curriculum. Training and professional development was provided to all elementary teachers during the summer professional development week or on the October, 2023 Staff Development Day. Year one of full curriculum implementation occurred during the 2022-2023 school year.

Action 1.5 - This action has been updated on the LCAP to include the pilot and adoption of new elementary math curriculum for the 2023-2024 school year. During the 2022-2023 school year, the California Department of Education updated the estimated time frame for the state adoption of the new math framework. Subsequently, the district conducted the pilot of elementary math curriculums and made a recommendation to the school board for the adoption of new materials for beginning implementation during the 2023-2024 school year. Professional development and coaching will support teacher implementation.

Action 1.7 - Continue to adapt the District's Cyber Citizenship curriculum to better meet the needs of TK, SDC, and Dual-Immersion classrooms.

Metric 1.9 verbiage was changed from "full implementation" to "100% implementation" to provide a measurable outcome.

Actions 1.10, 1.11, and 1.12 were added to the 2022-2023 LCAP to reflect pilot processes and curriculum recommendations that were started and ended within the 2022-2023 school year for (a) phonics/early literacy, (b) 4th grade growth, development, and sexual health, and (c) middle school English. The implementation of the curriculum is captured in Goal #2.

New Action 1.13 - This action has been updated to the LCAP to support new TK model aligned with California's Universal Pre-Kindergarten Program. This will support the purchase of TK furniture and curriculum materials aligned with the play-based model.

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

An explanation of why the LEA has developed this goal.

We are committed to providing our students with a rigorous standards-based curriculum that develops their proficiency in reading, and writing across all content areas. In addition, developing the 5 Cs, critical thinking, creativity, collaboration, communication and compassion, remain a foundation of the work we build upon. In our continuous efforts to improve instructional practices and supports, both academic and social-emotional-cultural to support successful student learning outcomes, we utilized our 2019-20 local assessment data such as reading inventories and diagnostics, writing benchmarks, summative ELPAC scores, and math benchmark assessments to inform the goals, actions, and strategies highlighted in the current three-year-cycle of the LCAP. The stakeholders feedback opportunities we provided to collectively reflect and analyze accomplishments and next steps provided tangible information that have informed the goals, actions, and strategies in each new LCAP Goal.

This goal and associated actions address state priorities 1,2,4, 7, and 8.
While we have met the standard for Priority 1 and 2, according to the 2019-2020 California Dashboard, our student data demonstrates that we have an ongoing need to improve instruction in order to meet the needs of our students. In particular, the following student groups would particularly benefit from additional support: English Learners, students from socioeconomically disadvantaged backgrounds, Pacific Islander, American Indian, African American, and Hispanic students, as well as students with disabilities.

The information gathered during the 2019-2020 Special Education Plan process indicates a need to focus on ELA and Math performance for students with disabilities as measured on the SBAC assessment.

We continue to stay mindful of any academic gaps that may have been caused by the disruption of the COVID-19 pandemic and its ongoing ripple effects. While staying focused on an asset-based mindset, we want to ensure strengths-based teaching with frequent progress monitoring indicators that will help with targeted instruction. Administrative leadership, teacher leadership teams, professional development, and data driven decision making will play a large role in supporting these efforts.

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.		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) Update Data Source Baseline: Discontinued STAR and NWEA in 2nd grade and replaced with F&P BAS	March 2021/2nd trimester, STAR, local benchmark: 70% of 2nd grade students are reading at grade level as measured by local benchmark assessment. 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:	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.		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
	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				
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%.		Student math performance gains will increase 10% above baseline across all grade levels as measured by districtwide math benchmark assessment tool. (NWEA). 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	8 elementary schools offered STEM-related programming. Each elementary ran a STEAM week.		All 10 schools will offer STEM-related programming (Invention Convention, Maker Spaces, etc.)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		also offered Invention Convention in addition to 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.		
Metric 5 Smarter Balanced ELA % for ELA and Math data Spring 2019. • ELs • SED • Foster Youth • Hispanic/Latino/a • Students with disabilities Update, May 2023	SBAC ELA All students: 60% SBAC Math All students: 54% SBAC ELA ELs: 5% met standard SBAC Math ELs: 11% met standard SBAC ELA SED: 33% met standard SBAC Math SED: 22% met standard	Smarter Balanced was administered Spring 2022. Results and growth will be measured in 2022-2023 LCAP annual update.	Spring 2022 SBAC: % meeting standard SBAC ELA All students: 56% SBAC Math All students: 49% SBAC ELA ELs: 10% SBAC Math ELs: 8% SBAC ELA SED: 31% SBAC Math SED: 19%		The overall SBAC scores in ELA and Math for all students will improve in proficiency by 10% from the baseline: ELA: 70%; Math: 64% EL, SED, SWD and Hispanic groups will improve proficiency by 20% from the baseline.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
• Students with disabilities discontinued from this metric. New metric added below.	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%		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%		
Metric 6 Local measures ELA NWEA Spring 2021 data	2020-2021 school year (Reading overall proficiency 2nd-8th): 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%	2021-2022 Trimester 2 (Reading overall proficiency 2nd-8th): 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	2022-2023 Trimester 2 (Reading overall proficiency 2nd-8th): 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		Reading overall proficiency 2nd-8th: 75% of all students in grades 2-8 are reading at or above grade level Reading overall proficiency K-1: 75% of all students in grades K-1 are

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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	proficiency K-1): 53% of all students in grades K-1 are reading at or above grade level (source: F&P BAS)	proficiency K-1): 53% of all students in grades k-1 are reading at or above grade level (source: F&P BAS)		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 positive experience working with their coach on instructional practice Data Source: Coaching survey Update: May, 2022 Clarified data source	2020-2021, Coaching survey, 48% of teachers engaged in coaching cycles 83% of teachers shared that working with their coach helped improve their instructional practice	Spring 2022 Due to demands on the school sites related to COVID 19 (absences, subbing, and positive cases) and an organizational restructure, coaching program surveys were administered later in the school year. Data is currently being collected. This will be a lagging indicator.	May 2023, Coaching survey, 23% of teachers engaged in coaching cycles 100% of teachers shared that working with their coach helped improve their instructional practice 96% of teachers can see that engaging in coaching cycles lead to improved student outcomes.		100% of teachers engage in a coaching cycle focused on improving student learning 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	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			**This will be updated by 5/26/23		
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% 2nd grade Low SES percent proficient reading: 40% 1st grade EL percent proficient math: no current baseline data 1st grade Low SES percent proficient	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% 2nd grade EL math: 32% 2nd grade Low SES: 31% 6th grade EL reading: 9% 6th grade Low SES reading: 30%	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.		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
	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%	6th grade EL math: 7% 6th grade Low SES math: 16%			
Metric 9 Access to broad course of study Data source: Local indicator self-reflection tool from CBE Update: May, 2022 Added data source	May, 2021 TK through 5th grade students all have access to, and are 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%	May, 2022 TK through 8th grade students all have access to, and are enrolled in, a broad course of study including all English Learners in the middle school setting.	May, 2023 TK through 8th grade students all have access to, and are enrolled in, a broad course of study including all English Learners in the middle school setting.		All TK through 8th grade students have access to, and are enrolled in, a broad course of study with no exceptions

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	of English Learners at one middle school site. Update: May, 2022 Added date of data collection				
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) Math Goal Met, EL: 100% (33/33)	n/a	n/a		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) ELA Goal Met, EL: 100% (__/__ students, number of students TBD based on year) Math Goal Met, EL: 100% (__/__ students,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					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		SWD will improve proficiency by 10% from the baseline.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Content and grade level teacher leadership team meetings	Content area and grade level specific teacher leadership teams will meet regularly to deepen their pedagogical understanding and provide support to site teams to develop means to support learners in becoming more independent. We will explore and share research based best practices to meet the needs of English Learners, Foster Youth, and students from low income families.	$95,630.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Data driven decision making will help with targeted supports	Principals, coaches, and district teacher leadership teams will regularly review and disaggregate local and state assessment data in ELA and Math to address the gap that exists between students in our unduplicated groups and others, to determine next steps for achieving student academic proficiency, utilizing our data management systems.	$0.00	No
2.3	Equity focused training	This will be provided to all coaches, administrators and other support staff, they will deepen their understanding of equity focused pedagogy with embedded anti racist and anti bias training along with culturally relevant pedagogy. This is also an action item identified in the Comprehensive Coordinated Early Intervening services Plan.	$2,000.00	No
2.4	Professional development is offered to all staff	Provide professional development opportunities for administrators, teachers and staff, led by teacher leaders, instructional coaches, and outside consultants. Examples of outside consultants could include Kelly Boswell (Writers' Workshop), and Silicon Valley Math Initiative (SVMI), and Stanford's Graduate Study of Education.	$79,946.00	No
2.5	Professional development for TK-8 Teachers	TK-8 teachers will develop and refine their pedagogical practice with Tier 1 Reading Language Arts (RLA) instruction with scaffolding and challenge to ensure student learning and growth. Examples may include: Phonemic and Phonics Instruction, Guided Reading, Book Clubs, Writers' Workshop, utilization of formative assessment measures to target and scaffold instruction.	$31,562.00	No
2.6	Foundational Literacy Training	Targeted TK-8th teachers (all of 3rd grade and those new to the grade levels previously trained) will be trained in foundational literacy skills. Targeted teachers will implement best practices in Tier 1 literacy instruction with scaffolding and challenge to ensure student learning	$405,760.00	No

Action #	Title	Description	Total Funds	Contributing
		and growth. This is also an action items identified in the Comprehensive Coordinated Early Intervening services Plan.		
2.7	School libraries	Library Resource Specialists will leverage and utilize the Library Resource Centers to foster and support literacy instruction, creative thinking, and use of technology.	$1,218,940.00	No
2.8	Kindergarten Screening Tools	Update and modify current kindergarten/transitional screening tools to identify a student's basic knowledge on entry into Sunnyvale School District. This is an action item identified in the Comprehensive Coordinated Early Intervening Services Plan-No cost associated with this action	$0.00	No
2.9	Formative Assessments in Math	TK-8 teachers will develop their expertise in utilizing formative math assessments to inform instruction and implement instructional strategies based on identified individual student needs. Our data shows a disparity in math achievement between the overall population and our EL students in particular.	$389,176.00	Yes
2.10	Provide ample professional learning and planning opportunities	Continue to provide release time with coaching support for teachers to engage in professional learning, review data, collaborate, plan, and implement, assess, and revise standards based lessons. Site determined.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.11	Direct Student Support (DSS) Teachers on Special Assignment (ToSAs)	Assign a Support Teacher for Equitable Outcomes at every school site to leverage the assets our students bring to our schools, as we maximize the support we are able to provide them. Our Support Teacher for Equitable Outcomes primarily provided reading and math intervention for students.	$1,230,351.00	Yes
2.12	Promote STEM programming	Coding and other STEM-based subjects not currently integrated into core curriculum will continue to be promoted through leadership teams.(Invention Convention, Hour of Code, Typing Club, Maker Spaces etc.)	$23,667.00	No
2.13	Revising middle school schedules to provide equitable access	Implement new middle school schedules in order to provide equitable access to electives, support and enrichment/extension for all students and to include the Juntos cohort at CMS and English Learners at SMS. No cost associated with this action	$0.00	No
2.14	5th Grade Science Camp	All 5th grade students will have equitable and equal access to attend Science Camp, specifically students who are socio-economically disadvantaged, foster youth, and/or English learners.	$235,200.00	Yes
2.15	Transitional Kindergarten (TK) training and professional development	TK teachers, para-educators, instructional coaches, and administrators will engage in professional development focused on the unique aspects of a play-based UPK/TK program. This may include working with outside consultants and classroom observations.	$40,032.00	No

Goal Analysis [2022-23]

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

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

Action 2.1 - Teacher leadership teams reported that the professional development received while on teacher leadership teams positively impacted their classroom instruction. Teacher leaders also sought opportunities to share their learning with their peers.

