Sunnyvale School District

Local Control and Accountability Plan
2021-2024

Submitted to Board of Education on June 17th, 2021

Sunnyvale School District
Local Control and Accountability Plan (LCAP) 2021-2024
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2021-22 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 possess 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.
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.
ACTION 5	Teachers of grades TK-8 will use supplemental materials like Desmos, Dreambox, and Math Mindset curriculum to build conceptual understanding in mathematics to align with the new framework that is in development.

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.

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 Reading Partners, Kelly Boswell (Writers' Workshop), and Silicon Valley Math Initiative (SVMI), .
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 item identified in the Comprehensive Coordinated Early Intervening services Plan.
ACTION 7	Library Resource Specialists will leverage and utilize the Library Resource Centers to foster and support 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.
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.
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 (2 days per teacher)

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.
ACTION 12	Coding and other STEM-based subjects not currently integrated into core curriculum will continue to be promoted through the leadership of the STEM Committee.(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.

	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 staff training on how to foster 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.
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, 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/CRT curriculum and resources to be used in classrooms 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 support 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.
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 with 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 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, School Outreach Assistants, 2 Social workers.
ACTION 7	Provide consistent ongoing Culturally Responsive Resources to Families to support their social emotional learning and needs.

	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.
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 4th-8th grade teachers will provide English 3D instruction to targeted English Learners in order to ensure language progress at expanding and bridging levels. We will explore alternative curriculum at the Middle School level to support long-term English Learners.
ACTION 5	Site administrators, instructional coaches, and teachers will grow capacity of dELD and iELD through professional development, coaching, release days, based on classroom observations and walkthroughs. Support will be provided from the Educational Services team and a classroom observation protocol will be developed by stakeholders.
ACTION 6	The 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 Language Review Team (LRT) meetings with classroom teachers. At LRT meetings, supports and interventions will be discussed and implemented to ensure English Learner student growth and reclassification. LRT meetings will include the development of Individual Action Plans (IAPs) for newcomers and Long Term English Learners (LTELs) or students who may become LTELs.
ACTION	Bilingual paraprofessional staff will support classroom instruction for English Learner students.

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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	Extended learning opportunities will be targeted at the site and district level to support English Learners wh support, intervention, or challenge. Examples can include: tutorials, Kids Learning After School (KLAS), sum enrichment activities.

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Sunnyvale School District
CDS Code:	43 69690 0000000
LEA Contact Information:	Name: Mala Ahuja Position: Assistant Superintendent Email: mala.ahuja@sesd.org Phone: 408 522-8200 x 1004
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$91,986,245
LCFF Supplemental & Concentration Grants	$4,976,127
All Other State Funds	$12,676,562
All Local Funds	$8,264,334
All federal funds	$2,066,017
Total Projected Revenue	$114,993,158

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$105,719,661
Total Budgeted Expenditures in the LCAP	$14,050,563
Total Budgeted Expenditures for High Needs Students in the LCAP	$6,488,526
Expenditures not in the LCAP	$91,669,098

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$5,519,778
Actual Expenditures for High Needs Students in Learning Continuity Plan	$5,526,557

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$1,512,399
2020-21 Difference in Budgeted and Actual Expenditures	$6,779

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The Local Control and Accountability Plan describes the general fund dollars the district is utilizing to provide recovery of learning loss in the 2021-22 school year, Post-Pandemic. The additional funds that make up the total general fund budget are also spent on maintaining academic and social programs and services like communication applications and service providers to support a more robust community outreach response. Social emotional learning and mental health supports have continued to be a major focus. For example, additional, ongoing support for counselors and social workers to improve tele-therapy services and to support the district's

	MTSS team on developing skills and competency to provide supports and interventions to students. In addition, family education has been focused on smaller targeted school cohorts in order to meet the change in calendars, schedule, and overall expressed needs of families from family surveys and school, site, & community forums. Additionally the general fund is used for staffing and operational costs like the 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, Educational Services which includes Special Education, Student Services, Curriculum, Instruction and Assessment, as well as the District Office Administrative Team.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sunnyvale School District

CDS Code: 43 69690 0000000

School Year: 2021-22

LEA contact information:
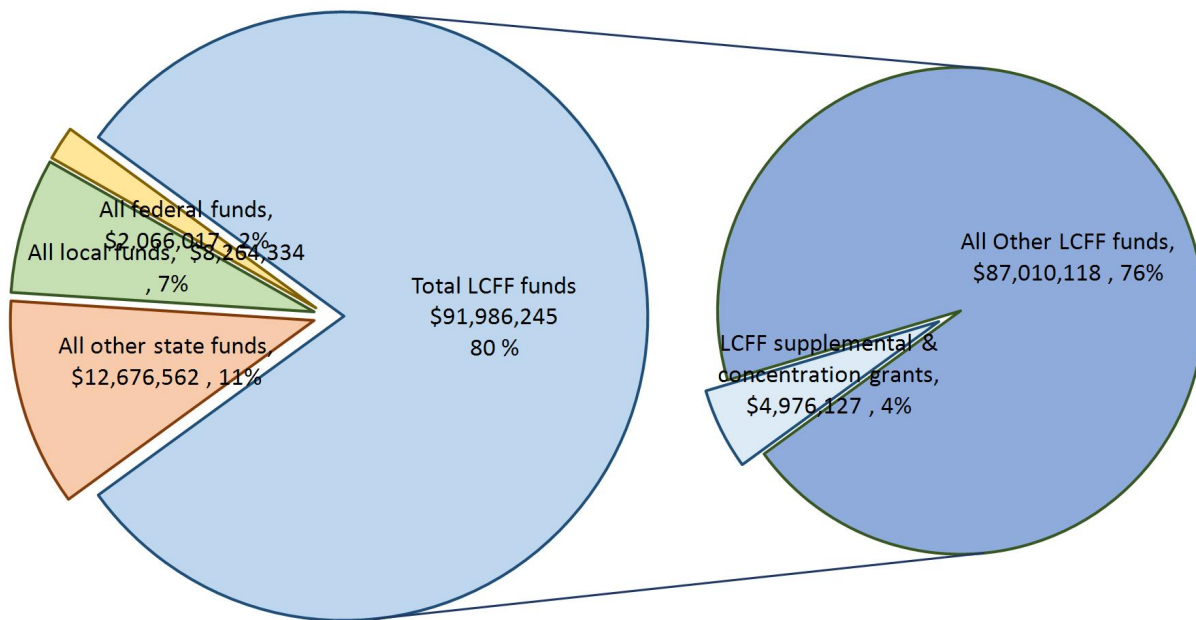
Mala Ahuja

Assistant Superintendent

mala.ahuja@sesd.org

408 522-8200 x 1004

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 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $2,066,017 , 2%

All local funds, $8,264,334 , 7%

All other state funds, $12,676,562 , 11%

Total LCFF funds $91,986,245 80 %

All Other LCFF funds, $87,010,118 , 76%

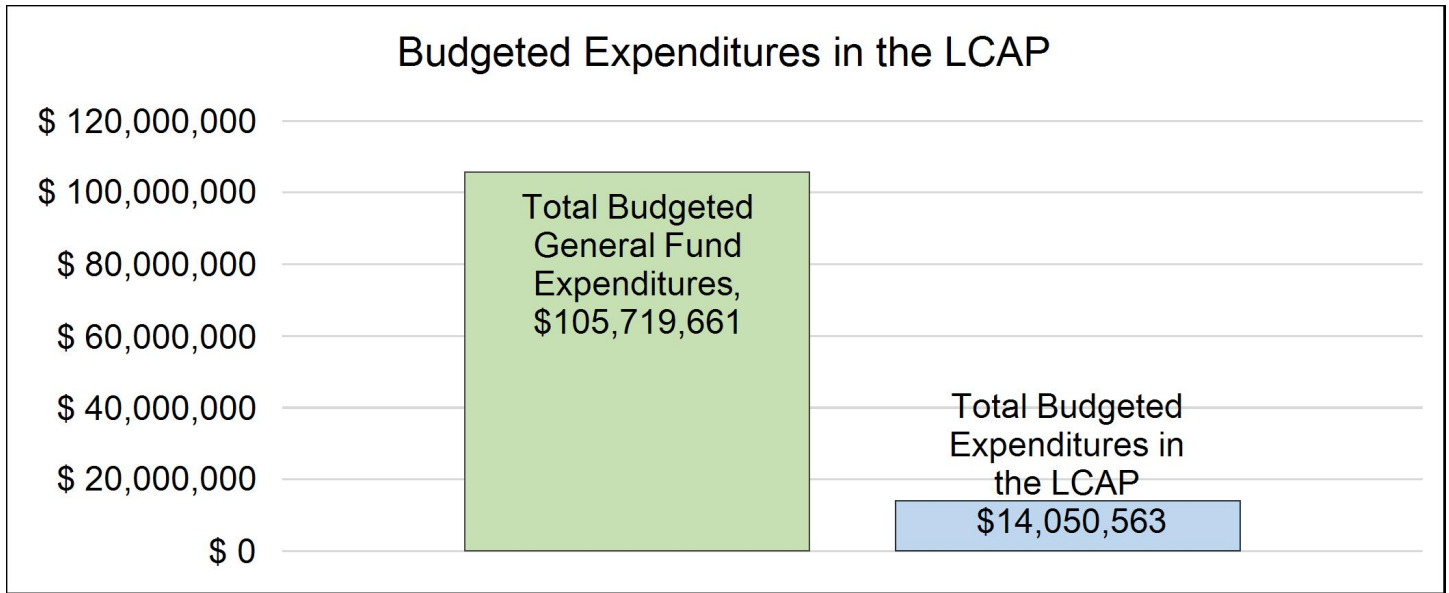LCFF supplemental & concentration grants, $4,976,127 , 4%

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

The total revenue projected for Sunnyvale School District is $114,993,158, of which $91,986,245 is Local Control Funding Formula (LCFF), $12,676,562 is other state funds, $8,264,334 is local funds, and $2,066,017 is federal funds. Of the $91,986,245 in LCFF Funds, $4,976,127 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

Total Budgeted General Fund Expenditures, $105,719,661

Total Budgeted Expenditures in the LCAP $14,050,563

This chart provides a quick summary of how much Sunnyvale School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Sunnyvale School District plans to spend $105,719,661 for the 2021-22 school year. Of that amount, $14,050,563 is tied to actions/services in the LCAP and $91,669,098 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
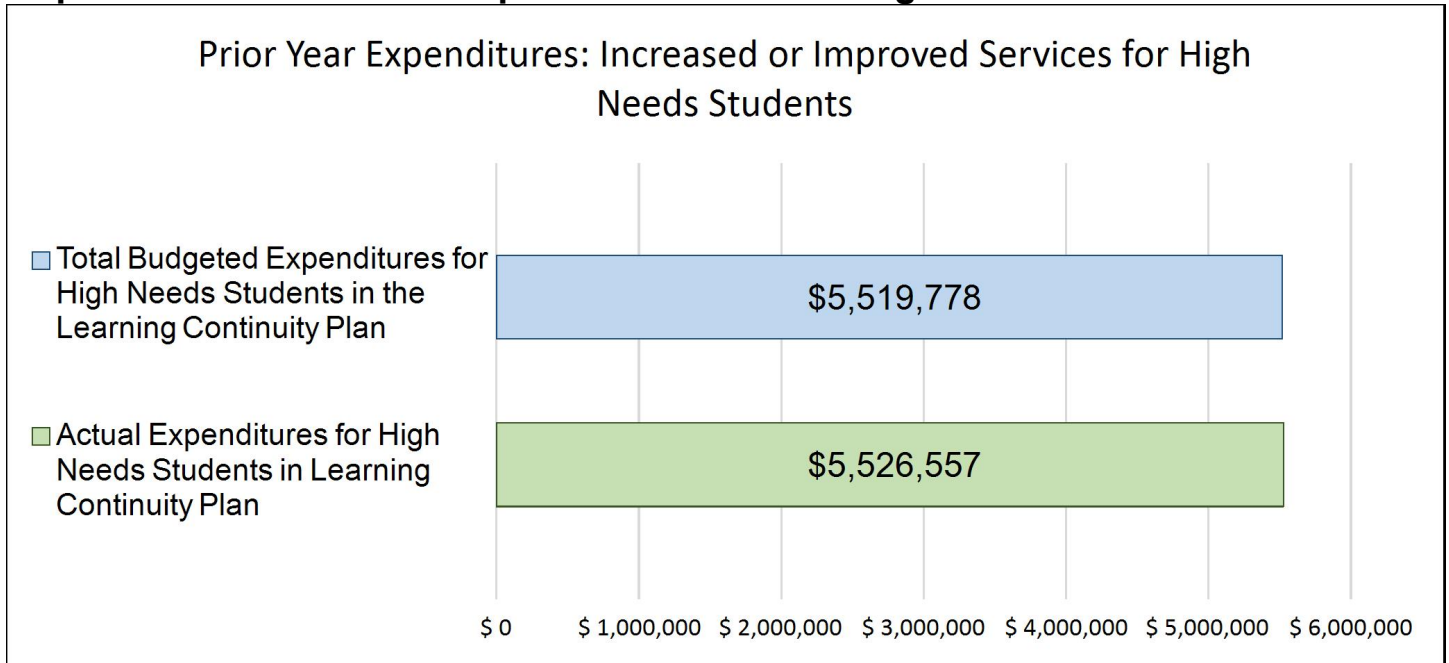
The Local Control and Accountability Plan describes the general fund dollars the district is utilizing to provide recovery of learning loss in the 2021-22 school year, Post-Pandemic. The additional funds that make up the total general fund budget are also spent on maintaining academic and social programs and services like communication applications and service providers to support a more robust community outreach response. Social emotional learning and mental health supports have continued to be a major focus. For example, additional, ongoing support for counselors and social workers to improve tele-therapy services and to support the district's MTSS team on developing skills and competency to provide supports and interventions to students. In addition, family education has been focused on smaller targeted school cohorts in order to meet the change in calendars, schedule, and overall expressed needs of families from family surveys and school, site, & community forums. Additionally the general fund is used for staffing and operational costs like the 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, Educational Services 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 2021-22 School Year

In 2021-22, Sunnyvale School District is projecting it will receive $4,976,127 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 $6,488,526 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 2020-21

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

Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $5,519,778

Actual Expenditures for High Needs Students in Learning Continuity Plan — $5,526,557

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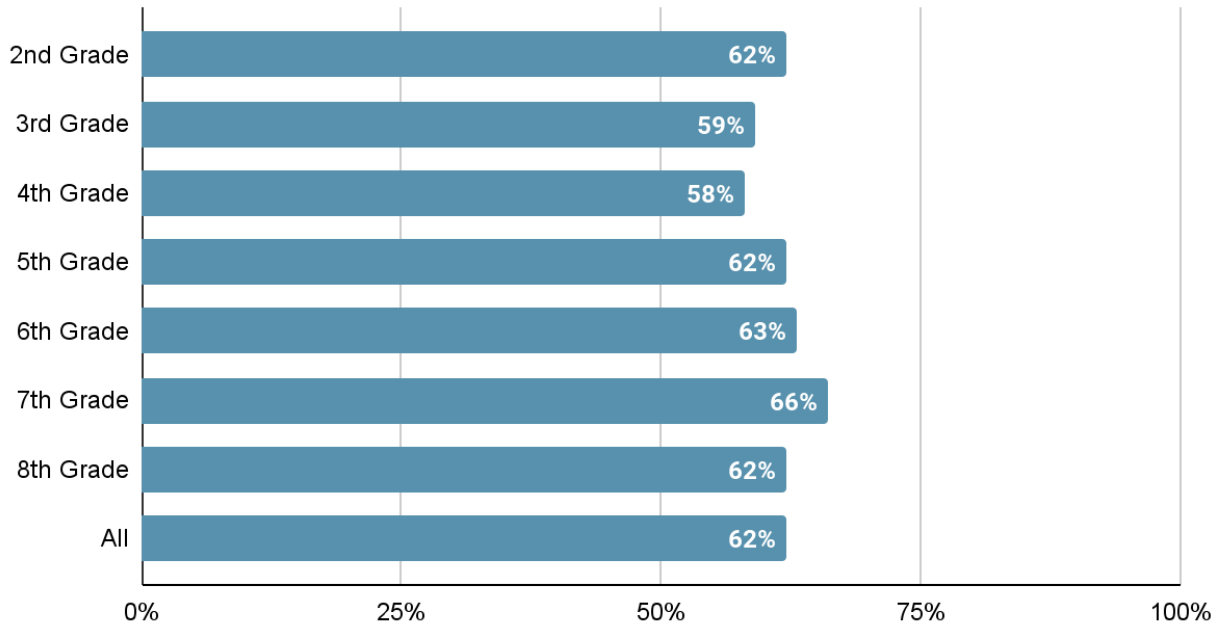
This chart compares what Sunnyvale School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Sunnyvale School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.
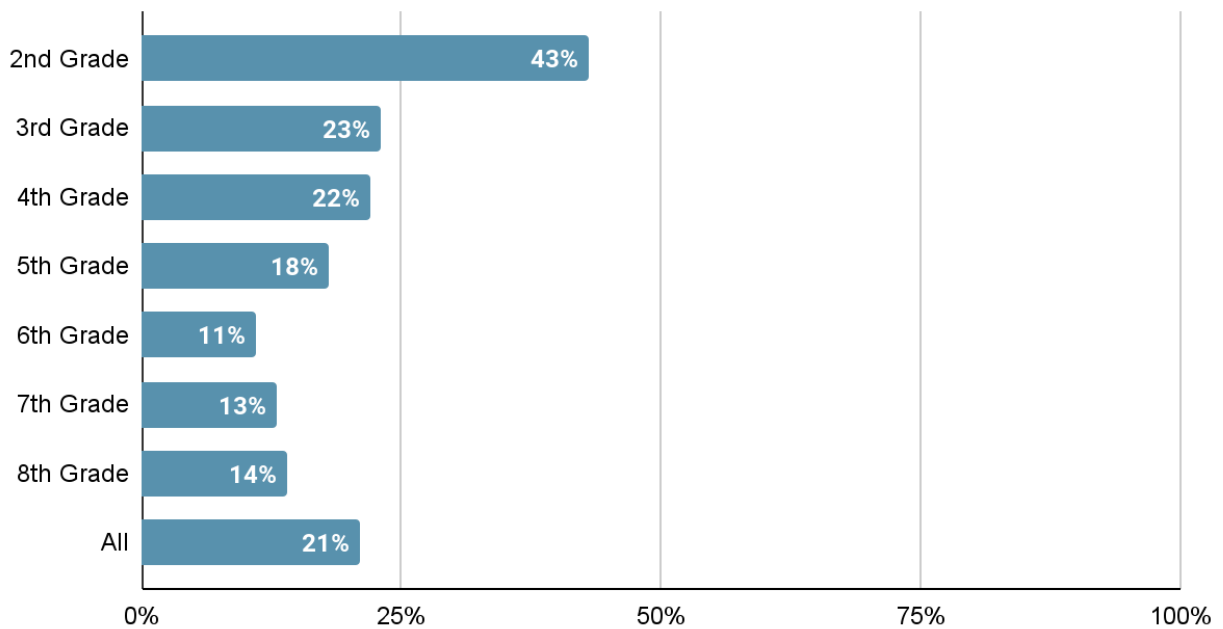
In 2020-21, Sunnyvale School District's Learning Continuity Plan budgeted $5,519,778 for planned actions to increase or improve services for high needs students. Sunnyvale School District actually spent $5,526,557 for actions to increase or improve services for high needs students in 2020-21.

NWEA Reading Proficiency Results

Percent of Students Proficient in NWEA Reading

Grade	Percent
2nd Grade	62%
3rd Grade	59%
4th Grade	58%
5th Grade	62%
6th Grade	63%
7th Grade	66%
8th Grade	62%
All	62%

Percent of English Learners Proficient in NWEA Reading

Grade	Percent
2nd Grade	43%
3rd Grade	23%
4th Grade	22%
5th Grade	18%
6th Grade	11%
7th Grade	13%
8th Grade	14%
All	21%

NWEA Reading Proficiency Results

Percent of Students Proficient in NWEA Reading by Race

Race	Percent
American Indian or Alaskan Native	44%
Asian	82%
Black or African American	55%
Hispanic	32%
Native Hawaiian or Other Pacific Islander	45%
White	72%
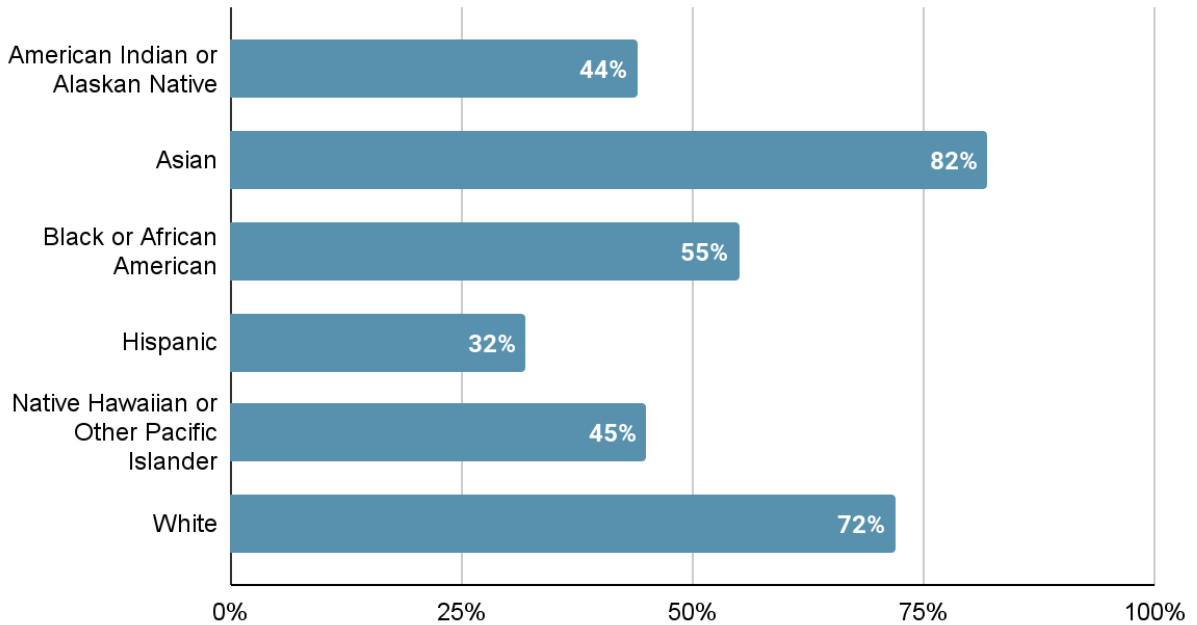
Percent of Students Proficient in NWEA Reading by Economically Disadvantage Status
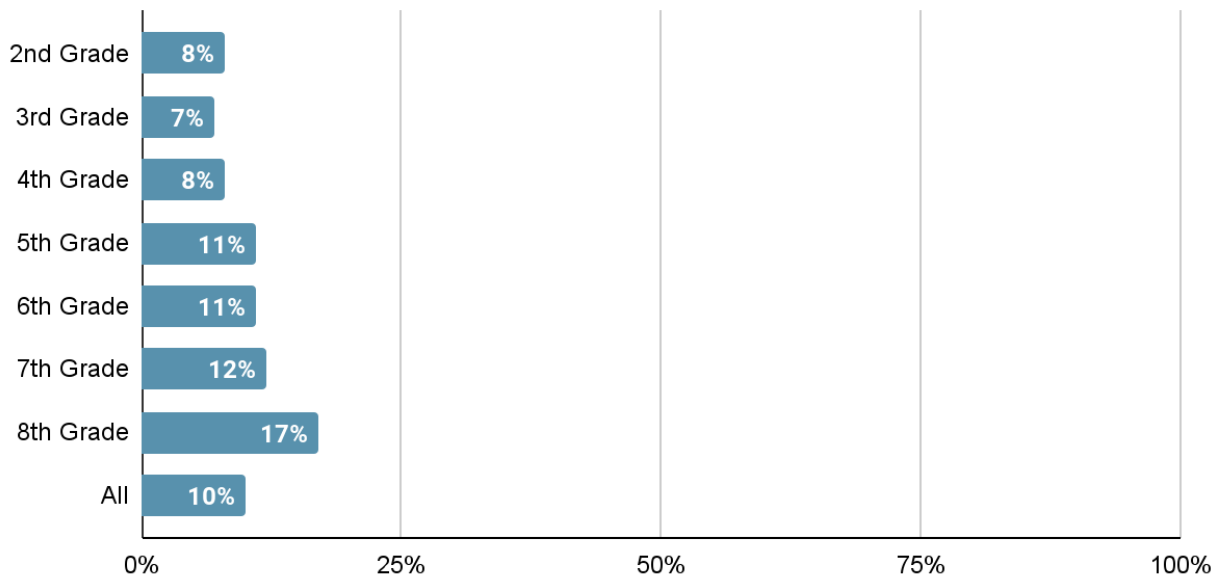
Grade	Percent
2nd Grade	8%
3rd Grade	7%
4th Grade	8%
5th Grade	11%
6th Grade	11%
7th Grade	12%
8th Grade	17%
All	10%

NWEA Math Proficiency Results

Percent of Students Proficient in NWEA Math

Grade	Percent
2nd Grade	61%
3rd Grade	57%
4th Grade	51%
5th Grade	46%
6th Grade	45%
7th Grade	51%
8th Grade	47%
All	51%

Percent of English Learners Proficient in NWEA Math

Grade	Percent
2nd Grade	37%
3rd Grade	25%
4th Grade	16%
5th Grade	13%
6th Grade	11%
7th Grade	8%
8th Grade	4%
All	16%

NWEA Math Proficiency Results

Percent of Students Proficient in NWEA Math by Race
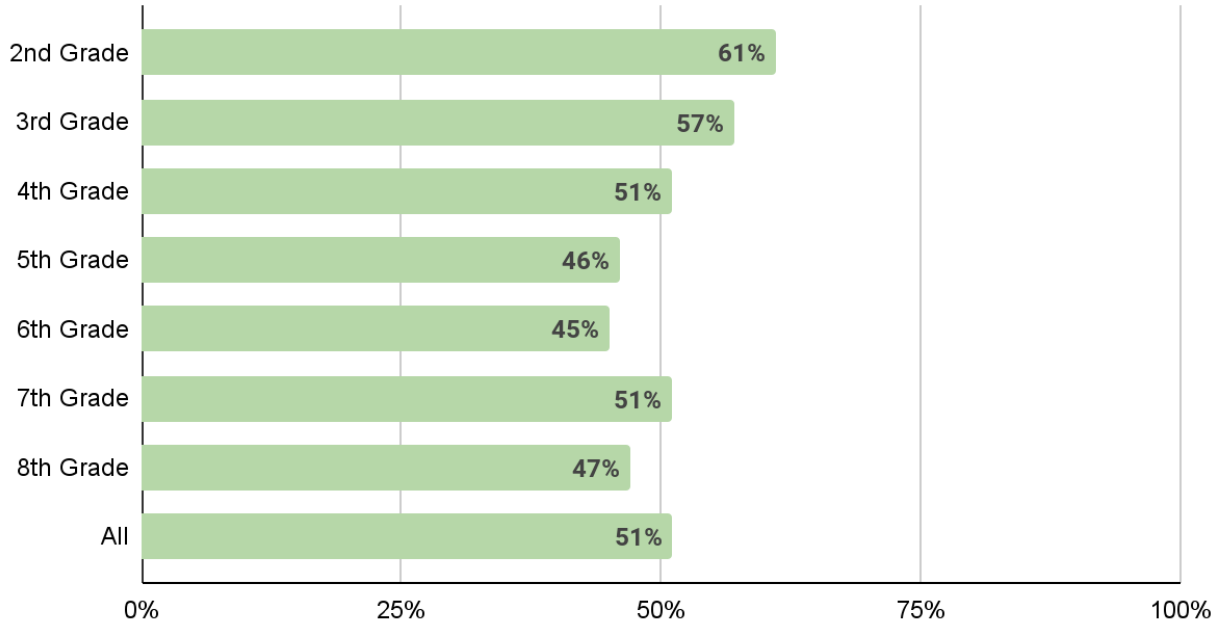
Race	Percent
American Indian or Alaskan Native	24%
Asian	78%
Black or African American	28%
Hispanic	13%
Native Hawaiian or Other Pacific Islander	18%
White	62%
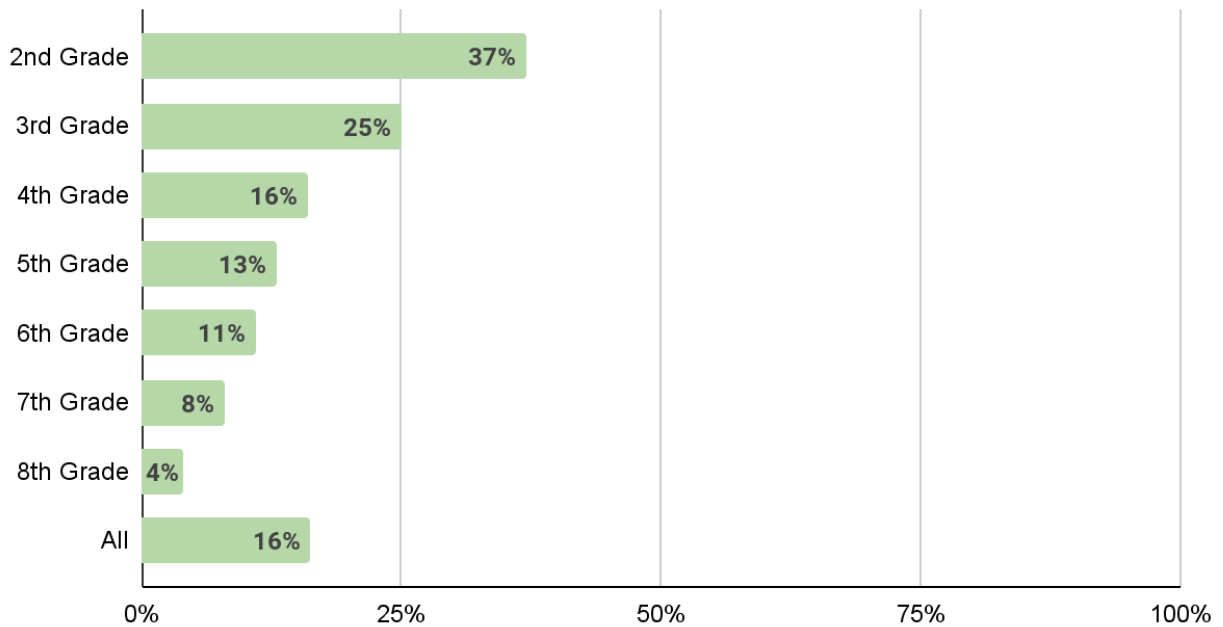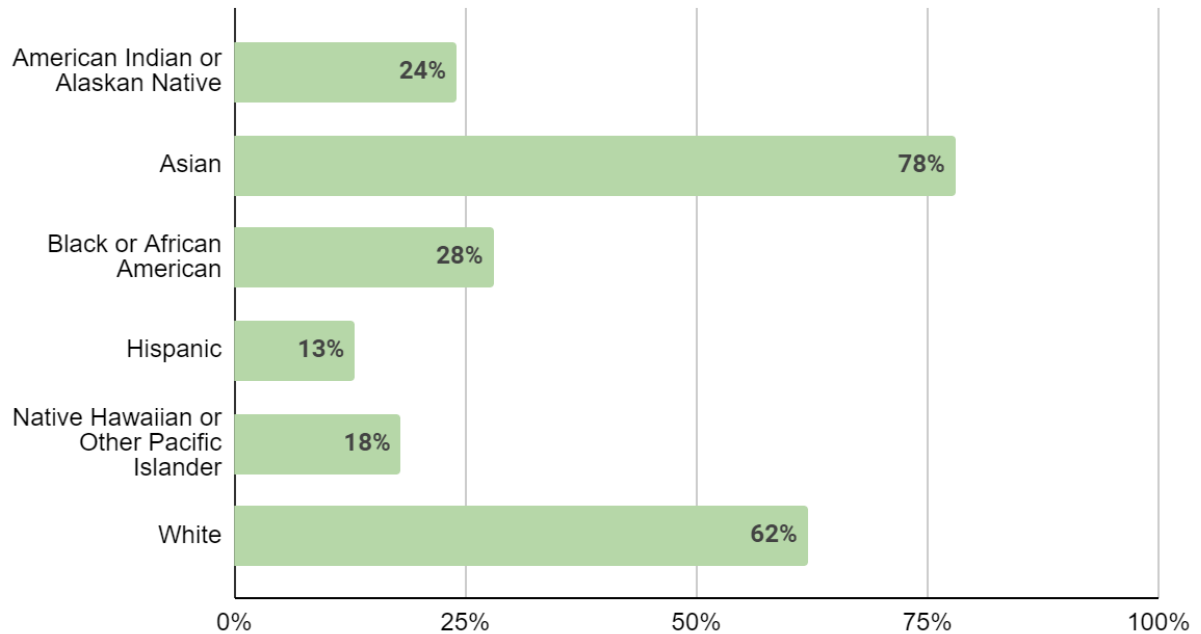
Percent of Students Proficient in NWEA Math by Economically Disadvantage Status