Action 2.2 - A new district data site was created for district and site administrators to support their ability to view and analyze their student data and growth.

Action 2.3 - In the first year of implementation, the Culturally Responsive Pedagogy walk-throughs were well received. Principals, Assistant Principals, and Instructional Coaches reported that the walkthroughs were a helpful process and structure to develop their instructional lens, practice providing feedback to teachers, and create more structure around visiting classrooms and providing feedback.

Action 2.10 - The implementation of this action is at the site level, not at the district level. Across the district, 49% of the teaching staff were provided a site based substitute for planning or professional development. This does not account for district based professional development release time, which is calculated in other actions.

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.

2.1 - Decrease in cost. Teacher leadership committees consolidated to focus on instructional practices aligned with best practices for English Learner students.

2.2 - Decrease in cost. No release time used for data analysis at the site level. At the site level, this has been incorporated into staff, grade level, and Professional Learning Community (PLC) meetings.

2.5 - Increase in cost. Increase in teachers trained in Foundational Literacy skills.

2.6 - Increase in cost. Due to inconsistent training from COVID-19 training year to the current year and new hires, increased training days were necessary.

2.9-Decrease in cost. Decrease of positions, two Programmatic TOSAs at the district level focused on mathematics (1 elementary & 1 middle school)

2.11 - Increase in cost. Adjusted cost for salary and benefit increases associated with staff in the assigned roles.

2.14- Increase in cost. District to support the cost of students not covered by donations to the district.

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

Overall, there are slight declines in student learning across student grade levels and student groups. Feedback from school sites includes the need to focus on improving instructional practice in the classroom by supporting teachers, this can include coaching.

We continue to refine our data examination processes to analyze our student growth across the district, at school sites, at a grade level, and finally, at a class level. This includes practices of examining intervention cycles aligned with MTSS at both the classroom level and interventions across the school site.

Current student progress has seen varied growth or declines across the district. These are not consistent enough to demonstrate ongoing trends. Rather, they point to the need to investigate further and continue to make adjustments aligned with our three-year plans. The further investigation includes an ongoing examination of cohort and non-cohort data inside and outside of LCAP annual updates, including specific examination of English Learners and students who come from socio-economically disadvantaged backgrounds. Analysis includes:
- Action 2.1, 2.2, 2.3, 2.15 - An ongoing focus over the past two years with professional development has been a focus on English Learners, specifically our Spanish-speaking students, and improving instruction to meet student needs. This specific focus on EL students has led to a slight gain in SBAC growth for EL students in ELA with a 5% gain. Professional development, support, and direction around best practices for English Learners are still needed.
- Action 2.1, 2.2, 2.4, 2.5, 2.6 - In ELA and math, on SBAC, student groups saw slight declines across student groups. This is consistent with slight declines or the maintenance of student performance on benchmark performance data. Although slight declines were seen, this is not cohorted data and students may make growth year to year.
- Action 2.4, 2.5, 2.6 - 2nd-grade foundational literacy declined in overall proficiency over the last two years between 71% to 67%. This is a 4% decline in overall proficiency that is attributed to the challenges with the phonics portions of the adopted English Language Arts curriculum.
- Action 2.9 - Local Math benchmark measures saw no change in proficiency in math over the last two years, 52% to 52%.
- Metric 2.10 and Action 2.11 - DSS ToSA support services are successfully meeting intervention goals on targeted student goals and outcomes.

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.

LCAP Goal #2 - Description modified with updated information. The intent and focus of the goal have not changed. The paragraph on Learning Continuity and Attendance Plan was removed as was other COVID-19 related language. These items were relevant during the COVID-19 shelter-in-place year during 2020-2021 and the subsequent return to district-wide on-campus instruction during the 2021-2022

school year, but are no longer driving focus areas for the district. State priority areas 2, 7, 8 were added to clarify which state priority areas Goal #2 addresses.

Metric numbers such as 2.1, 2.2, 2.3, etc., were added to support the ability and ease of reading metrics and the analysis sections.

Metric 2.5 partially discontinued - SBAC data, Students with Disabilities (SWD) - SWD was removed from this metric due to inconsistencies in how the data was pulled during the baseline year to spring 2023.

Metric 2.11 added - SBAC data, SWD - Metric added with baseline data from spring 2023. Notes made in LCAP accurately capture how the data was pulled from the data warehouse system, Illuminate. This will more accurately reflect the academic progress of all students with disabilities versus students in Special Day Classes, which is the

Metric 2.8 discontinued - Support for Equitable Outcomes (SEO) Teachers on Special Assignment (ToSAs) - 2021-2022 was the first year of SEO ToSAs. The baseline metric was not an accurate measurement of the intervention work since intervention work was more expansive than the grade levels named in the baseline data.

Metric 2.10 added - 2022-2023 is the second year of SEO ToSAs, and the position was renamed Direct Student Support (DSS) ToSAs to more accurately reflect their work. Additionally, intervention work specifically targets discrete skill instruction and student learning, which is not accurately measured by overall reading or math proficiency.

Action 2.3 - Language added to the action to reflect the impact of SC/SVNTP walkthroughs and focus areas of the practice.

Action 2.4 - Removal of language, "Reading Partners" since this partnership is no longer in place. Addition of language, Stanford's Graduate Studies of Education (GSE) as a new partnership.

Action 2.10 - Typically, the release time is organized and allocated at the site level to support teachers, and this may vary across the district. Therefore, the "two release days per teacher" was removed.

Action 2.11 - Updated and clarified to reflect new language around the position title for DSS ToSAs. Additionally, these positions are being allocated equitably, not equally, based on student needs across the district.

New Action 2.15 - This action has been updated to the LCAP to support TK professional development to support the new play-based TK model aligned with UPK.

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.

An explanation of why the LEA has developed this goal.

The goals and actions were implemented with varying degrees of success, but the messaging regarding expectation of the goal has remained consistent to staff, students, and families.

Social and Emotional Learning (SEL) and Culturally Responsive Teaching (CRT) are core principles for coordinating all of a school's academic, student development, and prevention activities. These concepts provide a common language and coordinating framework for communicating not just about SEL and CRT, but a wide range of programs and teaching approaches. When systematized social, emotional, and academic learning become the overarching framework for a district or school, the result is a district with inclusive and integrated learning for all.

The need for this goal was initially identified through input from the 2019 Comprehensive Coordinated Early Intervening Services Plan, and has been reinforced through ongoing student and family responses to the semiannual Panorama Survey.

Additional data on group variances in student absenteeism (see absenteeism data below) and discipline (see referral rate data below) also indicate a need for culturally responsive practices.

This goal and the subsumed actions address the following state priorities: Priority 5, Pupil Engagement, and Priority 6, School Climate.

A further analysis of referral data shows disproportional referral risk ratios for particular student groups. During the 2019-20 school year, students who identified as African American had an average of 6.3 times the risk of receiving at least one referral as other students across the district. Students who identified as Hispanic had a referral risk ratio average of 3.5. Furthermore, District local data reveals an overrepresentation of students receiving McKinney-Vento services and Foster Youth for both Chronic Absenteeism and Suspension from school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 is 15.63%.

African American (14.5%), Students with disabilities (22.63%), and Low Income students (31.07%). | | 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%
• Students Receiving MKV Services: 25% |
| Attendance rate | In 2019-20, the average daily attendance was 95% and in 2020-21 was 97% (this number may not fully account for being present each day during distance learning). | During the 21-22 school year, average daily attendance was 94.7%. Part of the drop is attributable to COVID-related absences, with significant absences occurring following the December break. Before the spike in January the ADA was at 95+%. | During the 22-23 school year, average daily attendance was 94.34%. | | Maintain attendance rates at 95%.

Reduce Chronic Absenteeism among students receiving MKV services.

Work toward further alignment of Site Attendance improvement procedures with district supports. |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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		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 MKV services to 2.3% or lower.
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	During the 2022-23 school year to date, the district experienced an		Maintain 0 expulsions & Drop outs per year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		to significant emotional needs one student was expelled and the district continued with 0 drop out rates.	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.		
Referral Rate	2019-20 School Year: • 16.7 per 100 students at our 8 elementary schools • 46 per 100 students at our 2 middle schools Referral risk ratios: • African American students: 6.3%	2021-22 School Year: • 24.5 per 100 students at our 8 elementary schools • 20.5 per 100 students at our 2 middle schools Referral risk ratios: • African American students: 5.7%	2022-23 School Year: • 21.9 per 100 students at our 8 elementary schools • 25.5 per 100 students at our 2 middle schools Referral risk ratios: • African American students: 1.4%		Reduce overall average referral rates to: • 10 per 100 students across the 8 elementary schools • 20 per 100 students across the 2 middle schools Reduce district-wide average referral risk

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 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	• Hispanic students: 4.3% (Compared to the district ratio of 2.13%)	• Hispanic students: 2.7% (Compared to the overall district risk ratio of 1.6%)		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.
PBIS Tiered Fidelity Inventory	In 2019, 7/10 schools were implementing features of Tier 1 PBIS with at least 70% fidelity; 6/10 schools were implementing features of Tier 2 PBIS with at least 80% fidelity.	2021-22 School Year: 5/10 schools assessed are implementing features 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).	2022-23 School Year: 7/9 schools assessed thus far are implementing features 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		10/10 schools will be implementing Tier 1 with at least 80% fidelity as measured by the TFI. 8/10 schools will be implementing Tier 2 with at least 80% fidelity.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Tier 2 and Tier 3 implementation fidelity was not assessed. It will be assessed in the 2020-21 school year.		MTSS implementation fidelity was assessed using a different tool, the Fidelity Integrity Assessment (FIA).		8/10 schools will be implementing Tier 3 with at least 80% fidelity.
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.		80% of students identify that they have a teacher or other adult from school they can count on.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Equity and SEL-focused Training for Site Teams	The district will provide targeted team training around fostering an SEL/Trauma-Competent, CRT, & Equity Lens into the classroom and build SEL/Trauma-Competent, CRT, & Equity classrooms and campuses to improve school climate and disciplinary outcomes (i.e. suspensions) of our English Learners, Foster Youth, and Low-Income students.	$34,328.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	SEL & Equity Coaches	SEL/Equity Coaches will provide consistent, aligned training, coaching, framework, and practices around SEL and equity at each school site to improve school climate for our English Learners, Foster Youth, and Low-Income Students. Alignment of coaching and resources will better equip teachers and school leaders in providing campuses that are welcoming and safe to all students and their families.	$424,273.00	Yes
3.3	Panorama Survey	The district will continue to administer an SEL survey to students through the Panorama platform to inform and support the SEL lessons to be provided in each classroom/at the site level. Cost for the Panorama contract recognized in Goal 3 Action 8; School Climate/Culture ToSA funded in the ELO Grant for the 22-23 school year.	$307,220.00	No
3.4	Restorative Practices	District will continue to implement restorative justice practices by providing training on restorative justice for all sites and site team support in implementing to improve school climate and disciplinary outcomes (ex. referrals, suspensions) for English Learners, Foster Youth, students qualifying for McKinney-Vento status, and Low Income students.	$2,200.00	No
3.5	MTSS Digital Portal	District will develop an MTSS web portal to provide real-time access to the most up-to-date resources needed to support tiered interventions, particularly for English Learners, Foster Youth, and Low Income students. Information and resources related to MTSS efforts would be shared through the portal to allow school teams to access up-to-date academic, social emotional, behavioral, equity, and attendance resources.	$17,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	MTSS System	District will work to strengthen alignment across all school MTSS teams by adopting district-wide data systems to identify and progress monitor student needs, providing professional development related to MTSS and district-specific MTSS processes, paperwork, and systems, coaching to MTSS site teams, and working with site teams to refine tiered interventions in order to improve timely access to tiered interventions for our English Leaners, Foster Youth, and Low Income students. The overall goal would be to have alignment across all programs so that no matter what school a student in Sunnyvale may attend, support across tiers would be consistent.	$2,216,974.00	Yes
3.7	Community Partnerships	District will continue & develop new community partnerships that fill gaps and add resources for supporting the social emotional needs of our Sunnyvale community.	$887,820.00	No
3.8	Consistent SEL/Culturally Responsive & Equity Curricula	District will establish, align, and roll out SEL/Culturally Responsive Teaching curriculum and resources to be used in classrooms across the district. This training will include all staff across the district	$81,000.00	No

Goal Analysis [2022-23]

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

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

The district continued to enact these steps for the 22-23 school year, with few changes. For work on Equity and SEL-focused Training for Site Teams (Action 1) the intent initially was to implement this goal by equipping all classroom environments with a discrete SEL and CRT curriculum. The purpose of this curriculum would be to identify the needs of the whole child, furthering academic potential as Socio-emotional and cultural needs were addressed by the teacher on a class-by-class basis. Differences for this year were focused around a coaching model, supporting teachers as they incorporate SEL and CRT strategies within existing lesson plans rather than using a separate curriculum to support these practices. The purpose behind this change is to not remove curricular-focused time from crucial academic core subjects, but

rather to use core subjects and "opportune moments" to incorporate SEL and CRT, thereby increasing the number of times students are able to receive this instruction during the school day. The SEL Equity coach also created Trauma-informed "mini-modules", prefabricated Professional Development modules, which were delivered to all school sites for use within regular staff meetings. All staff again participated in foundational training around Trauma-Informed Teaching via Kognito, an online platform, at the start of the school year. With Action 2, the District SEL coach worked at the district level to support sites by providing staff and family with resources around SEL and worked to equip teachers in Culturally responsive Teaching practices by holding and facilitating two teacher cohorts (Fall and Spring). This is a change in practice, ideally moving to a "train the trainers" model of equipping more teachers with current SEL supports. For Action 3, the district again conducted two administrations of the Panorama survey, Fall and Spring. A question revision process was used in the Fall to address community and site feedback about the utility of the survey, and the same questions were kept for the Spring administration of the survey to maintain coherency. Response rates for students, staff and families were similar across both survey administrations. Restorative Justice (Action 4) work continued with expectations for positive discipline practices (ex. classroom circles, using restorative justice frameworks to respond to office referrals) across all schools. The district MTSS portal (Action 5) continues to be active, but data around a drop in discrete logins suggests a change in usage by school MTSS teams and may indicate a review of either its structure or usefulness. To that end, the Student Support Services Team created a collaboration plan with site MTSS teams, which continue to be active and the main conduit for allocation of support services, (Action 6) to address conventions in identifying and allocating services for students in the MTSS process, along with alignment of documentation practices across all schools. Community partnerships (Action 7) staff continue to access Acknowledge Alliance for staff social emotional needs and, and the district continued partnerships with CHAC (a contract with a significant increase in cost, accounting for the increase in spending) and Playworks to support student needs, some programming will change based on site feedback and targeted needs for counseling at elementary schools. This year, the district also began to work with the Santa Clara County office of education around implementation of Wellness Centers and a Community School. For Action 8, the district continued digital access to Second Steps, an SEL curriculum, to all staff this year, in addition maintaining access to Panorama Playbook.

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 - Increase in cost. Funding is related to the change in 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 - Continue using SEL & Equity Coaches as a consulting resource, continue and expand the foundational trauma-informed training for all staff district-wide, and continue to develop collaboration with Community Health Awareness Council (CHAC, an outside agency). Increase in line item reflects an increase in total CHAC contract costs.

Action 3.6- Increase in cost. Additional staffing needed and supported by additional contracts for student services.

Action 3.8-Decrease in cost. Related to ongoing "Second Step" curriculum access for all faculty and staff, less licenses required in 2022-23 school year.

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

Metric 1-Action 3.1, 3.2 - Over 1500 staff were trained at the start of the year using Kognito modules which provided on average three hours of instruction. Staff were trained within 30 days of the start of the year, in addition, staff received monthly modules that included short targeted lessons on trauma informed care, what is trauma, impacts of trauma on the brain and body, social emotional behavioral responses, trauma informed teaching: a lens shift, and other modules to support instructional practices and supports for students and staff. Panorama survey data found that 76% of students report positive feelings about school & 81% feel safe at their schools.

Metric 2-Action 3.1, 3.2, 3.4, Regarding consistent use of Restorative Practices to manage behaviors in the classroom, referral rates show minor but encouraging declines for elementary schools (from 24.5 out of class referrals per 100 students schools in 2021-22, to 21.9 in 2022-23)

Metric 3-Action 3.7, Community partnerships with CHAC and Playworks continue to provide service to students. Satisfaction surveys from sites indicate that 100% or schools value these services and students report how much they enjoy the Playworks activities at recess. Data from the Impact Measure Report of intern counseling, indicated that of the 105 students served in targeted counseling, 48% demonstrated in improved attendance and 78% improvement of behavior in class.

Metric 4-Action 3.6, 3.8 All 10 Schools, including preschool classrooms are incorporating SEL/CERT curriculum into existing lessons and this shifts has provided more opportunities for teachers to incorporate SEL practices regularly rather than creating a separate curriculum. The strategy of using the MTSS "Tier" system to identify needs continues to be effective. ,

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.

Based on the completed actions from this year, the district will continue with implementation of goals and progress monitoring.

Action 3.2 - Using SEL & Equity Coaches as a consulting resource, continue and expand the foundational trauma-informed training for all staff district-wide, and continue to develop collaboration with CHAC (a contract with a significant increase in cost, accounting for the increase in spending).

Action 3.3 - No fundamental changes.

Action 3.4-Students who identified as Hispanic had a referral risk ratio average of 3.5. Furthermore, District local data reveals an overrepresentation of students receiving McKinney-Vento services and Foster Youth for both Chronic Absenteeism and Suspension from school.

Action 3.8 - This implementation will not continue as a separate curricula. Rather, under the guidance of the SEL coach, SEL/Culturally Responsive Teaching curriculum and resources will be integrated into existing classroom lessons across grade levels and content areas, and incorporated into district professional development sessions in order to create common language and foundational SEC practices across the district.

Though the district continues to see zero dropouts, the increase in mandatory expendable behaviors provides the opportunity to conduct a root cause analysis with involved school site leadership teams, working to identify barriers or missed opportunities for restorative justice and early intervention with Tier 3 services. One change of metric, related to assessment of the implementation rate of PBIS/MTSS processes at all school sites, has been implemented and shall continue. PBIS/MTSS processes will be assessed using the "Fidelity integrity Assessment" (FIA) for the 22-23 school and beyond.

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.

An explanation of why the LEA has developed this goal.

Research and Sunnyvale school survey data supports that parent involvement and engagement is associated with student's academic performance and social competence. Students achieve more, regardless of socio-economic status, ethnic/racial background or the parents' education level. According to research, the most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to:

1. Create a home environment that encourages learning.
2. Communicate high, yet reasonable, expectations for their children's achievement and future careers.
3. Become involved in their children's education at school and in the community.

This past year has been even more challenging for parents, so it becomes more critical that targeted supports are in place to provide education and varied approaches to engage and keep our families engaged. The actions and metrics below will help achieve this goal by providing multiple and targeted opportunities to engage with and support families in supporting their children with their learning.

The district's Comprehensive Coordinated Early Intervening Services approved action plan includes providing parent support at specific sites to foster a home environment that encourages learning.