Grade	Percent
2nd Grade	9%
3rd Grade	8%
4th Grade	11%
5th Grade	8%
6th Grade	8%
7th Grade	10%
8th Grade	16%
All	10%
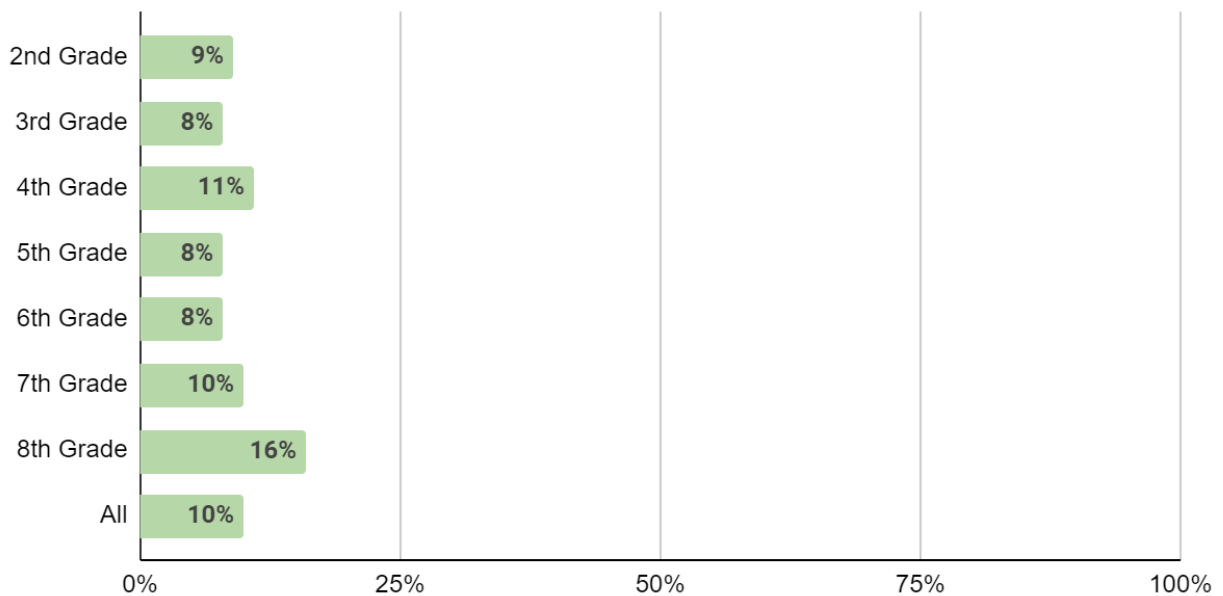
Local Control Accountability Plan

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	Mala Ahuja Assistant Superintendent	mala.ahuja@sesd.org 408 522-8200 x 1004

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Located in the heart of Silicon Valley, Sunnyvale School District 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.

For the next three years, SSD will focus its work through three lenses: equity, a multi-tiered system of supports, and recovery, renewal, and re-imagining to improve the effectiveness of instruction and student supports. The District has formed an Equity Leadership Team that is reflecting on how best to meet students' needs, breaking down barriers to learning, and bolstering support. The District's Positive Behavior Intervention Support team has also been re-imagined to be the District's Culture and Climate Team, refocusing its efforts to build best practices around social-emotional learning and culturally responsive 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 are based on data from the 2018-2019 school year. Due to the COVID-19 global pandemic, California State Testing did not occur during the 2019-2020 school year. Therefore a California Dashboard in relationship to academic progress tracking was postponed in the 2020-2021 school year. For Spring State Testing in 2021, Sunnyvale School District will be implementing and supplementing local benchmark measurements in order to capture what students are able to do in regards to reading language arts and mathematics standards mastery.

Reflecting upon the student academic growth of TK-8th grade students in the past year, we recognize that the changes in instructional program have impacted student learning and growth in measurable standards. We would also be remiss if we did not recognize the growth of our students in the development of their social-emotional skills during the pandemic. While we want students reporting higher levels of positive feeling, given the challenges it was positive to see that 79% of students -5th grade & 77% of middle school students reporting feeling positive. This includes questions about home and school. Teachers reported during morning circles often students demonstrated grit, determination, flexibility, & perseverance, but it was also noted our need to provide more support this coming year.

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 2020-2021 school year, we increased focus on local measures across the district by improving data reports. These data reports aggregated data by schools, grade levels, and student group.

Examining our local benchmark measures, and state data before 2018, Sunnyvale School District has shown progress in English Language Arts and Mathematics in the following areas:

Local Data:
2020-2021 school year (Reading by 2nd grade): 70% of all 2nd graders are reading at or above grade level
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% of all students in grades K-1 are reading at or above grade level
State Data:
2019-2020 school year (SBAC Math all students) : 54% of all students in grades 3-8 met standard
2019 CA Dashboard (Math state testing): Both African American and Filipino students increased their average performance on math state testing. Asian, Filipino, and White students, along with students of "two or more races" and all students combined performed above standard.
2018-2019 Annual Performance Report, 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)

District had no expulsions for the 2020-21 school year. One student maintained placement in a county program in order to allow consistency of programming for the student.

Elementary school suspensions are 0 to April 23. Middle school suspensions are 3 to April 23. The district was virtual for the majority of the year and a smaller number of students on campus for shorter durations minimized some of the distractions that can often lead to conflicts among students and teachers.

Maintained zero middle school drop outs.

Daily attendance rate of 98.05% based on reporting guidelines outlined during the Pandemic.

10/10 schools are implementing PBIS. Implementation fidelity measures (the Tiered Fidelity Inventory) could not be taken due to COVID-19 related school closure.

10/10 schools are tracking behavior data using SWIS. However the usage rate was much lower due to virtual learning by the majority of students in the district.

Referrals Per 100 Students Per Year was an average of 16.7 for the 2019-2020 school year (Aug-March only due to COVID) for our 8 elementary schools. No average could be calculated for the 2020-21 school year, due to a lack of usage across the majority of schools while in the virtual setting.

Referrals Per 100 Students Per Year was an average of 46 for the 2019-2020 school year (Aug-March only due to COVID) for our 2 middle schools. The current average (Aug-March) for the 2020-2021 school year is .5 due to limited referrals made while in the virtual setting.

Successes: Mental Health services and social emotional supports are essential resources that Sunnyvale School District prioritizes and provides to our students and families, and this was no exception during the 2020-2021 school year, despite the additional barriers presented by the COVID pandemic. Overall, telehealth services were successful; most students seamlessly transitioned to virtual counseling sessions and continued to make therapeutic gains throughout the year. Sunnyvale learned that telehealth services can be an effective option to be continued in the future for some students. Many teachers incorporated more SEL into their virtual classes & we offered student and parent groups including a virtual 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 500 counseling referrals this school year. Of those referrals, it 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 CPS reports. The addition of an advisory period into the middle school schedule 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, such as tech and internet services, housing resources, child care and outside counseling support.

Our Sunnyvale Preschool Programs continued to serve over 200 students ages 3-5. Preparing these young learners for success in elementary school occurred through virtual class time, a series of parent workshops, and a home program that included developmentally appropriate activities. Our Desired Results Developmental Program Spring results revealed that students had measurable growth preacademic and social skills as compared to October 2020. We will maintain this success through continued staff professional development targeting preacademic skills and continued parent workshops.

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 2020-2021 school year, we increased focus on local measures across the district by improving data reports. These data reports aggregated data by schools, grade levels, and student group.

Examining our current local benchmark measures, Sunnyvale School District has shown a need to focus in English Language Arts and Mathematics in the following areas:

Students who are English Learners - local data - reading:
2020-2021 school year (Reading- overall proficiency of English Learners 2nd-8th): 28% of all English Learners in grades 2-8 are reading at or above grade level
2020-2021 school year (Reading- overall proficiency of English Learners 2nd-8th at Title I sites): 14% of all English Learners in grades 2-8 at Title I sites are reading at or above grade level
2020-2021 school year (Reading- overall proficiency of English Learners 2nd-8th at Non-Title I sites): 44% of all English Learners in grades 2-8 at Non-Title I sites are reading at or above grade level
2020-2021 school year (Reading- overall proficiency of English Learners K-1st): 40% of all English Learners in grades K-1 are reading at or above grade level
2020-2021 school year (Reading- overall proficiency of English Learners K-1st at Title I sites): 32% of all English Learners in grades K-1 at Title I sites are reading at or above grade level
2020-2021 school year (Reading- overall proficiency of English Learners K-1st at Non-Title I sites): 47% of all English Learners in grades K-1 at Non-Title I sites are reading at or above grade level

Students who are socio-economically disadvantaged - local data - reading:
2020-2021 school year (Reading- overall proficiency of Low SES 2nd-8th): 27% in grades 2-8 are reading at or above grade level

2020-2021 school year (Reading- overall proficiency of Low SES 2nd-8th at Title I sites): 23% in grades 2-8 at Title I sites are reading at or above grade level
2020-2021 school year (Reading- overall proficiency of Low SES 2nd-8th at Non-Title I sites): 36% in grades 2-8 at Non-Title I sites are reading at or above grade level
2020-2021 school year (Reading- overall proficiency of Low SES K-1st): 28% in grades K-1 are reading at or above grade level
2020-2021 school year (Reading- overall proficiency of Low SES K-1st at Title I sites): 24% in grades K-1 at Title I sites are reading at or above grade level
2020-2021 school year (Reading- overall proficiency of Low SES K-1st at Non-Title I sites): 36% in grades K-1 at Non-Title I sites are reading at or above grade level

Students who are Hispanic - local data - reading:
2020-2021 school year (Reading- overall proficiency of Hispanic 2nd-8th): 27% in grades 2-8 are reading at or above grade level
2020-2021 school year (Reading- overall proficiency of Hispanic 2nd-8th at Title I sites): 24% in grades 2-8 at Title I sites are reading at or above grade level
2020-2021 school year (Reading- overall proficiency of Hispanic 2nd-8th at Non-Title I sites): 34% in grades 2-8 at Non-Title I sites are reading at or above grade level
2020-2021 school year (Reading- overall proficiency of Hispanic K-1st): 32% in grades K-1 are reading at or above grade level
2020-2021 school year (Reading- overall proficiency of Hispanic K-1st at Title I sites): 26% in grades K-1 at Title I sites are reading at or above grade level
2020-2021 school year (Reading- overall proficiency of Hispanic K-1st at Non-Title I sites): 40% in grades K-1 at Non-Title I sites are reading at or above grade level

Local Data Math Summary:
For math in the 2020-2021 school year, we did not use a measurement tool for elementary until the third trimester. We will use NWEA MAP assessment as a local indicator to inform our next steps in developing our baseline measures and projected target growth. The last local data we collected in math at the elementary level was in 2019 using iReady. Through teacher feedback and analysis of data, we did not find this local assessment tool meeting our needs, and with limited instructional time due to the COVID-19 pandemic, we chose not to continue with this local math measure.
2019-2020 school year (Math- local data overall proficiency in grades 1-5): 25% in grades 1-5 scored on or above grade level
2019-2020 school year (Math- local data overall proficiency in grades 1-5 at Title I sites): 12% in grades 1-5 at Title I sites scored on or above grade level
2019-2020 school year (Math- local data overall proficiency in grades 1-5 at Non-Title I sites): 39% in grades 1-5 at Non-Title I sites scored on or above grade level

CA State Data Summary:
According to the 2019 California Dashboard, the greatest performance gap between all students and specific student groups involves the performance of the following student groups: English Learners, students from socioeconomically disadvantaged families, students with disabilities, American Indian or Alaskan Native students, Hispanic students, and Native Hawaiian or Pacific Islander students.

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 2019 Comprehensive Coordinated Early Intervening Services Plan revealed reading skills as a contributing factor.

2018-2019 school year (SBAC Math ELs): 11% met standard
2018-2019 school year (SBAC Math SED): 22% met standard
2018-2019 school year (SBAC Math Hispanic): 21% met standard
2018-2019 school year (SBAC Math SWD): 4% met standard

Several Stakeholder 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. This information provided our district with specific examples of identified need which have been captured in our strategic goals and actions of the 2021 LCAP. For example, feedback provided by stakeholders identified the need to provide additional supports in math for ALL students but particularly for English learners, foster youth, student from low socio-economic backgrounds and students who may be experiencing homelessness. Leadership teams in math and science will provide extended opportunities for teachers, instructional coaches and school admin teams to regularly review district benchmark assessment data each Trimester to determine next steps and supports for achieving students academic proficiency. Similarly, we will also 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).

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, and Hispanic/ Latino as identified in our California Dashboard data.

LCAP Highlights

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

Working closely with stakeholders throughout the District our LCAP and School Plans, five goals have been identified for focus within the next three years to improve outcomes for all students. 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 to ensure that our classrooms and schools are safe and supportive environments that allow students to focus on their learning, which in addition to being rigorous, we will work on to be more culturally responsive. The role of the family and community is highly valued and we perpetuate our commitment to maintain and strengthen the home-school, as well as school/ district - community partnerships.

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%). The plan will place high level of emphasis on these groups in order to work proactively through the MTSS & not be reactive so that the district is able to have a greater success rate for the targeted students.

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%). Goals and actions are being included to provide targeted support for the identified students.

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

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The stakeholder engagement process in which parents, guardians and community members provided input and feedback to the district was conducted throughout the months of March and April 2021. The district held two community forums and ten LCAP Parent Stakeholder Feedback Forums to provide parents, teachers, staff, students, and community members with opportunities to engage in meaningful collaborative conversations to inform the draft of 2021-22 LCAP Goals and the actions aligned to those goals.   The LCAP Parent Stakeholder Feedback Forums took place during the months of March and April 2021. The intent and intended outcome for each stakeholder forum, was to provide our parent/ guardian stakeholders with the opportunity to preview the newly drafted Local Control and Accountability Plan (LCAP) Goals, and a forum in which they could provide substantive feedback of each of the five newly drafted goals, and input to guide the district as it drafted specific actions and strategies aligned to fiscal resources. Moreover, each forum provided parents 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. Parent stakeholders who attended the stakeholder feedback forums in March & April 2021 provided suggestions for actions and strategies for each of the five LCAP Goals. 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. 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 consensus around the need to increase our reclassification rate, and the group agreed Goal 5 of the 2021-22 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 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 two DELAC meetings where the LCAP Goals were shared and discussed and members provided input were held on March 17 and April 28. The completed LCAP will be shared with DELAC members during the May 26 DELAC meeting, and also with the Reopening Action Committee (PAC) at the June 2, 2021 meeting. An LCAP feedback forum was also held for RAC on May 2, 2021 to provide the community (parents, community members and staff) with the opportunity to provide inout into the writing of actions and strategies aligned to each of the new LCAP goals. SELPA consultation and input was provided on May 13, 2021. The LCAP will go to the Board for hearing and review on June 2, 2021; and for final review and adoption on June 17, 2021.

A summary of the feedback provided by specific stakeholder groups.

In Fall 2020 a Panorama survey was conducted and over 51% of families, & 60 % of students expressed wanting to learn more about culture and racism. Teachers reported want to learn more in order to teach about culture and racism. Teachers reported that over 20% were not engaged and providing more in person targeted supports will be needed. The engagement data reported included students who did not complete assignments, were not in attendance, or did not engage while attending distance learning. In addition. 18% or more of students

reported feeling sad, lonely, and unsafe. While most students reported positive feelings, Goals and actions were included to support the social-emotional and culturally responsive teaching of students, staff, and parents.

On 11/20/20 the Special Education Stakeholders' Team met and considered input from the Programmatic Self Assessment which was obtained during focus groups 09/25/20, 09/30/20, and 10/01/20. Focus groups included parents, School Psychologists, General Education and Special Education certificated staff, and Principals. The Stakeholders' Team was presented information from the reflective data analysis of the data. The team members reviewed the potential root causes based on the Leadership Team's input as well as input as described above. At this same meeting the Stakeholders Team prioritized the potential root causes. Input was provided as to the main root causes as: 1) implicit bias and cultural dissonance, including need for parent engagement, 2) early intervention tools to support academics and English Learners, 3) training in curriculum 3) inconsistent process for intervention, SST, MTSS processes to provide equity across the District.

During the Parent Feedback Forums held for each school community via zoom, 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 LCAP will go to the Board of Education for hearing and adoption on June 3, 2021.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

This year we took it up a notch and conducted site level LCAP consultation, in addition to the stakeholder meetings held at the district level. Several themes surfaced at these stakeholder forums:

- Parents were very interested in the district supporting our English learners and were particularly appreciative that the new goal (5) was dedicated to increasing our district's Reclassification rate, and the actions and strategies that will drive the goal's success. This feedback inspired the writing of an individual goal in the LCAP, Goal 5, and the metric for accountability that will drive both the actions and strategies in each School Plan for Student achievement, as well as the district's reclassification rate.

- A second theme that emerged throughout the stakeholder feedback forums the district held highlighted the need for the district and school sites to provide more parent education opportunities to provide guidance and understanding of the role they have as collaborators and partners with the school and district. This feedback is captured broadly in Goal 4 of the 2021-22 LCAP. Actions 1 & 2 in Goal 4 outline specifically, the district's Parent Education and Training Program. All sites will submit an annual culturally responsive parent education plan detailing the implementation of effective parent education activities. 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.

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.
In addition, data from district attendance and suspensions.

- Goal 2 was developed based on our current work and commitment to literacy instructional practices including foundational skills development outlined in Goal 2 and feedback received from teachers and parents during the Parent & Staff Feedback Forums held at each of our ten schools. The feedback inspired the inclusion of the following Actions in Goal 2: Action 7 (Literacy). TK-8 teachers will develop and refine their pedagogical practice with Tier 1 Reading Language Arts (RLA) instruction. Examples may include: Phonemic and Phonics Instruction, Guided Reading, Book Clubs, Writers' Workshop, utilization of formative assessment measures to target and scaffold instruction. 1-Targeted TK-8th teachers (all of 3rd grade and those new to the grade levels previously trained) will be trained in foundational literacy skills; 2-Teachers will implement best practices in Tier 1 literacy instruction with scaffolding and challenge to ensure student learning and growth; 3-Update and modify current kindergarten/transitional screening tools to identify a student's basic knowledge on entry into Sunnyvale School District.

Consultation and Input from SELPA provided feedback regarding success and areas of need for Students with Disabilities and integrating that information into the LCAP.

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
Local indicator self-reflection tool for state priority number 2.	100% Students identified as English Learners have access to the CA State Standards including the ELD Standards.				100% Students identified as English Learners have access to the CA State Standards including the ELD Standards.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Action 1) Appropriately credentialed teachers.	100% Appropriately assigned teachers				100% Appropriately assigned teachers
(Action 2) Employee Retention Rate	2020-2021 school year employee retention rate is 89.5%.				Maintain an employee retention rate of 90% annually.
(Action 2) Staff Race/Ethnicity Demographics (Self-Identified)	2020-2021 Current Staff Race/Ethnicity: • American Indian 0.27% • Asian 26.13% • African American 2.13% • Hispanic 25.33% • White 43.73% • DTS 2.13%				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%
(Action 3,4,5) 100% of students have access to standards aligned materials	100% of students having access to standards aligned materials				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.				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: • Student access to a computer and internet connection at home. • Percentage of staff that agree they use instructional technology to improve student outcomes • Percentage of staff that agree that they covered all Common Sense Media cyber-safety curriculum 100% of staff members provided a laptop within the District's refresh cycle				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
(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)				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				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 implementation of developmentally appropriate adopted supplemental ELA intervention curriculum.				Full implementation K-8 of the supplemental ELA intervention curriculum aligned with CCSS, providing equitable access for all students.
(Action 9) All teachers who instruct students with disabilities and who are not receiving modified curriculum	All staff have access to district adopted grade level core content.				100% of Mild/ Moderate special education teachers have complete sets of the ELA & math core

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
will have materials required to teach district adopted grade level core content.	10% of Special education staff do not all have complete student materials and teacher guides for each grade level within their classrooms for ELA 80% of Special education staff do not have all complete student materials and teacher guides for each grade level within their classrooms for math				curriculum, including those instructing students with IEPs who are not receiving modified curriculum.

Actions

Action #	Title	Description	Total Funds	Contributing
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.	$452,455.24	No

Action #	Title	Description	Total Funds	Contributing
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.	$356,220.00	No
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.)	$86,004.72	No

Action #	Title	Description	Total Funds	Contributing
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 Social Science materials for TK-Gr. 5 .	$16,507.00	No
5	Math supplemental materials	Teachers of grades TK-8 will use supplemental materials like Desmos, Dreambox, and Math Mindset curriculum to build conceptual understanding in mathematics to align with the new framework that is in development.	$61,807.64	No
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.	$1,161,374.75	No
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.	$162,410.00	No
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.	$3,135,840.59	No
9	ELA and Mathmatics intervention materials	Teachers of students with disabilities in grades TK-8 will use intervention materials for Mathematics and English Language Arts to support individualize education program goals directly related to Common Core State Standards.	$46,000.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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 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 our new 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.

The Learning Continuity and Attendance Plan also guided our distance learning program throughout the 2020-21 school year. It was a living document at the forefront of all discussions about data and our response to that data. It provided strategic opportunities to engage in collaborative conversations with our stakeholders as we executed our plan throughout the COVID-19 Pandemic. The successful outcomes we achieved throughout distance learning, as well as the challenges we overcame, have strengthened our district's collective efficacy and has provided our learning community with the unique opportunity to rebuild and recover through a renewed lens of resilience and increased collaboration with a new playbook of strategies, inspired goals , and strategic actions.

While we have met the standard for Priority 1 and 2, according to the 2019-2020 California Dashboard, and are performing well in both math and English language arts, the data shows we have declined 4 points in math and there continues to be a need for additional support to certain student groups. 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.

In addition, with a year of distance learning behind us, and as we return to full in-person instruction in the Fall, we need to stay mindful of any academic gaps that may have been caused by the disruption of the COVID-19 pandemic. 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. Teacher leadership teams, professional development, and data driven decision making will play a large role in supporting these efforts.

This goal and associated actions address state priorities 1,2,4, 7 and 8.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.				District-wide data analysis will occur with Principals Coaches and teacher leadership team members three times a year.
2nd grade foundational reading literacy Data Source: STAR	70% 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.
Local math benchmark measures NWEA MAP assessment	Baseline will be established in 2021.				Student math performance gains will increase 10% above baseline (Spring 2021 NWEA assessment) across all grade levels as measured by districtwide math benchmark assessment tool. (NWEA MAP).
STEM-related offerings	One elementary school offers STEM-				All 10 schools will offer STEM-related

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	related programming through Invention Convention				programming (Invention Convention, Maker Spaces, etc.)
Smarter Balanced ELA % for ELA and Math data Spring 2019. • ELs • SED • Foster Youth • Hispanic/Latino/a • Students with disabilities	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 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%				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
	SBAC ELA American Indian: 45% met standard SBAC Math American Indian: 38%				
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% of all students in grades K-1 are reading at or above grade level				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 reading at or above grade level
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:	Because this is a new measurement for our district, we are collecting end of year survey data in June 2021. 2020-2021 coach survey data indicates that 48% of teachers engaged in coaching cycles at each site.				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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff survey on coaching Coaching cycle tracker	Coach survey data indicates that 83% of teachers shared that working with their coach helped improve their instructional practice.				100% of teachers can see that engaging in coaching cycles leads to improved student outcomes.
Local benchmark ELA and Math Data	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 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				1st grade EL percent proficient reading: 73% 2nd grade EL percent proficient reading: 71% 1st grade EL percent proficient math: no current baseline data, 15% increase 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
	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%				
Access to broad course of study	2. 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% of English Learners at one middle school site.				All TK through 8th grade students have access to, and are enrolled in, a broad course of study with no exceptions

Actions

Action #	Title	Description	Total Funds	Contributing
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.	$148,457.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$8,325.02	Yes
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	$2,327.80	No
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 Reading Partners, Kelly Boswell (Writers' Workshop), and Silicon Valley Math Initiative (SVMI),	$77,433.81	No
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.	$9,024.00	No
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 and growth. This is also an action items identified in the Comprehensive Coordinated Early Intervening services Plan.	$222,715.38	No

Action #	Title	Description	Total Funds	Contributing
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.	$910,362.77	No
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
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,.	$280,410.22	Yes
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 (2 days per teacher)	$120,778.00	No
11	Add a teacher to every site for additional support services	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.	$1,172,288.61	Yes
12	Promote STEM programming	Coding and other STEM-based subjects not currently integrated into core curriculum will continue to be promoted through the leadership of	$6,180.00	No

Action #	Title	Description	Total Funds	Contributing
		the STEM Committee.(Invention Convention, Hour of Code, Typing Club, Maker Spaces etc.)		
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	Yes

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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.

Social and emotional learning and culturally responsive teaching are core principles for coordinating all of a school's academic, student development, and prevention activities. It provides a common language and coordinating framework for communicating not just about SEL & CRT but about a wide range of programs and teaching approaches. When systemic social, emotional, and academic learning becomes the overarching framework for a district or school, the result is a district with inclusive & integrated learning for all.

The need for this goal has been highlighted by responses from the Panorama Survey as well as stakeholder input from the 2019 Comprehensive Coordinated Early Intervening Services Plan.

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

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				Reduce chronic absenteeism rates district-wide to 1%. Reduce chronic absenteeism rates for the identified student

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	absent. Three groups are in Orange: African American (10.9%), Students With Disabilities (SWD, 10.1%), and Low Income students (LI, 8.7%).				groups to the following: - African American: 5% - SWD: 5% - LI: 4%
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).				Maintain attendance rates at 95%.
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				Maintain suspension rates at or below the current rate of 1.4%. Reduce suspension rates for the following student groups to the following: - Foster youth: 1.4% - African American student: 1.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Low Income students (2.6%). Total suspensions 134 Hispanic 48				• Hispanic students: %1.4 • LI: 1.4%
Number of Expulsions & Drop outs	0 Expulsions. 0 Drop Outs				Maintain 0 expulsions & Drop outs per year.
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% • Hispanic students: 3.5% (Compared to the district ratio of 1.88%.) 2018-19 School Year: • 26.6 per 100 students at 5/8				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 ratios for the following student groups: • African American students: 2% or equal to or less than the overall numbers.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	elementary schools • 49.5 per 100 students at 2 middle schools				• Hispanic students: 2% or equal to or less than the overall numbers.
Tiered Fidelity Inventory	In 2019, 7/10 schools were implementing Tier 1 with at least 70% fidelity; 6/10 schools were implementing Tier 2 with at least 80% fidelity. Tier 2 and Tier 3 implementation fidelity was not assessed. It will be assessed in the 2020-21 school year.				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. 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.				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
1	Equity and SEL-focused Training	The district will provide targeted staff training on how to foster 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.	$47,500.00	Yes
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.	$136,763.23	Yes
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 21-22 school year.	$0.00	No
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, and Low Income students.	$60,000.00	Yes
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	$17,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		academic, social emotional, behavioral, equity, and attendance resources.		
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.	$839,418.48	Yes
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.	$554,000.00	No
8	Consistent SEL/CRT & Equity Curriculums	District will establish, align, and roll out SEL/CRT curriculum and resources to be used in classrooms across the district.	$143,000.00	No

Goal Analysis [2021-22]
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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

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 developed from survey data	In 2020-21 90% of parent education programs will be				We will maintain or increase 90% of parent education programs will be

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	developed from parent input and survey data.				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.				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.				100% of families will continue to report they find parent education events helpful and informative.
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.				Bi-annual evaluations will be conducted and partnerships will have a favorable satisfaction rating.
Percentage of families will report communications invite their thoughts.	In 2019-2020, out of 517 responses, 389 answered that communications invite their thoughts, that's 75.24%.satisfaction rating.				90% of parents will report that communications invite their thoughts.
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.				90% of parents will feel welcome and safe.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.				Overall: 50% Each School will reach 35%
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				MTSS & Equity website in place and web analytics indicate that the webpage is accessed regularly.

Actions

Action #	Title	Description	Total Funds	Contributing
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 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.	$500.00	Yes
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	$326,242.43	Yes

Action #	Title	Description	Total Funds	Contributing
		coordinated the additional social workers who will work with school outreach assistants and school leaders to support families.		
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.	$48,000.00	Yes
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 (ie Class Dojo) to ensure we are engaging all families but primarily Low Income and English Learners families.	$241,933.96	Yes
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.	$37,595.00	No
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	Yes

Action #	Title	Description	Total Funds	Contributing
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 [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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 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 grade in grades 3rd-8th who meet or exceed standards on the state ELA assessment Data source: CAASPP, Smarter Balanced ELA	15% of all 3rd-8th grade English Learner students who met or exceeded the standards on the state or local ELA assessment.				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
assessment or local benchmark assessments					
Percent of all English Learner students who are reclassified as English Proficient in grades TK-8th. Data source: District housed data	11% of all TK-8th grade English Learners who were reclassified on an annual basis.				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	This is a new data measurement point for our district. Based on principal feedback, we believe that there is a wide range of inconsistency in teachers fully implementing Integrated ELD strategies.				85% of teachers are fully implementing Integrated ELD strategies.
Percent of teachers fully implementing Designated ELD lessons that meet EL student language levels. Data source: Teachers lesson plans and observations	This is a new data measurement point for our district. Based on principal feedback, we believe that there is a wide range of inconsistency in teachers fully implementing				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
	Designated ELD strategies.				
Percent of English Learner students who have made progress towards English Proficiency on the Summative ELPAC. Data Source: Summative ELPAC	50% of TK-8th grade English Learner students who have made progress towards English Proficiency on the 2019 Summative ELPAC.				70% of of TK-8th grade English Learner students who have made progress towards English Proficiency on the Summative ELPAC.