This goal and the subsumed actions address the state priority 3.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of parent education programs	In 2020-21 90% of parent education	In 2021-22, 90% of parent education	In 2022-23, 100% of parent education		We will maintain or increase 90% of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
developed from survey data	programs will be developed from parent input and survey data.	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.	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.		parent education programs will be developed from parent input and survey data.
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-Safety and device support, and Visiting Author presentations. There were nine Districtwide parent education events.		The District will continue to host 7 district-wide options for family and at least one parent conference on the weekend each year.
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.		100% of families will continue to report they find parent education events helpful and informative.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 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.		Bi-annual evaluations will be conducted and partnerships will have a favorable satisfaction rating.
Percentage of families will report	In 2019-2020, out of 517 responses, 389 answered that	n/a	In the Spring 2023 Survey, 94% of families reported		90% of parents will report that they feel

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
communications invite their thoughts. Note change of Metric Spring 2022 91% satisfaction rating.	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.	Baseline established in the 2021-22 school year. Year 1 outcomes will therefore be measured in Year 2 column.	feeling valued in their school.		valued by their school site.
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.		90% of parents will feel welcome and safe.
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		Overall: 50% Each School will reach 35%

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Family Education & Training	All sites will submit an annual culturally responsive parent education plan detailing the implementation of effective parent education activities to support all families but principally families of English Learners and Low-Income students. Plans will include specific actions for parents requiring more targeted supports to support the education and learning of their child. By providing effective parent education	$500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		opportunities developed from parent input, the expectation/hope is that parents will feel more included, supported, and empowered to help with their children's learning, which will lead to better academic and social outcomes. District-wide coordinated parent education will be added based on parents input and to ensure equitable parent access across sites.		
4.2	Family Support Partnerships	We will collaborate with District partners, including, but not limited to Parents for Quality Education and Family Engagement Institute, to establish a coordinated approach to family support and parent engagement through coordinated parent workshops and parent education. Opportunities to expand community connections with our families of English Learners and Low-Income students will be coordinated the additional social workers who will work with school outreach assistants and school leaders to support families.	$395,237.00	Yes
4.3	Annual Equity Summit	Recognizing the need to re-evaluate our inclusive practices, we will be transitioning our annual Stakeholder Lyceum to focus explicitly on equity at an annual summit. By holding this Summit, parents will be able to provide direct input regarding district decisions to improve school climate for all students but primarily English Learners, and Low-Income.	$15,000.00	Yes
4.4	Engage families through Relevant Communication Channels	The district will communicate clearly, using language that is understandable and accessible to families through their preferred/most relevant media channels, including in-person visits ie. home visits, email, phone, text, website, social media, and mobile apps interactions (i.e Class Dojo) to ensure we are engaging all families but primarily Low Income and English Learners (i.e. Spanish Speaking) families.	$306,752.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.5	Survey to Meet Needs	Regularly survey families to keep two-way lines of communication open and to capture parent/family voices on how welcome and included they feel on our campuses so we can improve school climate.	$41,850.00	No
4.6	Family Representation	Improved representation on parent committees that are more reflective of the composition of the student body to improve school climate for all families but primarily for English Learners and Low-Income families. Interpretation & Translation Services (Cost recognized in Goal 4 Action 4), School Outreach Assistants (Cost recognized in Goal 4 Action 2), 2 Social workers (Cost recognized for 21-22 in the Expanded Learning Opportunity Grant)	$0.00	No
4.7	SEL, CRT, & Equity Resources for Families	Provide consistent ongoing Culturally Responsive Resources to Families to support their social emotional learning and needs. Costs for communications to families recognized in Goal 4 Action 4.	$0.00	No

Goal Analysis [2022-23]

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

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

Actions for Goal 4 were implemented according to the intended plan. The goals and actions were implemented with varying degrees of success, but the messaging regarding expectation of the goal has remained consistent.

Regarding Action 1 the goal for 2022-23 was to create and deliver family education opportunities in areas recommended by parents on the Panorama Survey (parent groups). Family engagement events were designed in accordance with family survey results and focused on Socio-emotional Support of students (through the "Parenting Your Special Needs Student" event), Cyber Safety and Device management for students and families (through the "Cyber Safety Night" event), and skill-development in supporting academics within the home (through the multi-part "Parent Project" series).

These events were also to address Action 7 ("Social Emotional Learning (SEL), Culturally Responsive Teaching (CRT), & Equity Resources for Families"). A survey and inventory of family education events held at school sites was conducted at the beginning of the school year, with 100% of sites reporting. All sites reported holding family education and engagement events beyond Back to School nights, with 73.8% of total events shifting to "in-person" post-COVID. Planning and presentation of family education curriculum was conducted by Principals, Assistant Principals, Social Workers and Outreach Coordinators.

With regard to Action 2 ("Family Support Partnerships") the district sought early input from the DELAC team, as well as through School Outreach Assistants with regard to family education event planning, translation service support, childcare, and scheduling. All family engagement events were resourced with in-person translation at the request of bilingual families.

In support of Action 3 ("Annual Equity Summit"), the district continued the practice of a Spring event, involving district parents, students, and select staff members from all school sites, members of Executive Cabinet and district leadership, and Board members. The Equity Summit agenda and activities reflected a focus on Action 4 ("Engage families through Relevant Communication Channels) and Action 6 ("Family Representation"). In person translation, two structured feedback activities, and coordination with district Anti-Racism and Equity work sought to increase community voice and agency for the purpose of informing the Equity Plan. Action 5, "Survey to Meet Needs", continued through the Fall and Spring Panorama survey, with question revisions in the Fall. A multilingual communications toolkit was designed and distributed to all school site survey coordinators to facilitate the publicity and presentation of the survey, and feedback around the survey itself was gathered by Student Support Services.

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 - No cost adjustment.

Action 4.2 - No significant cost adjustment.

Action 4.3 - No significant cost adjustment.

Action 4.4 - No significant cost adjustment.

Action 4.5 - No significant cost adjustment.

Action 4.6 - No cost adjustment.

Action 4.7 - No cost adjustment.

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

Regarding Actions one and four, specific steps to revise parent education opportunities to mirror survey results and parent requests more closely were successful in that district-level planning only occurred in response to specific equity and access issues parents from multiple subgroups identified as important (thus planning according to equity as identified by parents moved from a total of 90% of planning in 2021-22 to 100% in 2022-23).

Total district office parent engagement and education opportunities increased from three to five. Parent response to the quality and helpfulness of offered opportunities remained stable at 100%. For Action three, the annual equity summit, parent and student voice were elicited successfully, and feedback was brought to district leadership.

Changes to subsequent equity summits and the structure of how they are to be planned and designed can be directly based on feedback from participating families. The twice-annual Panorama survey (Action 5) was successful in its overall distribution, and results have been used by site leadership teams and district leadership to inform policy and review practice. Completion rates for students and staff increased, and overall response rate increased from 17.4% in 2021-22 (with 8/10 schools presenting at least a 10% response rate) to a 2022-23 overall response rate of 29.0% (with 9/10 schools presenting at least a 10% response rate).

Regarding Action four specifically, (Engage families through Relevant Communication Channels), district practice continues to include multiple avenues of communication with families. In-person visits (i.e.. home visits) email, phone, text, website, social media, and mobile apps interactions (i.e. Class Dojo) have all continued to be standard practice, and are used in varying situations and for varying purposes. School outreach assistants maintain communication protocols for Spanish-speaking and Low SES families, facilitating school communication to families according to their express preferences.

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 - Desired outcomes have evolved to include an increase the number of centralized, district hosted parent education opportunities throughout the school year (created in coordination with school site offerings).

Action 4.2 - As an additional support to effective family partnership, the district is creating a full-time, 12 month "community outreach supervisor" position. The intent of this position is that the person serve as liaison and support to family communities in the district, specifically those who are underrepresented. This bilingual position will support family volunteering, after-school care, community outreach for all school sites, and training and supervision of school outreach assistants.

Action 4.3 - In response to parent feedback from the most recent equity summit, the district will move to a Fall & Spring event, highlighting student voices and modifying their participation in the adult equity summit activity.

Action 4.4 - Increasing family contact with underrepresented families will continue through the work of school outreach assistant staff, and now in coordination with a Spanish Speaking community outreach supervisor to expand the outreach and supports to families.

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.

An explanation of why the LEA has developed this goal.

Analysis of student performance on local benchmark assessments and student course grades show that 55% of students met or exceeded grade level English Language Arts standards on local benchmark measures during trimester 2. Of particular concern is the performance of Sunnyvale School District English Learners (ELs), which is 29.7% of the overall student population. Of whom, 5% met or exceeded grade-level standards in ELA on the 2020 state assessment.

Input received from stakeholders through the LCAP development process indicates a desire to focus on additional supports for English Learners through actions that will support and improve student learning and will measure progress towards our goal using the metrics identified below. Student groups within the English Learner category for focus include newcomer students and students who may become Long Term English Learners (LTELs).

This goal and supporting actions address state priorities 2, 4, and 8

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. 2018-2019, CAASPP, Smarter Balanced ELA 5% of all 3rd-8th grade English Learner students met or exceeded on Smarter Balanced ELA.	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	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		35% overall of all 3rd-8th grade English Learner students who met or exceeded the standards on the state ELA assessment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	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 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	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.	now available, and yearly testing is back.		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.		20% of English Learners are reclassified on an annual basis.
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.		85% of teachers are fully implementing Integrated ELD strategies.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.		85% of teachers are fully implementing Designated ELD strategies.
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	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	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.		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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	measurement for ease of reader.	students took the 2019-2020 Summative ELPAC therefore comparative data was limited.			

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Improved instructional strategies in dELD and iELD	TK-8 teachers will implement and utilize Integrated ELD (iELD) to target language functions within content area instruction, using learning and language goals for every content area to identify, target, teach, and scaffold for student language use. Site administrators, instructional coaches, and educational services team will ensure that TK-8 teachers are implementing and utilizing iELD to meet EL student language learning. TK-8 teachers will use Designated ELD (dELD) to provide targeted language instruction for English Learners at "Bridging, Emerging, and Expanding" language levels to foster, encourage, and enable language growth of English Learners within dELD and transfer of skills into content areas. Site administrators, instructional coaches, and educational services team will ensure that TK-8 teachers are implementing and utilizing dELD to meet EL student language learning. Cost for ELD ToSA for the 21-22 school year recognized in the Expanded Learning Opportunity Grant	$334,185.00	No
5.2	Professional development	District and site administrators, teachers, and support staff will continue to develop depth of knowledge around best practices in ELD	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	supporting best practices in ELD	and ensure implementation of the Common Core ELA/ ELD framework and Culturally Sustaining Pedagogy. Professional development outcomes will include District and site administrators=professional development in Instructional Leadership Team Meetings and classroom walk-throughs. Teachers=professional development at the site level via District Grade Level Meetings, Teacher Learning Days, Middle School common late starts, summer workshops, and after school workshops. Teacher Leaders=Elementary and Middle School ELAT Committees. Cost for the Elementary and Middle School ELAT stipends recognized in Goal 2 Action 1.		
5.3	ELAC and DELAC as advisory committees	ELAC and DELAC teams that serve as Advisory committees will foster parent/family engagement and understanding of English Learner program.	$1,003.00	Yes
5.4	Supporting at risk or identified Long term English Learners	Specific 3rd-5th grade teachers will provide targeted Designated and Integrated ELD instruction to English Learners At Risk of becoming Long Term English Learners (LTELS) in order to ensure language progress at expanding and bridging levels. Specific 6th-8th grade teachers will implement best pedagogical practices and utilize Get Ready, Get Reading to increase academic learning for LTELs.	$54,022.00	No
5.5	EL site professional development and classroom observations	An instructional coach will be provided to each of our ten schools to support administrators' and teachers' capacity to implement dELD and iELD through professional development, coaching, release days, based on classroom observations and walk throughs. Support will be provided from the Educational Services team and a classroom observation protocol will be developed by stakeholders.	$1,780,391.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.6	Newcomer Toolkit Creation	Educational Services Department will create an English Learner newcomer toolkit of best practices and supports based on the US Department of Education Newcomer Toolkit. The toolkit will include best teaching pedagogy and instructional materials for newcomers which may include technology or instructional software. We will explore curriculum supports in Spanish to support Newcomer Spanish speaking students.	$2,134.00	Yes
5.7	Language Review Team Meetings	Site administrators will lead and facilitate English Learner Progress Monitoring (EL PM) meetings with classroom teachers. At EL PM meetings, supports and interventions will be discussed and implemented to ensure English Learner student growth and reclassification. EL PM meetings will include the development of Individual Action Plans (IAPs) for newcomer and Long Term English Learners (LTELs) or students who may become LTELs.	$76,733.00	Yes
5.8	Bilingual paraprofessionals	Bilingual paraprofessional staff will support classroom instruction for English Learner students.	$472,179.00	No
5.9	Bilingual Outreach Liaisons	Bilingual Outreach Liaisons will receive professional development and training to best serve our community and provide support to English Learner families. They will receive professional development and training from Educational Service department around community cultural wealth theory, community resources, family partnership, ELPAC assessment, and English Learner programs and instructional practices. School outreach liaisons and teachers will provide family/community events at the school sites. School sites that do not have a school outreach liaison may partner with the closest neighboring site; Fairwood-->Lakewood, Cherry Chase-->Vargas, Cumberland-->Vargas. Outreach Assistant cost recognized in Goal 4 Action 2.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
5.10	Effective Extended learning opportunities for English Learners	Effective extended learning opportunities will be targeted at the site and district level to support English Learners who need additional support, intervention, or challenge. Examples can include: tutorials, Kids Learning After School (KLAS), summer programs and enrichment activities.	$2,016,397.00	Yes
5.11	Designated ELD lesson design	Stanford's Graduate School of Education - Understanding Language - Center to Support Excellence in Teaching (UL/CSET) will support the central office team in better understanding the ELD/ELD framework and creating templates and lesson samples to support teachers in their implementation of meaningful Designated ELD lessons for students.	$24,536.00	Yes

Goal Analysis [2022-23]

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

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

Over the past two years, English Learners (ELs), specifically Spanish-speaking ELs, have been a focus for Sunnyvale School District in professional development, instructional practices, and data examination. All TK-5th grade teachers received training on Integrated ELD (iELD) combined with mathematics and Designated ELD (dELD) combined with mathematics. All 6th-8th grade teachers received training on how to support ELs in all content area classrooms.

Action 5.1, 5.4 - Tk-8th grade teachers are still in the development phase of implementing and utilizing iELD and dELD language instruction for students. This is an action in progress.

Action 5.2 - Aligned professional development was provided across elementary and middle schools. Although professional development was provided, the implementation is still in the development process, see Action 5.1.

Action 5.3 - DELAC committee continued at the district level, eliciting feedback and action items from site English language advisory committee leads.

Action 5.5 - A new EL classroom observation guide was created that aligns with Culturally Responsive Teaching and the Brain and the principles of California English Learner Roadmap/Sunnyvale's English Learner Roadmap. Site based instructional coaches have been focused on EL student growth and this action is in development.

Action 5.6 - A newcomer toolkit was rolled out to administrators in March 2023. Roll out to staff will be in the Fall of the 2023-2024 school year. Curriculum supports for newcomer students were not explored due to other focus areas and prioritization.

Action 5.7 - English Learner Progress Monitoring (EL PM) processes continue to be improved. School site staff members use the time to focus on instructional practices and intervention in the classroom with a lens of student support and building off student assets.

Action 5.9 - School outreach assistants continued bilingual support of underrepresented families in accessing school programs and resources. Support with administration of ELPAC testing continued at staffed sites,

Action 5.10 - KLAS has implemented thematic units across the district with a focus on school extension that is engaging and interesting for students while also supporting student learning.

Action 5.11 - Stanford's Graduate School of Education - Understanding Language - Center to Support Excellence in Teaching (UL/CSET) had minimal impact on the teacher cohort around how to design and create meaningful designated ELD lessons. Halfway through the sessions, the Stanford team worked directly with the central office team to begin the design of sample dELD lessons and templates for teachers to use to plan dELD lessons in accordance to the state framework where lessons are developed to and from other content areas to support students vs. a stand-alone curriculum.

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.

5.1 - Increase in cost. The cost of district programmatic EL ToSAs was transferred from other funding sources.

5.3 - Decrease in cost. One fewer District-level DELAC meetings in the calendar year.

5.4 - Increase in cost of curriculum purchases Get Ready and Get Reading for middle school ELD courses.

5.5 - Decrease in cost of salaries and benefits for site-based coaches due to staffing changes.

5.6 - Increase in cost of salaries and benefits for programmatic ToSAs focused on English Learners.

5.7 - Increase in cost related to increase of salary and benefits for data technician related to English Learners and increased substitute release days for EL PM meetings.

5.8 - Increase in cost, added additional staffing and increased cost due to negotiated salary increases.

5.9 - No change in cost.

5.10 - Increase in cost related to expanding KLAS program at Lakewood for TK/K students and increase of materials for thematic unit instruction.

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

Metric 1 - Actions 5.1, 5.2, 5.5, 5.10 - ELs made a 5% growth, from 5%-10%, on the CAASPP Smarter Balanced Assessment. This is reflective of the district's ongoing focus on English Learners and refining practices at all levels of the organization, from administrators to classroom teachers to para-educators.

Metric 2 - Actions 5.1, 5.4, - 14% of ELs were reclassified, a drop of 3% from the prior year. Reclassification rates were anticipated to drop slightly since the prior year saw a higher percentage, 17% reclassified.

Metric 3 - Action 5.1 - Teachers implementing iELD dropped from 62%-50%. Increased refinement and clarification of the district created self-reflection tool confirmed with conversations, demonstrates that administrator understanding of iELD is becoming more clear and focused.

Metric 4 - Action 5.1, 5.4, 5.5, 5.11 - Teachers implementing dELD increased from 53%-60%. Increased refinement and clarification of the district created self-reflection tool confirmed with conversations, demonstrates that administrator understanding of dELD is becoming more clear and focused. Expectations for dELD have also become more consistent across the district.

Metric 5 - Action 5.1, 5.5, 5.11 - Students making at least one band on growth on the ELPAC has grown from 5%-17%. This is reflective of the district's ongoing focus on English Learners and refining practices at all levels of the organization, from administrators to classroom teachers to para-educators.

Action 5.2, 5.5 - Site Principals, Assistant Principals, and site-based Instructional Coaches engaged in Culturally Responsive Teaching and the Brain walkthroughs at their site and their partner site for a total of four site visits over the course of the year with the Director of Curriculum, Instruction, and Assessment and staff from the Santa Cruz/Silicon Valley New Teacher Project. Feedback was positive and participants reported implementing practices based on the walkthroughs. See goal #2.

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 5.11
- Discontinued - Stanford's Graduate School of Education - Understanding Language - Center to Support Excellence in Teaching (UL/CSET) had minimal impact on the teacher cohort around how to design and create meaningful designated ELD lessons. Halfway through the sessions, the Stanford team worked directly with the central office team to begin the design of sample dELD lessons and templates for teachers to use to plan dELD lessons in accordance to the state framework where lessons are developed to and from other content areas to support students vs. a stand-alone curriculum.

New support for teachers to teach Designated ELD lessons will be needed to explored.

Action 5.6 - Newcomer Toolkit will be rolled out in fall 2023. Individual Action Plans, IAPs, process will be created in Fall of 2023.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
4,388,585	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.49%	0.00%	$0.00	8.49%

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

Required Descriptions

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

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

Supporting attendance and discipline:

In terms of attendance, the chronic absenteeism rate is 15.44% higher for our low-income students than the district average of 15.63%. With regard to referral out of class for behavioral concerns, EL student risk stands at 2.7% compared to the overall district risk of 1.6%). To address this disparity, the district will implement actions related to increasing equitable practice, embedding SEL into daily instruction, and employing restorative justice practices, as described in Goal 3, Actions 1, 2, and 4. These actions will continue to be provided on an LEA-wide basis and we expect that all students will benefit from an improved, equity-focused, and SEL-centered school climate and more equitable disciplinary practices. However, we expect that a greater impact on attendance and discipline-related outcomes for our foster youth and low-income students for the following reasons: these students often experience stressors related to their status that may require more of

a trauma-informed lens or SEL support; they are less likely to see their cultural experiences and viewpoints reflected in the instruction they are given, and they are more likely to have behaviors that are part of their culture be misinterpreted as behavioral infractions. It is hoped that providing more training and support around equity and SEL as well as utilizing more restorative justice practices will address these issues.

Supporting Academic and Behavioral Intervention:

Academically, our English learners and low-income students are performing below the district average in both English Language Arts and Math. This data shows that these groups are demonstrating behavioral and academic need, but may not be getting the tiered intervention supports needed to make progress in these areas. To that end, Goal 3, Actions 5, and 6 are targeted toward maintaining an MTSS system that is works towards earlier intervention in identifying student needs and responsive in meeting them by establishing clear processes, protocols, and supporting documents and resource hubs. While this action will benefit students LEA-wide, it is expected to have a greater impact on our students who are English learners, foster youth, and low income, as students from these groups tend to exhibit higher-tier needs for intervention.