Actions

Action #	Title	Description	Total Funds	Contributing
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	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Professional development supporting best practices in ELD	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. Cost for the Elementary and Middle School ELAT stipends recognized in Goal 2 Action 1.	$0.00	Yes
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.	$649.64	Yes
4	Supporting at risk or identified Long term English Learners	Specific 4th-8th grade teachers will provide English 3D instruction to targeted English Learners in order to ensure language progress at expanding and bridging levels. We will explore alternative curriculum at the middle school level to support long-term English Learners.	$29,216.28	Yes
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.	$1,546,833.94	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$1,803.00	Yes
7	Language Review Team Meetings	Site administrators will lead and facilitate Language Review Team (LRT) meetings with classroom teachers. At LRT meetings, supports and interventions will be discussed and implemented to ensure English Learner student growth and reclassification. LRT meetings will include the development of Individual Action Plans (IAPs) for newcomer and Long Term English Learners (LTELs) or students who may become LTELs.	$48,576.96	Yes
8	Bilingual paraprofessionals	Bilingual paraprofessional staff will support classroom instruction for English Learner students. .	$316,430.12	Yes
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	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$1,218,177.12	Yes

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.33%	$4,976,127

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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.

Supporting attendance and discipline:
In terms of attendance, the chronic absenteeism rate is 3.1% higher for our low-income students than the district average. Related to suspension, data shows that the suspension rate for our foster youth students is 5.3% higher than the overall district suspension rate, and 1.2% higher for our students who are socioeconomically disadvantaged. To address these disparities, 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 are being 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:
As noted above, suspension data shows that out foster youth and low-income students are suspended at higher rates than the district average. Academically, our English learners and low-income students are performing below the district average in both English Language Arts (ELs: 30.5 points below standard, Low income: 41 points below standard compared to the district average of 21.7 points above standard) and Math (ELs: 43.5 points below standard, Low income: 70.4 points below standard compared to the district average of 8.3 points above standard). 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 building an

MTSS that is more proactive 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, 13 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 student 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 on how to support their child indicates that often parents in general do not know how to best support their child, especially when a child is struggling. Goal 4, action 1 provides more equitable practices to support parents in learning what is happening in their child's classroom and also provide strategies and tools to assist parents in knowing how to support their child, but also for parents and teachers 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:
Stakeholder feedback and survey data demonstrate that we can improve communication with our English learner and low income families. Evidence shows us that when families have effective communication they are able to join the schools in the 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 know what resources are available and how to access the resources for their child(ren). The goal is to provide communication in language needed, at a level that all can understand and use, via multiple platforms, and critical ongoing community conversations and feedback loops so parents are able to get answers and support even during breaks and transition periods in the year. Various parents groups and advisories will increase participation by our families that are English learners and low income (i.e. DELAC, District Advisories).

Family Connectivity:
Stakeholder feedback and survey data demonstrate that our English learner and low income families need to be more engaged and feel more connected. Parent engagement and family connectivity come when families feel welcome 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 9.33% which is equal to $4,976,127 as shown above. 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, 11.13 Addressing high quality, equitable and responsive instruction $1,609,480.74

Goal 3 Actions 1, 2, 4, 5, 6 Addressing Pupil Engagement and School Climate $1,100,681.71

Goal 4 Actions 1, 2,3, 4, & 6 Addressing Parental Involvement & School Climate $616,676.39

Goal 5 Actions 1, 2, 4, 5, 6, 7,08, 9, 10, 11 Addressing additional supports for English Learners $3,161,687,06

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$11,255,767.57	$1,236,432.15	$978,649.94	$579,713.05	$14,050,562.71

Totals:	Total Personnel	Total Non-personnel
Totals:	$12,514,728.28	$1,535,834.43

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Highly Qualified Teachers	$353,059.08			$99,396.16	$452,455.24
1	2	All	Employee Recruitment and Retention with a Focus on Staff Diversity	$356,220.00				$356,220.00
1	3	All Middle School students	Pilot and adoption of science materials at the middle school level	$86,004.72				$86,004.72
1	4	All Grades K-8	Pilot and adopt History Social Science materials for elementary schools	$16,507.00				$16,507.00
1	5	All	Math supplemental materials	$22,876.00	$38,931.64			$61,807.64
1	6	All	Access to Instructional Technology Tools	$1,161,374.75				$1,161,374.75
1	7	All	Digital Citizenship and the Appropriate Use of Technology	$162,410.00				$162,410.00
1	8	All	District Facilities	$2,171,440.65		$964,399.94		$3,135,840.59
1	9	Students with Disabilities	ELA and Mathmatics intervention materials		$46,000.00			$46,000.00
2	1	English Learners Foster Youth Low Income	Content and grade level teacher leadership team meetings	$148,457.00				$148,457.00
2	2	English Learners Foster Youth Low Income	Data driven decision making will help with targeted supports	$8,325.02				$8,325.02
2	3	All	Equity focused training	$2,327.80				$2,327.80

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	All	Professional development is offered to all staff	$77,433.81				$77,433.81
2	5	All	Professional development for TK-8 Teachers	$9,024.00				$9,024.00
2	6	All	Foundational Literacy Training	$222,715.38				$222,715.38
2	7	All	School libraries	$910,362.77				$910,362.77
2	8	All	Kindergarten Screening Tools					$0.00
2	9	English Learners	Formative Assessments in Math	$280,410.22				$280,410.22
2	10	All	Provide ample professional learning and planning opportunities	$120,778.00				$120,778.00
2	11	English Learners Low Income	Add a teacher to every site for additional support services	$1,172,288.61				$1,172,288.61
2	12	All	Promote STEM programming	$6,180.00				$6,180.00
2	13	English Learners	Revising middle school schedules to provide equitable access					$0.00
3	1	English Learners Foster Youth Low Income	Equity and SEL-focused Training	$47,500.00				$47,500.00
3	2	English Learners Foster Youth Low Income	SEL & Equity Coaches	$136,763.23				$136,763.23
3	3	All	Panorama Survey					$0.00
3	4	English Learners Foster Youth Low Income	Restorative Practices	$60,000.00				$60,000.00
3	5	English Learners Foster Youth Low Income	MTSS Digital Portal	$17,000.00				$17,000.00
3	6	English Learners Foster Youth Low Income	MTSS System	$547,418.48	$292,000.00			$839,418.48
3	7	All	Community Partnerships	$385,250.00	$154,500.00	$14,250.00		$554,000.00
3	8	All	Consistent SEL/CRT & Equity Curriculums	$143,000.00				$143,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	1	English Learners Low Income	Family Education & Training	$500.00				$500.00
4	2	English Learners Low Income	Family Support Partnerships	$326,242.43				$326,242.43
4	3	English Learners Low Income	Annual Equity Summit	$48,000.00				$48,000.00
4	4	English Learners Low Income	Engage families through Relevant Communication Channels	$241,933.96				$241,933.96
4	5	All	Survey to Meet Needs	$37,595.00				$37,595.00
4	6	English Learners Foster Youth Low Income	Family Representation					$0.00
4	7	All	SEL, CRT, & Equity Resources for Families					$0.00
5	1	English Learners	Improved instructional strategies in dELD and iELD					$0.00
5	2	English Learners	Professional development supporting best practices in ELD					$0.00
5	3	English Learners	ELAC and DELAC as advisory committees	$649.64				$649.64
5	4	English Learners	Supporting at risk or identified Long term English Learners	$1,803.00	$27,413.28			$29,216.28
5	5	English Learners	EL site professional development and classroom observations	$1,382,947.17			$163,886.77	$1,546,833.94
5	6	English Learners	Newcomer Toolkit Creation	$1,803.00				$1,803.00
5	7	English Learners	Language Review Team Meetings	$48,576.96				$48,576.96
5	8	English Learners	Bilingual paraprofessionals				$316,430.12	$316,430.12
5	9	English Learners Foster Youth	Bilingual Outreach Liaisons					$0.00
5	10	English Learners	Effective Extended learning opportunities for English Learners	$540,589.89	$677,587.23			$1,218,177.12

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$5,011,208.61	$6,488,526.01
LEA-wide Total:	$3,034,838.95	$3,326,838.95
Limited Total:	$1,976,369.66	$3,161,687.06
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	1	Content and grade level teacher leadership team meetings	LEA-wide	English Learners Foster Youth Low Income		$148,457.00	$148,457.00
2	2	Data driven decision making will help with targeted supports	LEA-wide	English Learners Foster Youth Low Income		$8,325.02	$8,325.02
2	9	Formative Assessments in Math	LEA-wide	English Learners		$280,410.22	$280,410.22
2	11	Add a teacher to every site for additional support services	LEA-wide	English Learners Low Income	All Schools	$1,172,288.61	$1,172,288.61
2	13	Revising middle school schedules to provide equitable access	Schoolwide	English Learners	Specific Schools: CMS and SMS Gr. 6-8		$0.00
3	1	Equity and SEL-focused Training	LEA-wide	English Learners Foster Youth Low Income	All Schools	$47,500.00	$47,500.00
3	2	SEL & Equity Coaches	LEA-wide	English Learners Foster Youth Low Income	All Schools	$136,763.23	$136,763.23
3	4	Restorative Practices	LEA-wide	English Learners	All Schools	$60,000.00	$60,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
3	5	MTSS Digital Portal	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,000.00	$17,000.00
3	6	MTSS System	LEA-wide	English Learners Foster Youth Low Income	All Schools	$547,418.48	$839,418.48
4	1	Family Education & Training	LEA-wide	English Learners Low Income	All Schools	$500.00	$500.00
4	2	Family Support Partnerships	LEA-wide	English Learners Low Income	All Schools	$326,242.43	$326,242.43
4	3	Annual Equity Summit	LEA-wide	English Learners Low Income	All Schools	$48,000.00	$48,000.00
4	4	Engage families through Relevant Communication Channels	LEA-wide	English Learners Low Income	All Schools	$241,933.96	$241,933.96
4	6	Family Representation	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00
5	1	Improved instructional strategies in dELD and iELD	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00
5	2	Professional development supporting best practices in ELD	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00
5	3	ELAC and DELAC as advisory committees	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$649.64	$649.64
5	4	Supporting at risk or identified Long term English Learners	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,803.00	$29,216.28

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
5	5	EL site professional development and classroom observations	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,382,947.17	$1,546,833.94
5	6	Newcomer Toolkit Creation	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,803.00	$1,803.00
5	7	Language Review Team Meetings	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$48,576.96	$48,576.96
5	8	Bilingual paraprofessionals	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$316,430.12
5	9	Bilingual Outreach Liaisons	Limited to Unduplicated Student Group(s)	English Learners Foster Youth	Specific Schools: All Title 1 schools and both middle schools		$0.00
5	10	Effective Extended learning opportunities for English Learners	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$540,589.89	$1,218,177.12

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders 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* 52064(b)(4-6)).

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

o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 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 stakeholders 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 stakeholder engagement tool.

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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

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 2020–2021 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**.

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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
This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

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 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% 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% 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%: For school districts with an unduplicated pupil percentage of 55% 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%: For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.

- **Increased / Improved**: 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:

- o **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.

- o **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.

- o **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 K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

- **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.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan / Learning Continuity and Attendance Plan

Annual Update for the 2019–20 LCAP Year

LEA Name	Contact Name and Title	Email and Phone
Sunnyvale School District	Mala Ahuja Assistant Superintendent	mala.ahuja@sesd.org 408 522-8200 x 1004

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Strengthen student skills in collaboration, communication, critical thinking, creativity and compassion by providing rigorous science, technology, engineering, arts and math (STEAM) instruction in order to prepare all students for college, career, and global citizenship.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                     Priority 2: State Standards (Conditions of Learning)
                     Priority 4: Pupil Achievement (Pupil Outcomes)
                     Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Teacher roster 2. Williams Audit 3. CAASPP results in Math 4. NGSS rollout 5. Percent of teachers using Google Classroom	1. All district students were taught by highly qualified teachers appropriately assigned according to California Commission on Teacher Credentialing regulations 2. All students had access to standards aligned instructional materials in core content areas 3. 40% of EL students were proficient on the CAASPP Math Assessment, an increase of one percentage point. 4. Teachers continue to teach 3 NGSS aligned units 5. According to the most recent survey, 85.7% of 3rd-5th grade teachers utilize Google Classroom

Expected	Actual
19-20 1. All district students will continue to be taught by highly qualified teachers appropriately assigned according to California Commission on Teacher Credentialing regulations 2. All students have access to standards aligned instructional materials in core content areas 3.Math- overall proficient will increase from 55% to 60%, and the percent of EL students demonstrating proficiency in Math will increase from 14% - 19% 4. Science- All teachers will continue to teach 3 NGSS aligned units 5. Technology: 90% of 3rd-5th grade teachers will continue to utilize Google Classroom to enhance instruction. **Baseline** 1. All district students are taught by highly qualified teachers appropriately assigned according to California Commission on Teacher Credentialing regulations 2. Students have access to standards aligned instructional materials in core content areas 3. SBAC data will be used to identify areas of academic need for all students. Spring 2017 Math- overall proficient 54% EL students -12% 4. Science - All teachers teach 1 NGSS aligned unit 5. Technology: 20% of 3rd-5th grade teachers utilize Google Classroom to enhance instruction.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. With the support of grade level and department leads and the district science coach, all K-8 science teachers will be in full implementation of the Next Generation Science Standards.	Estimated Cost: Level 1 stipend (24) (science pilot committee) plus Statutory Deductions - -Cost	15 Level One Stipends plus Statutory Deductions 1000-1999:

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Focus areas: a. K-5 teachers will implement NGSS units in Physical Science, Life Science and Earth Science. b. K-8 teachers will receive professional development and support from the K-5 grade level leads and district science coach on the new NGSS units. c. With support from grade level leads, K-6 teachers will develop lesson plans that integrate science into other content areas. d. K-8 teachers will come to a common understanding and alignment of standards-based grading practice and will receive professional development on how to align assessments to NGSS and CAST. e. All teachers K-8, will deepen their knowledge and implementation of integrating the three-dimensions of NGSS (Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts) into their lessons. f. Both elementary and middle school will have a science curriculum pilot committee to pilot two curricula and recommend next steps for adoption.	Center 709000/709099 1000-1999: Certificated Personnel Salaries Supplemental $15,240 Estimated Cost: Level 1 stipend (24) (science pilot committee) plus Statutory Deductions - -Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental $3,023 Estimated Cost: District Science Coach Salary & Benefits-Cost Center 709000 1000-1999: Certificated Personnel Salaries Supplemental $99,998 Estimated Cost: District Science Coach Salary & Benefits-Cost Center 709000 3000-3999: Employee Benefits Supplemental $38,393 Estimated Cost: Science Pilot Materials-Estimated 5% Increase Over 18-19-Cost Center 709000 5000-5999: Services And Other Operating Expenditures Supplemental $10,000 Estimated Cost: Site Science Coach-Vargas-Salary(25%) & Benefits-Cost Center 709099 1000-1999: Certificated Personnel Salaries Supplemental $27,879 Estimated Cost: Site Science Coach-Vargas-Salary(25%) & Benefits-Cost Center 709099 3000-3999: Employee Benefits Supplemental $8,745	Certificated Personnel Salaries Supplemental $9,900 15 Level One Stipends plus Statutory Deductions 3000-3999: Employee Benefits Supplemental $2,004 District Science Coach Salary & Benefits-Cost Center 709000 1000-1999: Certificated Personnel Salaries Supplemental $108,498 District Science Coach Salary & Benefits-Cost Center 709000 3000-3999: Employee Benefits Supplemental $41,463 Science Pilot Materials were provided to the district at no cost 5000-5999: Services And Other Operating Expenditures Supplemental $0.00 Site Science Coach-Vargas-Salary(25%) & Benefits-Cost Center 709099 1000-1999: Certificated Personnel Salaries Supplemental $27,879 Site Science Coach-Vargas-Salary(25%) & Benefits-Cost Center 709099 3000-3999: Employee Benefits Supplemental $8,943