Goal 2 Actions 1, 2, 9, 11 seek to address the academic needs of our unduplicated students by providing a robust assessment system to identify academic performance gaps and by facilitating regularly schedule leadership, grade level, and content area teams to modify instructional planning and individualize intervention supports. Intervention support teachers will provide instruction to these students who have been identified by the data during these meetings. The data will also allow the middle schools to create more equitable schedules that provide the most support to our unduplicated students. While all students will benefit from these actions, it is expected that our low income, foster youth and English learner students will benefit more as their data suggests that these services would be principally directed towards them.

Family Education & Training:

In reviewing our data our students who are low income or English learners are performing below the district average. Information and research on parent engagement and parent's understanding of how to support their student indicates that often parents in general do not know how to best support, especially when a student is struggling. Goal 4, action 1 provides more equitable practices to support parents in learning what is happening in the classroom and provide strategies and tools to assist parents in knowing how to support their student. The purpose of this Action is also for parents and teachers to be informed enough to work together so that all of our students, especially English language learners and foster youth are learning and developing successfully both at school and home. Coaching and Training will include on demand learning as well so that parents can assess at times conducive to their family schedules.

Communication:

Community feedback and survey data demonstrate that we continue to have room to improve communication with our English learner and low-income families.   The results show that when families have effective communication, they can join with schools in the shared responsibility of education of their child. Goal 4 Actions 3 and 4 seek to improve communication to our English language learning families and families who are low income. When communication is clear and accessible parents will be able to be informed around what resources are available and how to access the resources for their students. The goal is to provide communication in target languages, at a level that all can understand and use, via multiple platforms, and create critical ongoing community conversations and feedback processes so parents are able to get answers and support even during breaks and transition periods in the year. Various parents' groups and will increase participation by our families that are English learners and low income (i.e. DELAC, District Advisories).

Family Connectivity:

Educational partner feedback and survey data demonstrate that our English learner and low-income families continue to need to be more engaged and feel more connected. Parent engagement and family connectivity come when families feel welcomed at our schools and in our community. Goal 4, Actions 2 and 6 seek to improve the sense of connection and engagement for low-income families. Ongoing surveys, family visits, community visits, events and development of community partnerships will allow us to build sustaining relationships with our families. When we know our families' strengths, needs and priorities we are better able to help and support the needs in the home and at school. It is this understanding that will allow us to have a greater impact on the continued growth and development of our students and their overall academic success.

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

The Sunnyvale School District is required to increase or improve services for EL, Foster Youth, and Low-Income students by 8.49% which is equal to $4,388,585. This increased percentage is met by actions and services included in the Local Control Accountability Plan. The following actions described below are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to services for all students.

Goal 2 Actions 1, 2, 9, 2.11 Addressing high quality, equitable and responsive instruction

Goal 3 Actions 1, 2, 4, 5, 6 Addressing Pupil Engagement and School Climate

Goal 4 Actions 1, 2, 3, 4, & 6 Addressing Parental Involvement & School Climate

Goal 5 Actions 1, 2, 4, 5, 6, 7,8, 9, 10, 11 Addressing additional supports for English Learners

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

Not applicable to the district.

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$15,010,338.00	$3,474,702.00	$1,214,256.00	$789,891.00	$20,489,187.00	$13,793,423.00	$6,695,764.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Highly Qualified Teachers	All	$467,180.00			$95,001.00	$562,181.00
1	1.2	Employee Recruitment and Retention with a Focus on Staff Diversity	All	$646,000.00				$646,000.00
1	1.3	Pilot and adoption of science materials at the middle school level	Middle School students All	$11,477.00	$136,100.00			$147,577.00
1	1.4	Pilot and adopt History Social Science materials for elementary schools	Grades K-8 All	$9,742.00	$93,842.00			$103,584.00
1	1.5	Math curriculum and materials	All	$24,528.00	$250,000.00			$274,528.00
1	1.6	Access to Instructional Technology Tools	All	$1,160,606.00				$1,160,606.00
1	1.7	Digital Citizenship and the Appropriate Use of Technology	All	$54,947.00				$54,947.00
1	1.8	District Facilities	All	$2,497,754.00		$1,164,256.00		$3,662,010.00
1	1.9	ELA and Mathematics intervention materials	Students with Disabilities		$99,291.00			$99,291.00
1	1.10	Elementary Early Literacy Curriculum and Materials	All	$26,776.00	$150,000.00			$176,776.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.11	4th Grade Growth, Development, & Sexual Health Curriculum (GDSH) Curriculum	4th grade students All	$9,563.00	$4,000.00			$13,563.00
1	1.12	Middle School English Curriculum	All	$319,126.00				$319,126.00
1	1.13	Transitional Kindergarten (TK)	All	$25,000.00				$25,000.00
2	2.1	Content and grade level teacher leadership team meetings	English Learners Foster Youth Low Income	$95,630.00				$95,630.00
2	2.2	Data driven decision making will help with targeted supports	All	$0.00				$0.00
2	2.3	Equity focused training	All	$2,000.00				$2,000.00
2	2.4	Professional development is offered to all staff	All	$79,946.00				$79,946.00
2	2.5	Professional development for TK-8 Teachers	All	$31,562.00				$31,562.00
2	2.6	Foundational Literacy Training	All	$405,760.00				$405,760.00
2	2.7	School libraries	All	$1,218,940.00				$1,218,940.00
2	2.8	Kindergarten Screening Tools	All	$0.00				$0.00
2	2.9	Formative Assessments in Math	English Learners	$389,176.00				$389,176.00
2	2.10	Provide ample professional learning and planning opportunities	All	$0.00				$0.00
2	2.11	Direct Student Support (DSS) Teachers on Special Assignment (ToSAs)	English Learners Low Income	$1,230,351.00				$1,230,351.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.12	Promote STEM programming	All	$23,667.00				$23,667.00
2	2.13	Revising middle school schedules to provide equitable access	All	$0.00				$0.00
2	2.14	5th Grade Science Camp	English Learners Foster Youth Low Income	$185,200.00		$50,000.00		$235,200.00
2	2.15	Transitional Kindergarten (TK) training and professional development	All	$40,032.00				$40,032.00
3	3.1	Equity and SEL-focused Training for Site Teams	English Learners Foster Youth Low Income	$34,328.00				$34,328.00
3	3.2	SEL & Equity Coaches	English Learners Foster Youth Low Income	$424,273.00				$424,273.00
3	3.3	Panorama Survey	All	$307,220.00				$307,220.00
3	3.4	Restorative Practices	All Low Income	$2,200.00				$2,200.00
3	3.5	MTSS Digital Portal	English Learners Foster Youth Low Income	$17,000.00				$17,000.00
3	3.6	MTSS System	English Learners Foster Youth Low Income	$692,661.00	$1,524,313.00			$2,216,974.00
3	3.7	Community Partnerships	All	$504,200.00	$383,620.00			$887,820.00
3	3.8	Consistent SEL/Culturally Responsive & Equity Curricula	All	$78,000.00	$3,000.00			$81,000.00
4	4.1	Family Education & Training	English Learners Low Income	$500.00				$500.00
4	4.2	Family Support Partnerships	English Learners Low Income	$395,237.00				$395,237.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.3	Annual Equity Summit	English Learners Low Income	$15,000.00				$15,000.00
4	4.4	Engage families through Relevant Communication Channels	English Learners Low Income	$306,752.00				$306,752.00
4	4.5	Survey to Meet Needs	All	$41,850.00				$41,850.00
4	4.6	Family Representation	All	$0.00				$0.00
4	4.7	SEL, CRT, & Equity Resources for Families	All	$0.00				$0.00
5	5.1	Improved instructional strategies in dELD and iELD	Unduplicated Student Groups All	$185,631.00			$148,554.00	$334,185.00
5	5.2	Professional development supporting best practices in ELD	Unduplicated Student Groups All	$0.00				$0.00
5	5.3	ELAC and DELAC as advisory committees	English Learners	$1,003.00				$1,003.00
5	5.4	Supporting at risk or identified Long term English Learners	All		$54,022.00			$54,022.00
5	5.5	EL site professional development and classroom observations	English Learners	$1,706,234.00			$74,157.00	$1,780,391.00
5	5.6	Newcomer Toolkit Creation	English Learners	$2,134.00				$2,134.00
5	5.7	Language Review Team Meetings	English Learners	$76,733.00				$76,733.00
5	5.8	Bilingual paraprofessionals	All				$472,179.00	$472,179.00
5	5.9	Bilingual Outreach Liaisons	Unduplicated Student Groups All	$0.00				$0.00
5	5.10	Effective Extended learning opportunities for English Learners	English Learners	$1,239,883.00	$776,514.00			$2,016,397.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	5.11	Designated ELD lesson design	English Learners Low Income	$24,536.00				$24,536.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
51,679,040	4,388,585	8.49%	0.00%	8.49%	$6,836,631.00	0.00%	13.23 %	**Total:**	$6,836,631.00
								LEA-wide Total:	$3,600,908.00
								Limited Total:	$3,235,723.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Content and grade level teacher leadership team meetings	Yes	LEA-wide	English Learners Foster Youth Low Income		$95,630.00	
2	2.9	Formative Assessments in Math	Yes	LEA-wide	English Learners		$389,176.00	
2	2.11	Direct Student Support (DSS) Teachers on Special Assignment (ToSAs)	Yes	LEA-wide	English Learners Low Income	All Schools	$1,230,351.00	
2	2.14	5th Grade Science Camp	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Elementary sites Bishop, Cherry Chase, Cumberland, Ellis, Fairwood, Lakewood, San Miguel, Vargas 5th grade students	$185,200.00	
3	3.1	Equity and SEL-focused Training for Site Teams	Yes	LEA-wide	English Learners Foster Youth	All Schools	$34,328.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.2	SEL & Equity Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$424,273.00	
3	3.4	Restorative Practices			Low Income		$2,200.00	
3	3.5	MTSS Digital Portal	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,000.00	
3	3.6	MTSS System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$692,661.00	
4	4.1	Family Education & Training	Yes	LEA-wide	English Learners Low Income	All Schools	$500.00	
4	4.2	Family Support Partnerships	Yes	LEA-wide	English Learners Low Income	All Schools	$395,237.00	
4	4.3	Annual Equity Summit	Yes	LEA-wide	English Learners Low Income	All Schools	$15,000.00	
4	4.4	Engage families through Relevant Communication Channels	Yes	LEA-wide	English Learners Low Income	All Schools	$306,752.00	
5	5.3	ELAC and DELAC as advisory committees	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,003.00	
5	5.5	EL site professional development and classroom observations	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,706,234.00	
5	5.6	Newcomer Toolkit Creation	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,134.00	
5	5.7	Language Review Team Meetings	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$76,733.00	
5	5.10	Effective Extended learning opportunities for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,239,883.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
5	5.11	Designated ELD lesson design	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$24,536.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$16,954,160.63	$18,565,941.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Highly Qualified Teachers	No	$517,490.00	$754,007.00
1	1.2	Employee Recruitment and Retention with a Focus on Staff Diversity	No	$457,943.00	$543,560.00
1	1.3	Pilot and adoption of science materials at the middle school level	No	$63,309.00	$91,841.00
1	1.4	Pilot and adopt History Social Science materials for elementary schools	No	$9,742.00	$6,913.00
1	1.5	Math supplemental materials	No	$91,156.00	$103,930
1	1.6	Access to Instructional Technology Tools	No	$1,511,039.00	$938,522.00
1	1.7	Digital Citizenship and the Appropriate Use of Technology	No	$144,114.00	$54,340.00
1	1.8	District Facilities	No	$3,171,484.00	$3,562,761.00
1	1.9	ELA and Mathematics intervention materials	No	$95,139.00	$160,304.00
2	2.1	Content and grade level teacher leadership team meetings	Yes	$132,135.00	$121,607.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Data driven decision making will help with targeted supports	No Yes	$8,325.02	$0.00
2	2.3	Equity focused training	No	$2,327.80	$2,646.00
2	2.4	Professional development is offered to all staff	No	$80,183.81	$71,611.00
2	2.5	Professional development for TK-8 Teachers	No	$18,742.00	$21,862
2	2.6	Foundational Literacy Training	No	$336,921.00	$368,550.00
2	2.7	School libraries	No	$926,622.00	$1,040,050.00
2	2.8	Kindergarten Screening Tools	No	$0.00	$0.00
2	2.9	Formative Assessments in Math	Yes	$368,738.00	$301,930.00
2	2.10	Provide ample professional learning and planning opportunities	No	$0.00	$0.00
2	2.11	Add a teacher to every site for additional support services	Yes	$1,400,004.00	$2,063,144.00
2	2.12	Promote STEM programming	No	$17,638.00	$17,308.00
2	2.13	Revising middle school schedules to provide equitable access	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.14	5th Grade Science Camp	Yes	$158,428.00	$147,478.00
3	3.1	Equity and SEL-focused Training	Yes	$38,500.00	$228,051.00
3	3.2	SEL & Equity Coaches	Yes	$430,319.00	$509,982.00
3	3.3	Panorama Survey	No	$0.00	$0.00
3	3.4	Restorative Practices	Yes	$2,000.00	$0.00
3	3.5	MTSS Digital Portal	Yes	$17,000.00	$0.00
3	3.6	MTSS System	Yes	$1,989,126.00	$1,996,410.00
3	3.7	Community Partnerships	No	$590,250.00	$604,000.00
3	3.8	Consistent SEL/Culturally Responsive & Equity Curriculums	No	$129,500.00	$75,811.00
4	4.1	Family Education & Training	Yes	$500.00	$500.00
4	4.2	Family Support Partnerships	Yes	$335,100.00	$364,457.00
4	4.3	Annual Equity Summit	Yes	$19,984.00	$18,600.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.4	Engage families through Relevant Communication Channels	Yes	$277,382.00	$276,899.00
4	4.5	Survey to Meet Needs	No	$39,301.00	$40,352.00
4	4.6	Family Representation	No	$0.00	$0.00
4	4.7	SEL, CRT, & Equity Resources for Families	No	$0.00	$0.00
5	5.1	Improved instructional strategies in dELD and iELD	No	$0.00	$313,224.00
5	5.2	Professional development supporting best practices in ELD	No	$0.00	$0.00
5	5.3	ELAC and DELAC as advisory committees	Yes	$684.00	$535.00
5	5.4	Supporting at risk or identified Long term English Learners	No	$18,921.00	$31,909.00
5	5.5	EL site professional development and classroom observations	Yes	$1,845,616.00	$1,585,075.00
5	5.6	Newcomer Toolkit Creation	Yes	$1,803.00	$2,000.00
5	5.7	Language Review Team Meetings	Yes	$60,880.00	$67,707.00
5	5.8	Bilingual paraprofessionals	No	$322,310.00	$411,493.00
5	5.9	Bilingual Outreach Liaisons	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.10	Effective Extended learning opportunities for English Learners	Yes	$1,303,504.00	$1,646,572.00
5	5.11	Designated ELD lesson design	Yes	$20,000.00	$20,000.00

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$4,099,171	$6,006,258.02	$8,720,992.00	($2,714,733.98)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	Content and grade level teacher leadership team meetings	Yes	$132,135.00	$121,607.00		
2	2.2	Data driven decision making will help with targeted supports	Yes	$8,325.02	$0.00		
2	2.9	Formative Assessments in Math	Yes	$368,738.00	$301,930.00		
2	2.11	Add a teacher to every site for additional support services	Yes	$1,400,004.00	$2,063,144.00		
2	2.14	5th Grade Science Camp	Yes	$6,789.00	$147,478.00		
3	3.1	Equity and SEL-focused Training	Yes	$38,500.00	$228,051.00		
3	3.2	SEL & Equity Coaches	Yes	$430,319.00	$509,982.00		
3	3.4	Restorative Practices	Yes	$2,000.00	$0.00		
3	3.5	MTSS Digital Portal	Yes	$17,000.00	$0.00		
3	3.6	MTSS System	Yes	$574,126.00	$1,366,455.00		
4	4.1	Family Education & Training	Yes	$500.00	$500.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.2	Family Support Partnerships	Yes	$335,100.00	$364,457.00		
4	4.3	Annual Equity Summit	Yes	$19,984.00	$18,600.00		
4	4.4	Engage families through Relevant Communication Channels	Yes	$277,382.00	$276,899.00		
5	5.3	ELAC and DELAC as advisory committees	Yes	$684.00	$535.00		
5	5.5	EL site professional development and classroom observations	Yes	$1,784,999.00	$1,585,075.00		
5	5.6	Newcomer Toolkit Creation	Yes	$1,803.00	$2,000.00		
5	5.7	Language Review Team Meetings	Yes	$60,880.00	$67,707.00		
5	5.10	Effective Extended learning opportunities for English Learners	Yes	$526,990.00	$1,646,572.00		
5	5.11	Designated ELD lesson design	Yes	$20,000.00	$20,000.00		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$48,488,424	$4,099,171	0%	8.45%	$8,720,992.00	0.00%	17.99%	$0.00	0.00%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary
Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

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

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

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

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

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

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

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

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

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

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

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

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

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

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

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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

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

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

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

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

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

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

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

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

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

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

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

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

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

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

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

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

Required Descriptions:

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

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

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

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

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

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

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

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

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

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

Calculations in the Action Tables

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

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

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

- 5. Total Planned Percentage of Improved Services

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

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

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

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 7. Total Estimated Actual Expenditures for Contributing Actions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
January 2022

Acronym	Title	Brief Description
ACSA	Association of California School Administrators	Largest umbrella organization for school leaders in the United States, serving more than 17,000 California educators.
ADA	Average Daily Attendance	Total ADA is defined as the total days of student attendance divided by the total days of instruction
ALD	Achievement Level Descriptors	Also known standard-setting, is the process for establishing one more threshold scores on an assessment, making it possible to create categories of performance.
ASES	After School Education and Safety Program (KLAS)	Provides funds to schools and districts that collaborate with community partners to provide safe and educationally enriching alternatives for children and youths during nonschool hours
AVID	Advancement Via Individual Determination	A program whose mission is to close the achievement gap by preparing all students for college readiness and success in a global society.
BCLAD	Bilingual Crosscultural Language and Academic Development (Certificate)	In California the bilingual authorization is called the Bilingual, Crosscultural, Language and Academic Development certificate or credential.
BSP	Behavior Support Plan	A plan that assists in building positive behaviors to replace or reduce a challenging/dangerous behavior.
CAA	California Alternate Assessment	An alternate assessment for students who have a significant cognitive disability in grades 3-8 and 11. The test utilizes computer-based technology and is aligned with the CCSS.
CAASPP	California Assessment of Student Performance and Progress	California's new statewide student assessment system established January 1, 2014.
CALPADS	California Longitudinal Pupil Achievement Data System	The California Logitudinal Pupil Achievement Data Systems (CALPADS) is the foundation of California's K-12 education data system that allows for tracking a student's academic performance over time.
CAST	California Science Test	An online assessment based on the California Next Generation Science Standards (NGSS)
CCSS	Common Core State Standards	Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school. Since 2010, 45 states have adopted the same standards for English and math. These standards are called the Common Core State Standards.
CDE	California Department of Education	Oversees the state's diverse and dynamic public school system that is responsible for the education of more than seven million children and young adults in more than 9000 schools.
CHAC	Community Health Awareness Council	Counseling and prevention services that help children, youth, and families.
CHKS	California Healthy Kids Survey	Statewide survey of resiliency, protective factors, risk behaviors and school climate

CLAD	Crosscultural Language and Academic Development (Certificate)	The English Learner Authorization and Crosscultural, Language, and Academic Development Certificate authorize instruction to English learners.
CNC	Columbia Neighborhood Center	The center provides recreational, health, educational and social service programs through a special collaboration between the City of Sunnyvale, the Sunnyvale Elementary School District, Advanced Micro Devices and numerous community agencies.
COLA	Cost of Living Adjustment	An increase in income that keeps up with the cost of living
ConApp	Consolidated Application	A two-part application and reporting process for multiple state and federal, formula-driven, categorical program funds submitted by county offices, school districts, and direct-funded charter schools.
CPS	Child Protective Services	The Child Protective Services is the major system of intervention of child abuse and neglect in California. Existing law provides for services to abused and neglected children and their families. The Child Protective Services goal is to keep the child in his/her own home when it is safe, and when the child is at risk, to develop an alternate plan as quickly as possible.
CRTWC	Center for Reaching and Teaching the Whole Child	An organization that helps schools meet the needs of children and their educators by integrating social, emotional and cultural competancies into teacher preparation.
CRT	Culturally Responsive Teaching	A research-based approach that makes meaningful connections between what students learn in school and their cultures, languages, and life experiences. These connections help students access rigorous curriculum, develop higher-level academic skills, and see the relevance between what they learn at school and their lives.
CSEA	California School Employees Association	Largest classified school employees union in the United States, representing more than 230,000 school support staff throughout California.
CTE	Career Technical Education	A term applied to schools, institutions, and educational programs that specialize in the skilled trades, applied sciences, modern technologies, and career preparation
DELAC	District English Learner Advisory Committee	A DELAC has the responsibility to advise the governing board on the development of the District's master plan for educational programs and services to English learners.
dELD	Designated English Language Development	
DESSA	Devereux Students Strengths Assessment	A standardized strength-based measure of the social and emotional competencies of children in kindergarten-8th grade
DMI	Developing Mathematical Ideas	Developing Mathematical Ideas seminars are designed to help teachers think through the major concepts of K–grade 8 mathematics and examine how children develop their understanding of those ideas.