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2. The focus for this year is an in depth study of standards based grading. Therefore, the Instructional Technology Leadership Team will be replaced by the Standards Based Grading Committee. This team of teacher leaders will develop consistent standards-based grading protocols, rubrics, parent information pieces, communicate regular updates with staff, and provide professional development on their work. In addition: a.Classrooms will continue exploring emerging technology and software to benefit student learning. b.Effective strategies and routines will be promoted and available through video tutorials for district collaboration. c. District Technology Integration Specialist will monitor student progress in keyboarding for grades 2-5 with district guidelines and adopted TypingClub subscriptions d. All grades will implement digital citizenship within the first week of the school year, and review lessons at least once each subsequent trimester. e. Coding will continue to be promoted through after school programs f. Standards Based Grading Committee will work with a common understanding and alignment of standards based grading practices.	Estimated Cost: Standards Based Grading Committee - estimated 22 Level 2 Stipends & Statutory Deduction - Cost Center 709000/709099 1000-1999: Certificated Personnel Salaries Supplemental $27,940 Estimated Cost: Standards Based Grading Committee - estimated 22 Level 2 Stipends & Statutory Deduction - Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental $5,542 Estimated Cost: Technology Integration Specialist Salary & Benefits - Cost Center 709000/709099 1000-1999: Certificated Personnel Salaries Supplemental $134,321 Estimated Cost: Technology Integration Specialist Salary & Benefits - Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental $35,233	Standards Based Grading Committee - estimated 17 Level 2 Stipends & Statutory Deduction - Cost Center 709000/709099 1000-1999: Certificated Personnel Salaries Supplemental $22,457 Standards Based Grading Committee - estimated 17 Level 2 Stipends & Statutory Deduction - Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental $4,545 Technology Integration Specialist Salary & Benefits - Cost Center 709000/709099 1000-1999: Certificated Personnel Salaries Supplemental $134,321 Technology Integration Specialist Salary & Benefits - Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental 42,903
3. Due to a change in the structuring of the arts rotations by the provider, all schools will receive three 8 week sessions in Dance, Music and Theater. In addition, after school enrichment may include drama and choir to support our low income students with enriched opportunities and provide English learners with additional opportunities to practice oral communication.	Estimated Cost: Starting Arts Contract-10% increase over 18-19-Cost Center 676000 5000-5999: Services And Other Operating Expenditures General Fund $278,711	Starting Arts Contract-Cost Center 676000 5000-5999: Services And Other Operating Expenditures General Fund $198,330
4. The elementary (K-5) grade level leadership will devote a portion of their meetings to implementing the district vision for math. The middle school Math Leadership Team will continue to deepen instructional practice and standards-based assessment alignment.	Estimated Cost: Level 3 (8) and level 2 (30) stipends with 3% estimated COLA with statutory deductions-Cost Center 709000	Level 3 (2) and level 2 (4) stipends with statutory deductions-Cost Center 709000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Focus areas: a. Heightened student engagement b. Increased student achievement data and reduction in performance gaps. c. Students in accelerated classes are representative of district demographics. d. Come to a common understanding and alignment of standards-based grading practices. e. Align local assessments to the rigor and claims of SBA. f. Use math content to teach social emotional learning skills through collaboration, perseverance, and personal progress monitoring. g. Support all students' learning through differentiated math instruction. h. Teachers will receive ongoing professional development to deepen math instruction.	1000-1999: Certificated Personnel Salaries Supplemental $59,417 Estimated Cost: Level 3 (8) and level 2 (30) stipends with 3% estimated COLA with statutory deductions-Cost Center 709000 3000-3999: Employee Benefits Supplemental $12,574	1000-1999: Certificated Personnel Salaries Supplemental $9,246 Level 3 (2) and level 2 (4) stipends with statutory deductions-Cost Center 709000 3000-3999: Employee Benefits Supplemental $1,871
5. Site based Professional Learning Communities and Data Teams will use progress monitoring results to conduct data cycles and to inform instructional practice as well as provide RtI services. Data will be disaggregated for English learners and low income pupils. • We have an additional assessment window for RtI to allow for more frequent monitoring of student progress. • Single Plans for student Achievement will detail the site specific actions taken to provide these services.	Estimated Cost: Elementary Release Days (1.5 days/teacher(244 teachers)), Middle School (CMS 3 days/teacher(43 teachers); SMS-66 days/year) for PLC Data Teams-Sub Cost & Statutory Deductions with 3% COLA-Cost Center 709000 1000-1999: Certificated Personnel Salaries Supplemental $92,845 Estimated Cost: Elementary Release Days (1.5 days/teacher(244 teachers)), Middle School (CMS 3 days/teacher(43 teachers); SMS-66 days/year) for PLC Data Teams-Sub Cost & Statutory Deductions with 3% COLA-Cost Center 709000 3000-3999:	Additional teacher release days for Data Teams to meet to discuss data and do analysis. Sub Cost and Statutory Deductions Cost Center 709000 1000-1999: Certificated Personnel Salaries Supplemental $96,548 Additional teacher release days for Data Teams to meet to discuss data and do analysis. Sub Cost and Statutory Deductions Cost Center 709000 3000-3999: Employee Benefits Supplemental $3,030

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Employee Benefits Supplemental $2,814	
	Estimated Cost: PLC Lead Stipends & Statutory Benefits-Estimated 3% COLA over 18-19-Cost Center 709000/709099 1000-1999: Certificated Personnel Salaries Supplemental $86,807	58 PLC Lead Stipends & Statutory Benefits-Cost Center 709000/709099 1000-1999: Certificated Personnel Salaries Supplemental $76,618
	Estimated Cost: PLC Lead Stipends & Statutory Benefits-Estimated 3% COLA over 18-19-Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental $18,370	58 PLC Lead Stipends & Statutory Benefits-Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental $15,506
6. Language Review Teams, Professional Learning Communities, principals and coaches will utilize the district's data management system to access and disaggregate local and state assessment results (e.g., ELPAC, district writing and math assessments) while determining student progress towards content proficiency.	Estimated Cost: Illuminate contract -Estimated 5% increase over 18-19-Cost center 062100 5000-5999: Services And Other Operating Expenditures General Fund $47,856	Illuminate Contract-Cost Center 062100 5000-5999: Services And Other Operating Expenditures General Fund $31,100

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The budgeted expenditures allocated in the above actions/ services but not captured in the actual expenditures were either unspent or repurposed in another area to support students, families, teachers, and staff because of several variables. The stipend allocations for teacher release days for Data Teams were increased due to COVID-19 and our shift from in-person to a distance learning model. Teachers and coaches were given extra-duty time to plan lessons using the new online platforms. Conversely, the Science Pilot Committee Stipends were decreased due to teacher input regarding piloting new curriculum aligned to the Next Generation Science Standards. Teachers opted to continue to use current online curriculum and pilot new material in the 2021-22 school year when we are back to in-person learning. The Starting Arts contract was less due to the service pivoting to online rather than in-person due to COVID and distance learning, necessitating fewer service providers, thus lowering the cost. In the case of the Illuminate contract, the provider gave the district a discount due to the Pandemic, lowering our actual expenditure. For Action 4, our stipend allocation for the math committee was not fully utilized due to COVID-19 as the number of meetings held decreased.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Prior to the Pandemic, our district was on target to meet or exceed our intended goals articulated through the actions outlined in the 2019-20 LCAP. This allowed for our concentrated energies and focus to shift toward our designing, planning, and executing the new distance learning program. One of the challenges surrounding this goal was the reframing of the Starting Arts Program. At the time of school closure, 25% of the programing for Starting Arts and the Science programs remained. The challenge was to continue these programs through the virtual learning environment, which required providers to reimagine curriculum and program planning, as well as staffing needs to adjust to the new online learning environment.

Goal 2

Ensure school and classroom environments promote social-emotional well being.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator District & site behavior data (suspensions, expulsions, referrals), attendance and results from district administered surveys (i.e. PBIS, CHKS, SEL DATA) The annual Facility Inspection Tool (FIT) will show a good to exemplar rating for each school site. The district will maintain at least a 95% attendance rate. The district will reduce or maintain the percentage of students that are chronically absent.	District had no expulsions for the 2019-2020 school year. Elementary school suspensions were 32 down 6 from previous year. Looking to 2021-22 to maintain or reduce this number. Middle school suspensions were 106, this number reflects a few students who have and continue to be supported with intensive interventions. Maintained zero middle school drop outs. Daily attendance rate of 95% based on reporting guidelines outlined during Pandemic. Percentage of students who were chronically absent remained at 5.96%. We did not achieve the desired decrease of 1%. All school facilities were good or better as indicated by The Facility Inspection Tool (FIT) report.

Expected	Actual
19-20 Maintain low expulsion rates (0-5) per academic year. • Elementary suspensions are 36 • Middle school suspensions are 82. • Continue to maintain a zero middle school dropout rate • Maintain 95% average daily attendance for the District and achieve.Student attendance rates will continue to meet and exceed state expectations. • Reduce the percentage of students that are chronically absent by at least 1%. • The Facility Inspection Tool (FIT) report will indicate that all school facilities are well maintained 10/10 schools implementing PBIS with 80% fidelity Benchmark. 10/10 schools are tracking behavior data with fidelity using a tool like SWIS. Referrals Per 100 Students Per Year is currently an average of 29.8 for 3/8 elementary schools. • Referrals Per 100 Students Per Year is currently an average of 20 for middle schools.	10/10 schools are implementing PBIS. Implementation fidelity measures (the Tiered Fidelity Inventory) were not taken during the 2019-20 school year due to COVID-19 related school closure. 10/10 schools are tracking behavior data using SWIS. Referrals Per 100 Students Per Year was an average of 16.7 for the 2019-2020 school year (Aug-March only due to COVID) for our 8 elementary schools. Referrals Per 100 Students Per Year was an average of 46 for the 2019-2020 school year (Aug-March only due to COVID) for our 2 middle schools.

Expected	Actual
Baseline The annual Facility Inspection Tool (FIT) report will indicate that all school facilities are well maintained. • Average daily attendance is 95.6% • 5.8% of students are chronically absent. • 0 Expulsions • 50.5 Suspensions at the elementary schools • 170.5 Suspensions at the middle schools • TFI Currently 8/10 schools are implementing PBIS with fidelity using the 70% Benchmark. Scores on a school-by-school basis are as follows: Bishop: 90 Cherry Chase: 87 Cumberland: 73 Ellis: 73 Fairwood: 77 Lakewood: 97 San Miguel: 93 Vargas: 63 CMS: 93 SMS: 83 • 5/10 schools are tracking behavior data with fidelity using a tool like SWIS. • Referrals Per 100 Students Per Year is currently an average of 41 for 3/8 elementary schools. • Referrals Per 100 Students Per Year is currently an average of 27.5 for middle schools.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1a. Provide training focused on the social emotional dimensions of teaching and learning to teachers, instructional coaches, curricular leadership teams, and the Instructional Leadership Team. 1b. Administer a PreSEL survey to students through Panorama platform to inform and support the SEL lessons to be provided in each classroom. Survey will be given to 3-5th grade students. Teachers will also assess the SEL needs of students at the PreK-2 level using a teacher assessment. 1c. Teachers serving students with more intensive mental health needs will be provided more intensive instruction and coaching on how to better embed social emotional learning into their classes. Second Step and other SEL framework will be used as the core curriculum in classes.	Estimated Cost: MOU with CRTWC to provide training for teachers, coaches, teacher leaders, and ILT(Estimated)-Cost Center 071300 5000-5999: Services And Other Operating Expenditures General Fund $30,000 Estimate Cost: MOU with Family Children Services to provide Tier 3/4 intervention and coaching to teachers and principals - Cost Center 650000 5000-5999: Services And Other Operating Expenditures General Fund $150,000 Purchase supplies to support SEL spaces on each site and adding adding curriculum materials & PBIS materials - Cost Center 650000 4000-4999: Books And Supplies General Fund $50,000 Estimated Cost: Panorama Education Contract for all school sites with estimated cost increase of 5% over 18-19-Cost Center 709000/709099 Costs recognized in Goal 2 Action 6 5000-5999: Services And Other Operating Expenditures Supplemental	MOU with CRTWC to provide training for teachers, coaches, teacher leaders, and ILT-Cost Center 071300 5000-5999: Services And Other Operating Expenditures General Fund $20,700 Stepping Stones Contract to provide Tier 3/4 intervention and coaching to teachers and principals -Cost Center 650000 5000-5999: Services And Other Operating Expenditures General Fund $119,000 Purchase supplies to support SEL spaces on each site and adding adding curriculum materials & PBIS materials - Cost Center 709000, 043900 4000-4999: Books And Supplies Supplemental $44,174 Panorama Education Contract for all school sites-Cost Center 709000/709099 Costs recognized in Goal 2 Action 6 5000-5999: Services And Other Operating Expenditures Supplemental
2.Continue to implement restorative justice practices to reduce suspension and maintain 0 expulsion rates. Restorative practices are achieved through the District Positive Behavior Intervention and Support	Estimated Cost: Student Review Team Support (3% COLA) salary & benefits-Cost Center 650000,	Student Review Team Support Salary & Benefits-Cost Center 650000, 048300, 064000,043800

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(PBIS) system. Interventions are available for students at Tier 1-4. Tier 3-4 interventions are discussed through a District Multi-Tiered System of Supports (MTSS). The MTSS team will disaggregate all data for English Learners, Students with Disabilities, African Americans and Hispanic student groups. This team emphasizes repairing the harm caused by targeted and intensive behavior. The District MTSS team meets cooperatively to determine when repair is possible as well as how to proceed. The goal of these meetings is to replace negative behavior with behaviors that benefit students, parents, and the community, and to support the site MTSS teams.	048300, 064000,043800 1000-1999: Certificated Personnel Salaries General Fund $19,842

Estimated Cost: Student Review Team Support (3% COLA) salary & benefits-Cost Center 650000, 048300, 064000,043800 3000-3999: Employee Benefits General Fund $6,820

Estimated Cost: PBIS Stipends (Level 2; one at each Elementary School, two at each Middle School) Salary & Benefits (3% COLA)-Cost Center 709000 1000-1999: Certificated Personnel Salaries Supplemental $17,780

Estimated Cost: PBIS Stipends (Level 2; one at each Elementary School, two at each Middle School) Salary & Benefits (3% COLA)-Cost Center 709000 3000-3999: Employee Benefits Supplemental $3,527 | 1000-1999: Certificated Personnel Salaries General Fund $21,019

Student Review Team Support Salary & Benefits-Cost Center 650000, 048300, 064000,043800 3000-3999: Employee Benefits General Fund $7,030

PBIS Stipends (Level 2; one at each Elementary School, two at each Middle School) Salary & Benefits-Cost Center 709000 1000-1999: Certificated Personnel Salaries Supplemental $10,272

PBIS Stipends (Level 2; one at each Elementary School, two at each Middle School) Salary & Benefits-Cost Center 709000 3000-3999: Employee Benefits Supplemental $2,280 |
| 3.Continue to improve student attendance, reduce suspension rates, & maintain 0 expulsion rates especially for students with disabilities, low income, and minority students. The goal this year is provide coaching and training to instructional coaches so that they are more skilled to provide support to teachers in academics, social-emotional, behavioral, and in attendance. By aligning existing resources, programs, initiatives, partnerships, and practices into a cohesive system, and documenting this at the district and site level in a flow chart format for easy access. This flowchart could serve as a resource as well as a guide for improving processes within individual schools and build bridges between schools (ex. elementary to middle). Information and resources related to MTSS efforts would also be shared through a district web portal. The overall goal would be to have alignment across all programs | Estimated Cost: Social Workers Salary (50%) & Benefit Cost -Cost Center 064000 3000-3999: Employee Benefits General Fund $257,480

Estimated Cost: Social Workers Salary (50%) & Benefit Cost -Cost Center 064000 3000-3999: Employee Benefits General Fund $78,735