DOK	Depth of Knowledge	A way to think about content complexity, as opposed to content difficulty.
DTS	Decline to State	
EIA	Economic Impact Aid	A program that supplied supplemental funds for kindergarten through grade twelve to support additional programs and services for English learners and compensatory education services for educationally disadvantaged students. It is no longer administered by the CDE.
EL	English Learners	Students for whom there is a report of a primary language other than English on the state-approved Home Language Survey and who, on the basis of the English Proficiency Assessment, are not yet fluent in listening, speaking, reading and writing in English.
ELA	English Language Arts	Content area of English Language reading, writing, speaking and listening.
ELAC	English Learner Advisory Committee	A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services.
ELAT	English Learner Action Team	The purpose and mission of the English Learner Action Team is to promote effective schooling for K-12 English Language Learners at the county, district, school, and classroom levels
ELD	English Language Development	English Language Development is a systematic instructional model designed to develop the English language proficiency of English language learners
ELPAC	English Language Proficiency Assessments for California	New English language assessment for ELs which replaced CELDT in 2018.
ESEA	Elementary and Secondary Education Act	The Elementary and Secondary Education Act (ESEA) was passed as a part of United States President Lyndon B. Johnson's "War on Poverty" and has been the most far-reaching federal legislation affecting education ever passed by the United States Congress.
ESY	Extended School Year	Services designed to support a student with a disability as documented under the Individuals with Disabilities Education Act
FAME	Fine Arts Mini Experience	An art and music program funded by PTA
FCMAT	Fiscal Crisis and Management Assessment Team	Assists and provides guidance to local educational agencies in the areas of business and financial management practices
FEP	Fluent English Proficient	Students whose primary language is other than English and who have met the district criteria for determining proficiency in English.
FPM	Federal Program Monitoring	Within the CDE, the Federal Program Monitoring office has been designated to supervise the compliance monitoring reviews, which take place either in person or online.
FY	Foster Youth	Any child who has been removed from the custody of their parent(s) or guardian(s) by the juvenile court, and placed in a group home or foster home.

GLAD	Guided Language Acquisition Design	An instructional model for teaching English language development and literacy.
HLS	Home Language Survey	The information for this survey is used to count the students whose families speak a language other than English at home and identify students who need to be assessed for English language proficiency
IAPs	Individual Action Plans	
IDEA	Individuals with Disabilities Education Act	The *Individuals with Disabilities Education Act of 2004* authorizes formula grants to states and discretionary grants to institutions of higher education and other non-profit organizations to support research, demonstrations, technical assistance and dissemination, technology and personnel development and parent-training and information centers.
IEP	Individualized Education Program (area of Special Ed.)	An Individualized Education Program is a written education plan designed to meet a child's learning needs.
iELD	Integrated English Language Development	
ILT	Instructional Leadership Team	Team of district office administrators and principals which meets monthly to discuss district business.
IMC	Instructional Materials Center	The Instructional Materials Center serves as a centralized hub of district-adopted curricular materials.
KLAS	Kids Learning After School	A program funded through a grant from ASES (After School Education and Safety Program, California Department of Education). The funding is provided to promote local partnerships between schools and local community resources to offer literacy, academic support, enrichment, and safe constructive alternatives for students
LCAP	Local Control and Accountability Plan	Under the LCFF all LEAs are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils, with specific activities to address identified state and local priorities.
LCFF	Local Control Funding Formula	Under this funding system, revenue limits and most state categorical programs are eliminated. LEAs receive funding based on the demographic profile of the students they serve and gain greater flexibility to use these funds to improve outcomes of students.
LD	Learning Disability	A condition giving rise to difficulties in acquiring knowledge and skills to the level expected of those of the same age, especially when not associated with a physical handicap
LEA	Local Educational Agency	A public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a state

LTELs	Long Term English Learners	An English Learner who is enrolled in any grades 6-12, inclusive, has been enrolled in schools in the United States for more than 6 years, has remained at the same English language proficiency level for 2 or more consecutive years as determined by the English language development test.
LRT	Language Review Team	A multidisciplinary team that is charged with the responsibility of monitoring and supporting the progress of all English Learners.
MPP	Minimum Proportionality Percentage	The lowest level of increased or improved services for unduplicated students
MTSS	Multi-Tiered Systems of Support	An integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success
NAEP	National Assessment of Educational Progress	Largest nationally representative and continuing assessment of what America's students know and can do in various subject areas
NGSS	Next Generation Science Standards	A multi-state effort to create new education standards that are rich in content and practice, arranged in a coherent manner across disciplines and grade to provide all students an internationally benchmarked science education.
NWEA MAP	Northwest Evaluation Association Measure of Academic Progress	NWEA, is a research-based not-for-profit organization that creates academic assessments for students pre-K-12. Currently, NWEA assessments are used by over 9,500 schools and districts in 145 countries.
PBIS	Positive Behavior Intervention and Support	A proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success
PD	Professional Development	Specialized training or learning to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness.
PE	Physical Education	Instruction in the development and care of the body that encourages psychomotor learning in a play or movement setting to promote health.
PIQE	Parent Institute for Quality Education	Provides families with the knowledge and skills to partner with schools and communities to ensure their children achieve their full potential
PLC	Professional Learning Community	An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve
PTA	Parent/Teacher Association	An organization of teachers and parents that works for the improvement of the school and the benefit of the students in SSD.
RAC	Reopening Action Committee	

RFEP	Reclassified Fluent English Proficient	When an EL meets criteria for proficiency in English language and content standards, their identification becomes RFEP.
RLA	Reading Language Arts	The study and improvement of the arts of language. Language arts instruction typically consists of some mix of the components of reading, writing (composition), speaking, and listening.
RSP	Resource Program (area of Special Ed.)	A program to help children who qualify for special education services
RtI	Response to Intervention	A multi-tiered approach to the early identification and support of students with learning and behavior needs
SDAIE	Specifically Designed Academic Instruction in English	A teaching approach intended for teaching various academic content (such as social studies, science or literature) using the English language to students who are still learning English.
SARB	Student Attendance Review Board	Representatives from various youth-serving agencies who help truant or recalcitrant students and their parents or guardians solve school attendance and behavior problems through the use of available school and community resources
SARC	School Accountability Report Card	Each school in California is required to publish a school accountability report card that includes information such as student achievement; number of highly qualified teachers, safe school trends, and graduation rates.
SBAC (SBA)	Smarter Balanced Assessment (Collaborative)	Computer adaptive tests and performance tasks that allow students to show what they know and are able to do, based on CCSS for ELA and Mathematics.
SBRC	Standards Based Report Cards	A standards-based report card lists the most important skills students should learn in each subject at a particular grade level. Instead of letter grades, students receive marks or a code that show how well they have mastered the skills.
SCCAMP	Sunnyvale Certificated and Classified Association for Management Personnel	Employee group consisting of certificated and management personnel
SCCOE	Santa Clara County Office of Education	County office which supports all school districts, including SSD, in the county
SDC	Special Day Class	Classes are available to students who need more intensive support in academic areas
SEA	Sunnyvale Education Association	The teacher's union for the Sunnyvale School District
SEL	Social Emotional Learning	The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
SELPA	Special Education Local Plan Areas	Each region, Special Education Local Plan Area (SELPA), developed a local plan describing how it would provide special education services.

SED	Special Education	Special Education is specifically designed instruction, at no cost to parents, to meet the unique needs of a child with a disability.
SES	Socio-Economic Status	An economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation
SET	School-wide Evaluation Tool	Designed to assess and evaluate the critical features of school-wide effective behavior support
SFUSD	San Francisco Unified School District	
SRT	Student Review Team	A process designed to ensure that appropriate interventions have been utilized to help students overcome their learning or behavioral problems before referring for special education assessment, behavioral interventions, 504 plan development, or any other barriers that may impede learning
STAR	Standardized Test for the Assessment of Reading	
SST	Student Study Team	A group formed within the school to further examine a student's academic, behavioral and social-emotional progress
STEM/STEAM	Science Technology Engineering (Arts) and Math	Refers to the academic disciplines of science, technology, engineering, (arts), and mathematics.
STK	Stretch to Kindergarten	A parent participation kindergarten readiness program, targeted to students that have not attended preschool, that helps prepare children and their families for a successful transition to kindergarten
SVMI	Silicon Valley Math Initiative	A comprehensive effort to improve mathematics instruction and student learning, based on high performance expectations, ongoing professional development, examining student work, improved math instruction, and a formative and summative performance assessment system.
SVNTP	Silicon Valley New Teacher Project	A statewide funded program to engage preliminary credentialed teachers in a job-embedded formative assessment system of support and professional growth to fulfill the requirements of their obtaining their credential.
SWIS	School Wide Information System	The SWIS Suite is a reliable, confidential, web-based information system to collect, summarize, and use student behavior data for decision making.
SWD	Students with Disabilities	Child with a disability means a child evaluated in accordance with §§300.304 through 300.311 as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as "emotional disturbance"), an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.

| TK | Transitional Kindergarten | Year 1 of a 2-year kindergarten program, functioning to provide students with time to develop fundamental skills needed for success in school in an age- and developmentally-appropriate setting. |
| TOSA | Teacher on Special Assignment | TOSAs provide targeted professional learning, support site or district planning, and work directly with individual and teams of teachers, using the California Standards for the Teaching Profession as their framework. |