Estimate Cost: MOU with Family Children Services to provide Tier 3/4 intervention and coaching to | Social Workers Salary (50%) & Benefit Cost -Cost Center 064000 1000-1999: Certificated Personnel Salaries General Fund $351,766

Social Workers Salary (50%) & Benefit Cost -Cost Center 064000 3000-3999: Employee Benefits General Fund $116,109

Stepping Stones Contract to provide Tier 3/4 intervention and coaching to teachers and |

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
so that no matter what school a student in Sunnyvale may attend, support across tiers would be consistent. Strengthen integration of existing programs and initiatives via MTSS, resulting in a stronger tiered system overall. For example, enhance RtI by integrating behavioral/social-emotional data along with academic data, and including relevant specialists. In addition, take stock of the interventions that are already used and add the structures needed to support follow through. Improve district data-based decision-making and team-focused problem solving practices through training, modeling, and coaching. These additional steps will lead to Sunnyvale having a model School Attendance Review Board (SARB). Having a model SARB will provide the foundation for establishing long-range goals for improving school attendance and behavior. School MTSS teams will be monitored and coached with support from the District MTSS team lead.	teachers and principals, Costs accounted for Goal 2, Action 1 Cost Center 650000 5000-5999: Services And Other Operating Expenditures General Fund Estimate Cost: MOU Relias &/or Insights to Behavior to increase the knowledge and skills related to understanding behavior and addressing behavior using evidence based practices - Cost Center 564000 5000-5999: Services And Other Operating Expenditures General Fund $25,000	principals , Costs accounted for in Goal 2, Action 1-Cost Center 650000 5000-5999: Services And Other Operating Expenditures General Fund MOU Relias &/or Insights to Behavior to increase the knowledge and skills related to understanding behavior and addressing behavior using evidence based practices - Cost Center 564000 5000-5999: Services And Other Operating Expenditures General Fund $13,323
4. Include social skills classes, curriculum implementation and stress management classes for students and teachers. SEL Coach will work with site MTSS teams and teachers to implement selected SEL curriculum in classes.	Estimated Cost: Social Workers Salary (50%) & Benefit Cost with Estimated 3% COLA-Cost Center 064000 1000-1999: Certificated Personnel Salaries General Fund $257,480 Estimated Cost: Social Workers Salary (50%) & Benefit Cost with Estimated 3% COLA-Cost Center 064000 3000-3999: Employee Benefits General Fund $78,738 Estimated Cost: Acknowledge Alliance Contract Cost 5% increase over 18-19-Cost Center 071300 5000-5999: Services And Other Operating Expenditures Supplemental $128,730 Estimated Cost: SEL Coach Salary & Benefits Cost Center 709000/709099 1000-1999:	Social Workers Salary (50%) & Benefits-Cost Center 064000 1000-1999: Certificated Personnel Salaries General Fund $351,766 Social Workers Salary (50%) & Benefits-Cost Center 064000 3000-3999: Employee Benefits General Fund $116,109 Acknowledge Alliance Contract-Cost Center 071300 5000-5999: Services And Other Operating Expenditures Supplemental $104,970 SEL Coach Salary & Benefits Cost Center 709000/709099

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Certificated Personnel Salaries Supplemental $83,614	1000-1999: Certificated Personnel Salaries Supplemental $103,750
	Estimated Cost: SEL Coach Salary & Benefits Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental $30,768	SEL Coach Salary & Benefits Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental $29,477
5. Continue with Community Health Awareness Council (CHAC) and local partnerships: Playworks, Project Cornerstone, Center for Reaching and Teaching the Whole Child (CRTWC), Acknowledge Alliance, Columbia Neighborhood Center (CNC). Expand District Social Work/Therapy Interns.	Estimated Cost: YMCA Project Cornerstone Contract Cost 5% increase over 18-19-Cost Center 709099 5000-5999: Services And Other Operating Expenditures Supplemental $10,500	YMCA Project Cornerstone Contract -Cost Center 071300 5000-5999: Services And Other Operating Expenditures General Fund $10,000
	Estimated Cost: CHAC Contract Cost 5% increase over 18-19-Cost Center 709000/709099 5000-5999: Services And Other Operating Expenditures Supplemental $125,000	CHAC Contract-Cost Center 709000/709099 5000-5999: Services And Other Operating Expenditures Supplemental $150,000
	Estimated Cost: Acknowledge Alliance Contract Cost 5% increase over 18-19-Cost Center 709099. Accounted for LCAP Goal 2, Action 4 5000-5999: Services And Other Operating Expenditures Supplemental	Acknowledge Alliance Contract-Cost Center 709099. Accounted for LCAP Goal 2, Action 4 5000-5999: Services And Other Operating Expenditures Supplemental
	Estimated Cost: Playworks Contract 5% Increase over 18-19-Cost Center 709000/709099 5000-5999: Services And Other Operating Expenditures Supplemental $156,114	Playworks Contract-Cost Center 709000/709099 5000-5999: Services And Other Operating Expenditures Supplemental $161,990
	Estimated Cost: Columbia Neighborhood Center 5% Increase over 18-19-Cost Center 739400 5000-5999: Services And	Columbia Neighborhood Center Contract-Cost Center 739400 5000-5999: Services And Other

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Other Operating Expenditures General Fund $148,255	Operating Expenditures General Fund $162,367
6. District has effectively planned Positive Behavior Intervention and Support, but School Evaluations (SET) have indicated a need to include parents and to improve coordination capacity by making changes to PBIS so that all the District has the ability to incorporate data from the Healthy Kids Survey, Panorama, Project Cornerstone, & Lyceum. This will improve the implementation of an action plan at all four levels of intervention.	Estimated Cost: Panorama Education Contract for all school sites with estimated cost increase of 5% over 18-19-Cost Center 709000/709099 5000-5999: Services And Other Operating Expenditures Supplemental $70,350	Panorama Education Contract for all school sites-Cost Center 709000/709099 5000-5999: Services And Other Operating Expenditures Supplemental $67,000
	Purchase supplies to support SEL spaces on each site and adding adding curriculum materials & PBIS materials. Costs accounted for LCAP Goal 2, Action 1 Cost Center - 043800 4000-4999: Books And Supplies General Fund	Purchase supplies to support SEL spaces on each site and adding adding curriculum materials & PBIS materials. Costs accounted for LCAP Goal 2, Action 1 Cost Center - 043800 4000-4999: Books And Supplies General Fund
7. Implement a clear, well defined system of district support (MTSS) for students requiring Tier 3-4 behavior & social-emotional interventions, adapting the system to individual site needs and culture.	PBIS Stipend Costs Accounted for in LCAP Goal 2, Action 2-Cost Center 709000 1000-1999: Certificated Personnel Salaries Supplemental	PBIS Stipend Costs Accounted for in LCAP Goal 2, Action 2-Cost Center 709000 1000-1999: Certificated Personnel Salaries Supplemental
	Student Review Team Salary & Benefits Accounted for in LCAP Goal 2, Action 2-Cost Centers 650000, 048300, 064000, 043800 1000-1999: Certificated Personnel Salaries General Fund	PBIS Stipend Costs Accounted for in LCAP Goal 2, Action 2-Cost Center 709000 3000-3999: Employee Benefits Supplemental
8. Continue to maintain and upkeep school facilities to provide for a positive physical learning environment.	Estimated Cost: Custodial &Operations Manager Salary & Benefits - Cost Center 075000, 810000 2000-2999: Classified Personnel Salaries General Fund $1,902,961	Custodial &Operations Manager Salary & Benefits - Cost Center 075000, 810000 2000-2999: Classified Personnel Salaries General Fund $1,921,029

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Estimated Cost: Custodial &Operations Manager Salary & Benefits - Cost Center 075000, 810000 3000-3999: Employee Benefits General Fund $941,185	Custodial &Operations Manager Salary & Benefits - Cost Center 075000, 810000 3000-3999: Employee Benefits General Fund $957,015
9. Provide site specific Social Emotional Learning (SEL) professional development and support focused on teacher and students resiliency.	MOU with Acknowledge Alliance for site specific SEL/resilience training. See Costs in Goal 2 Action 4 - Cost Center: 071300 5000-5999: Services And Other Operating Expenditures General Fund	MOU with Acknowledge Alliance for site specific SEL/resilience training. See Costs in Goal 2 Action 4 - Cost Center: 071300 5000-5999: Services And Other Operating Expenditures General Fund
10. Complete Project Cornerstone Developmental Assets Survey &/or Panorama Survey at all ten sites to measure progress on supporting and building student resiliency and to develop site based plans for safety.	Estimated Cost: Project Cornerstone Assets Survey- Estimated 5% Cost Increase over 18-19-Cost Center 709000 5000-5999: Services And Other Operating Expenditures Supplemental $1,274	Panorama Survey was utilized instead of Project Cornerstone, Costs recognized in Goal 2 Action 6-Cost Center709000 5000-5999: Services And Other Operating Expenditures Supplemental
	Estimated Cost: Panorama Education Contract for all school sites with estimated cost increase of 5% over 18-19-Cost Center 709000/709099 Costs recognized in Goal 2 Action 6 5000-5999: Services And Other Operating Expenditures Supplemental	Panorama Education Contract for all school sites-Cost Center 709000/709099 Costs recognized in Goal 2 Action 6 5000-5999: Services And Other Operating Expenditures Supplemental

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Instructional coach provided office hours to support teachers and assist them in planning for their students.

Panorama survey was redesigned to gather critical information on the needs of families, students, & staff that would inform programming for the 2020-21 school year. This information was instrumental in a decision to offer a long term independent study program.

Columbia Neighborhood Center continued to provide community supports to students and families in the district. Through additional teletherapy services interns maintained close to a full caseloads and they were able to connect students with intense needs to our one of our partner agencies (i.e. CHAC).

Social workers and counseling interns worked to deliver food, clothing, supplies, and other needs to families. In addition, they supported with getting technology to families. All families who indicated they need help in the Spring Panorama survey were called and action plans where needed were put in place.

Due to change needs of students and families, different supports were needed and different services were contracted for 1:1 students supports.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

While in person direct services were not available for all students, social workers were able to provide in person services to students who were most at need. Counseling and mental health staff increased their skills and use of teletherapy. As a results of the increases skills students were able to be seen at times that limited conflict with their core academic programs.

Due to K-2nd grade teacher's need to learn and acquire new platforms and the developmental ages of the students, staff decided that administering an SEL assessment to K-2 would not be effective and inform their practice. This option will be considered for a later school year.

The district has continued to make progress in integrating SEL into daily classroom practice and staff and parent support, as well as streamlining MTSS-related processes and structures to improve supports for students across all tiers. The addition of an SEL coach helped with providing more targeted SEL training and support to school sites through professional development related to SEL for staff, coaching support for teachers in embedding SEL into their daily classroom practice and parents for doing so in the home setting, and technical assistance for assessing SEL for grades 3-8 and supporting the use of SEL curricula. Administrative teams received training related to Restorative Justice practices, and social workers have supported the implementation of those practices at school sites as well as targeted support for students with attendance issues. Progress was also made in establishing MTSS processes during the 2019-20 school year, with the establishment of SEL and attendance flowcharts and the development of district-wide MTSS paperwork. Administration of the SWIFT Fidelity Integrity Assessment (FIA) across the three sites participating in the SUMS initiative continue to demonstrated improved levels of implementation since the start of the initiative in 2017 (Columbia Middle: 38% in 2017, 82% in 2019; Lakewood Elementary: 18% in 2017, 61% in 2019; Sunnyvale Middle: 21% in 2017, 50% in 2019). The onset of the

shelter in place in March 2019 posed many challenges to this progress, with much of the district's focus and energy shifting to the logistics of how to do virtual school at the foundational level.

Goal 3

Emphasize standards-aligned literacy instruction for all students, and specifically for English learners, to further develop student skills in reading, writing, speaking, and listening.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)
                      Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Fountas and Pinnell reading assessment (grades K-1) or STAR Reading assessment (grades 2-8) Annual Measurable Achievement Objective (AMAO) to indicate EL progress towards proficiency and attainment of English proficiency California English Language Development Test (CELDT)/English Language Proficiency Test for California (ELPAC) Reclassification data California Assessment of Student Performance and Progress (CAASPP) English Language Arts test	Percentage of students reading at or above grade level as measured by Fountas and Pinnell (K-1) and STAR Reading 50th percentile (grades 2-8) at the end of the second trimester in the 2019-20 school year. Kindergarten: 56% 1st grade: 68% 2nd grade: 71% 3rd grade: 68% 4th grade: 62% 5th grade: 62% 6th grade: 49% 7th grade: 44% 8th grade: 46%

Expected	Actual
19-20 Students reading at or above grade level as measured by Fountas and Pinnell (K-1) or STAR Reading 50th percentile (grades 2-8): Kindergarten: 77%, Grade 1: 77%, Grade 2: 76%, Grade 3: 66%, Grade 4: 65%, Grade 5: 57%, Grade 6: 57%, Grade 7: 50%, Grade 8: 54% - We will maintain or exceed our reclassification rate of 18.7% - The percent of all students at or above standard on ELA CAASPP will increase from baseline data as follows: Grade 3: 61%, Grade 4: 59%, Grade 5: 63%, Grade 6: 66%, Grade 7: 70%, Grade 8: 69% - Students achieving overall score of 4 on ELPAC: 39%	19-20: We were unable to complete the Summative ELPAC assessment in Spring of 2020 due to school closures due to the COVID-10 Pandemic and our reclassification rate remained at 18%. In addition, SBAC/ CAASPP was not administered in 2019-20.

Expected	Actual
Baseline Students reading at or above grade level as measured by Fountas and Pinnell (K-1) or STAR Reading 50th percentile(grades 2-8): Kindergarten: 77%, Grade 1: 77%, Grade 2: 76%, Grade 3: 66%, Grade 4: 65%, Grade 5: 57%, Grade 6: 57%, Grade 7: 50%, Grade 8: 54% 61% of students classified as English Learners met AMAO 1 (progress toward English proficiency) for the 2016-17 school year. 31.3% of students classified as English Learners for less than 5 years met AMAO 2 (attaining English proficiency) for the 2016-17 school year. 45.8% of students classified as English Learners for 5 years or more met AMAO 2 (attaining English proficiency) for the 2016-17 school year. District-wide, 18.7% of English Learners were reclassified during the 2016-17 school year. 2017 CAASPP ELA Percent of Students At or Above Standard (all students): Grade 3: 57%, Grade 4: 54%, Grade 5: 59%, Grade 6: 62%, Grade 7: 67%, Grade 8: 66%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. The Coordinator of Literacy and English Learner Support Services will continue to support the Asst. Supt. of Curriculum and Instruction in working with our principals, coaches, and teacher leaders and to provide depth of knowledge around best practices in ELD and the implementation of the Common Core ELA/ELD framework to ensure students' progress towards achieving English proficiency.	Estimated Cost: Coordinator - Literacy & English Learner Support-Salary & Benefits-Cost Center 709000 1000-1999: Certificated Personnel Salaries Supplemental $155,705 Estimated Cost: Coordinator - Literacy & English Learner	Coordinator - Literacy & English Learner Support-Salary & Benefits-Cost Center 709000 1000-1999: Certificated Personnel Salaries Supplemental $163,264 Coordinator - Literacy & English Learner Support-Salary &

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Support-Salary & Benefits-Cost Center 709000 3000-3999: Employee Benefits Supplemental $40,340	Benefits-Cost Center 709000 3000-3999: Employee Benefits Supplemental $49,135
2. Instructional Coaches and leadership team members will provide training to teachers across all schools to deepen their knowledge of literacy and ELD, ensure students gain proficiency in Language Arts, and support all ELs in making sufficient progress toward English proficiency.	Estimated Cost: Grade Level Leadership Stipends (8) Level 3 & (17) Level 2 with Statutory Deductions with estimated 4% COLA-Cost Center 709000 1000-1999: Certificated Personnel Salaries Supplemental $38,303	Grade Level Leadership Stipends (11) Level 10 & (4) Level 4 with Statutory Deductions-Cost Center 709000 1000-1999: Certificated Personnel Salaries Supplemental $60,660
	Estimated Cost: Grade Level Leadership Stipends (8) Level 3 & (17) Level 2 with Statutory Deductions with estimated 4% COLA-Cost Center 709000 3000-3999: Employee Benefits Supplemental $7,597	Grade Level Leadership Stipends (11) Level 10 & (4) Level 4 with Statutory Deductions-Cost Center 709000 3000-3999: Employee Benefits Supplemental $12,276
	Estimated Cost: Site Instructional Coach Salary and Benefits-Cost Center 709000/709099 1000-1999: Certificated Personnel Salaries Supplemental $857,313	Site Instructional Coach Salary and Benefits-Cost Center 709000/709099 1000-1999: Certificated Personnel Salaries Supplemental $841,142
	Estimated Cost: Site Instructional Coach Salary and Benefits-Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental $280,485	Site Instructional Coach Salary and Benefits-Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental $293,009
	Estimated Cost: English Language Action Team (ELAT) stipend with statutory deductions-Estimated 4% COLA)-8 level 2 & 4 level 3-Cost Center 709000/709099 1000-1999: Certificated Personnel Salaries Supplemental $18,491	English Language Action Team (ELAT) stipend with statutory deductions-11 level 2 & 1 level 3-Cost Center 709000/709099 1000-1999: Certificated Personnel Salaries Supplemental $16,512

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Estimated Cost: English Language Action Team (ELAT) stipend with statutory deductions-Estimated 4% COLA)-8 level 2 & 4 level 3-Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental $3,668	English Language Action Team (ELAT) stipend with statutory deductions-11 level 2 & 1 level 3-Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental $3,342
3. We will focus on early literacy to ensure that all students are proficient readers by 2nd grade. Actions will include: a) Professional development for new K-2nd grade teachers on foundational literacy skills focused on effective first teaching, intervention and essential components of a high quality literacy block. b) Maintain Instructional Coaches to support high needs students in literacy instruction and early intervention. c) Train TK-2nd grade teachers in administration of the Fountas and Pinnell assessment to enable teachers to analyze reading behaviors and plan instruction. d) Instructional coaches will support TK-2nd grade teachers to continue implementation of foundational literacy skills training.	Estimated Cost: Instructional Coach salary and benefits-Cost Centers 709099/709000 1000-1999: Certificated Personnel Salaries Supplemental $108,498 Estimated Cost: Instructional Coach salary and benefits-Cost Centers 709099/709000 3000-3999: Employee Benefits Supplemental $40,379 Estimated Cost: Instructional Coach salary and benefits-Cost Centers 301000/301099 1000-1999: Certificated Personnel Salaries Title I $304,115 Estimated Cost: Instructional Coach salary and benefits-Cost Centers 301000/301099 3000-3999: Employee Benefits Title I $90,254 Estimated Cost: Sub Cost with 3% COLA & Statutory Deductions for 8 K Teachers - Literacy Training -	Instructional Coach salary and benefits-Cost Centers 709099/709000 1000-1999: Certificated Personnel Salaries Supplemental $328,999 Instructional Coach salary and benefits-Cost Centers 709099/709000 3000-3999: Employee Benefits Supplemental $120,076 Instructional Coach salary and benefits-Cost Centers 301000/301099-Funding and FTE change, reduction due to attrition. Title I funded positions were moved to LCAP funds. 1000-1999: Certificated Personnel Salaries Title I Instructional Coach salary and benefits-Cost Centers 301000/301099-Funding and FTE change, reduction due to attrition. Title I funded positions were moved to LCAP funds. 3000-3999: Employee Benefits Title I Sub Cost with 3% COLA & Statutory Deductions for 8 K Teachers - Literacy Training -

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Cost Center 709000 This training fro the K Teachers only has been cancelled 1000-1999: Certificated Personnel Salaries Supplemental $0.00	Cost Center 709000 This training fro the K Teachers only has been cancelled 1000-1999: Certificated Personnel Salaries Supplemental
	Estimated Cost: Sub Cost with 3% COLA & Statutory Deductions for 8 K Teachers - Literacy Training - Cost Center 709000 This training fro the K Teachers only has been cancelled 3000-3999: Employee Benefits Supplemental $0.00	Sub Cost with 3% COLA & Statutory Deductions for 8 K Teachers - Literacy Training - Cost Center 709000 This training for the K Teachers only has been cancelled 3000-3999: Employee Benefits Supplemental
	Estimated Cost: Sub cost with 4% COLA & Statutory Deductions for 33 1st grade teachers, 3 days per year,-Cost Center 709000 1000-1999: Certificated Personnel Salaries Supplemental $17,523	Sub cost & Statutory Deductions for 33 1st grade teachers, 3 days per year,-Cost Center 709000 1000-1999: Certificated Personnel Salaries Supplemental $16,830
	Estimated Cost: Sub cost with 4% COLA & Statutory Deductions for 33 1st grade teachers, 3 days per year,-Cost Center 709000 3000-3999: Employee Benefits Supplemental $549	Sub Cost & Statutory Deductions for 33 1st grade teachers, 3 days per year,-Cost Center 709000 3000-3999: Employee Benefits Supplemental $528
	Estimated Cost: Fountas and Pinnell Guided Reading Materials-Cost Center 709000/709099 4000-4999: Books And Supplies Supplemental $4,200	Fountas and Pinnell Guided Reading Materials-Cost Center 709000/709099 4000-4999: Books And Supplies Supplemental $4,687
	Estimated Cost: ELD Software Licenses(Brain Pop, Flocabulary, Learning A-Z) & Benchmark Assessment Seminar - Estimated 5% increase over 18-19 - Cost Center 709000/709099 5000-5999: Services And Other	ELD Software Licenses(Brain Pop, Flocabulary, Learning A-Z) & Benchmark Assessment Seminar - Cost Center 709000/709099 5000-5999: Services And Other Operating Expenditures Supplemental $21,710

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Operating Expenditures Supplemental $12,736	
4. a) Teacher leaders from grades K-5 will refine the ELA/ELD standards maps and update resource lists b) Training in the Writers Workshop model will be provided to K-6th grade teachers.	Estimated Cost: 50 Teachers-2 Summer PD Days-Salary with Estimated 4% COLA & Statutory Deductions-Cost Center 709000/709099 1000-1999: Certificated Personnel Salaries Supplemental $20,800	Teachers-2 Summer PD Days-Salary with Statutory Deductions-Cost Center 709000/709099 1000-1999: Certificated Personnel Salaries Supplemental $7,000
	Estimated Cost: 50 Teachers-2 Summer PD Days-Salary with Estimated 4% COLA & Statutory Deductions-Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental $4,126	Teachers-2 Summer PD Days-Salary with Statutory Deductions-Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental $1,417
	Estimated Cost: Writers workshop training: 36 sub days & statutory deductions-with estimated 4% COLA- (K-2: 8 subs for 2 days; 3-6: 10 subs for 2 days). Prep for district grade level mtg: 16 sub days (16 teachers @ 1 sub day each). Other follow up sessions-Cost Center 709000/709099 1000-1999: Certificated Personnel Salaries Supplemental $9,204	Writers workshop training: 36 sub days & statutory deductions- Prep for district grade level meeting: 16 sub days. Other follow up sessions-Cost Center 709000/709099 1000-1999: Certificated Personnel Salaries Supplemental $10,720
	Estimated Cost: Writers workshop training: 36 sub days & statutory deductions-with estimated 4% COLA- (K-2: 8 subs for 2 days; 3-6: 10 subs for 2 days). Prep for district grade level mtg: 16 sub days (16 teachers @ 1 sub day each). Other follow up sessions-Cost Center 709000/709099	Writers workshop training: 36 sub days & statutory deductions- Prep for district grade level meeting: 16 sub days. Other follow up sessions-Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental $2,170

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits Supplemental $289	
	Estimated Cost: Professional Development with Teachers College with estimated 5% cost increase over 18-19-Cost Center 709000/709099 5000-5999: Services And Other Operating Expenditures Supplemental $19,969	Professional Development with Teachers College-Cost Center 709000/709099 5000-5999: Services And Other Operating Expenditures Supplemental $15,320
	Estimated Cost: Writer's Workshop Presenter-Kelly Boswell-Estimated Cost increase over 18-19 5%-Cost Center 709000/709099 5000-5999: Services And Other Operating Expenditures Supplemental $22,680	Writer's Workshop Presenter-Kelly Boswell-Cost Center 709000/709099 5000-5999: Services And Other Operating Expenditures Supplemental $47,870
5. a) Lead middle school English Language Arts teachers will work to refine units to integrate additional explicit language and reading instruction. During common late start meetings and department meetings, lead teachers and instructional coaches will provide professional development on integrating effective reading intervention strategies and supports into instruction. b) Students at Columbia Middle School will utilize Read180/System44 as needed during reading intervention periods.	Estimated Cost: Middle School Literacy Lead Stipends Salary with estimated 3% COLA & Statutory Deductions-DeVincenzo (facilitator), B. Brown (facilitator), Bautista, Le Sec, Carrington, Rice, Persinger-Level 3 (2) & Level 2 (5) - 19-20 UPDATE: Literacy Planning and PD will take place during the regular school day. No additional cost. 1000-1999: Certificated Personnel Salaries Supplemental $0.00	Middle School Literacy Lead Stipends Salary with Statutory Deductions-DeVincenzo (facilitator), B. Brown (facilitator), Bautista, Le Sec, Carrington, Rice, Persinger-Level 3 (2) & Level 2 (5) - 19-20 UPDATE: Literacy Planning and PD will take place during the regular school day. No additional cost. 1000-1999: Certificated Personnel Salaries Supplemental
	Estimated Cost: Middle School Literacy Lead Stipends Salary with estimated 3% COLA & Statutory Deductions-DeVincenzo (facilitator), B. Brown (facilitator), Bautista, Le Sec, Carrington,	Middle School Literacy Lead Stipends Salary with Statutory Deductions-DeVincenzo (facilitator), B. Brown (facilitator), Bautista, Le Sec, Carrington, Rice, Persinger-Level 3 (2) &

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Rice, Persinger-Level 3 (2) & Level 2 (5) - 19-20 UPDATE: Literacy Planning and PD will take place during the regular school day. No additional cost. 3000-3999: Employee Benefits Supplemental $0.00	Level 2 (5) - 19-20 UPDATE: Literacy Planning and PD will take place during the regular school day. No additional cost. 3000-3999: Employee Benefits Supplemental
	Estimated Cost: Middle School Literacy Lead Stipends Salary with estimated 3% COLA & Statutory Deductions-DeVincenzo (facilitator), B. Brown (facilitator), Bautista, Le Sec, Carrington, Rice, Persinger-Level 3 (2) & Level 2 (5) - 19-20 UPDATE: Literacy Planning and PD will take place during the regular school day. No additional cost. 1000-1999: Certificated Personnel Salaries Supplemental $0.00	Middle School Literacy Lead Stipends Salary with Statutory Deductions-DeVincenzo (facilitator), B. Brown (facilitator), Bautista, Le Sec, Carrington, Rice, Persinger-Level 3 (2) & Level 2 (5) - 19-20 UPDATE: Literacy Planning and PD will take place during the regular school day. No additional cost. 1000-1999: Certificated Personnel Salaries Supplemental
	Estimated Cost: Middle School Literacy Lead Stipends Salary with estimated 3% COLA & Statutory Deductions-DeVincenzo (facilitator), B. Brown (facilitator), Bautista, Le Sec, Carrington, Rice, Persinger-Level 3 (2) & Level 2 (5) - 19-20 UPDATE: Literacy Planning and PD will take place during the regular school day. No additional cost. 3000-3999: Employee Benefits Supplemental $0.00	Middle School Literacy Lead Stipends Salary with Statutory Deductions-DeVincenzo (facilitator), B. Brown (facilitator), Bautista, Le Sec, Carrington, Rice, Persinger-Level 3 (2) & Level 2 (5) - 19-20 UPDATE: Literacy Planning and PD will take place during the regular school day. No additional cost. 1000-1999: Certificated Personnel Salaries Supplemental
	Estimated Cost: Read 180 and System 44 for Columbia Middle - Cost Center 709000/709099 5000-5999: Services And Other	Read 180 and System 44 for Columbia Middle - Cost Center 709000/709099 5000-5999: Services And Other Operating

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Operating Expenditures Supplemental $5,276	Expenditures Supplemental $2,800
6. At our five elementary schools with the highest percentages of English Learners, we will continue to collaborate with Reading Partners to provide additional support in building students' literacy skills.	Estimated Cost: Reading Partners Contract (estimated 5% increase over 18-19)-Cost Center 709000/709099 5000-5999: Services And Other Operating Expenditures Supplemental $137,813	Reading Partners Contract -Cost Center 709000/709099 5000-5999: Services And Other Operating Expenditures Supplemental $125,000
7. Para professionals will support English learners in making progress towards English proficiency by providing small group instruction.	Estimated Cost: Para-Regular Salary and benefits-Cost Center 012900 2000-2999: Classified Personnel Salaries General Fund $27,555	Para-Regular Salary and benefits-Cost Center 012900 2000-2999: Classified Personnel Salaries General Fund $22,222
	Estimated Cost: Para-Regular Salary and benefits-Cost Center 012900 3000-3999: Employee Benefits General Fund $9,184	Para-Regular Salary and benefits-Cost Center 012900 3000-3999: Employee Benefits General Fund $11,719
	Estimated Cost: Para-Regular Salary and benefits-Cost Center 301099 2000-2999: Classified Personnel Salaries Title I $103,427	Para-Regular Salary and benefits-Cost Center 301099 2000-2999: Classified Personnel Salaries Title I $127,130
	Estimated Cost: Para-Regular Salary and benefits-Cost Center 301099 3000-3999: Employee Benefits Title I $56,579	Para-Regular Salary and benefits-Cost Center 301099 3000-3999: Employee Benefits Title I $62,907
	Estimated Cost: Para-Regular Salary and benefits-Cost Center 709099 2000-2999: Classified Personnel Salaries Supplemental $105,101	Para-Regular Salary and benefits-Cost Center 709099 2000-2999: Classified Personnel Salaries Supplemental $73,035
	Estimated Cost: Para-Regular Salary and benefits-Cost Center	Para-Regular Salary and benefits-Cost Center 709099 3000-3999:

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	709099 3000-3999: Employee Benefits Supplemental $42,402	Employee Benefits Supplemental $25,105
	Estimated Cost: Para-Regular Salary and benefits-Cost Center 709099 2000-2999: Classified Personnel Salaries Title III $29,146	Para-Regular Salary and Benefits-Now being funded with Title I funds-Cost Center 420300 2000-2999: Classified Personnel Salaries Title III
	Estimated Cost: Para-Regular Salary and benefits-Cost Center 709099 3000-3999: Employee Benefits Title III $9,458	Para-Regular Salary and Benefits-Now being funded with Title I funds-Cost Center 420300 3000-3999: Employee Benefits Title III
	Estimated Cost: Para-Regular Salary and benefits-Cost Center 709099 2000-2999: Classified Personnel Salaries General Fund $9,156	Para-Regular Salary and benefits-Cost Center 018100/739599 2000-2999: Classified Personnel Salaries General Fund $22,295
	Estimated Cost: Para-Regular Salary and benefits-Cost Center 709099 3000-3999: Employee Benefits General Fund $4,907	Para-Regular Salary and benefits-Cost Center 018100/739599 3000-3999: Employee Benefits General Fund $12,026
This action was moved to Goal 1, Action 6.		
9. All English learners will receive integrated and designated ELD. a) Professional Development in Integrated ELD will include Constructing Meaning (grades 6-8). b) Designated ELD utilizing English 3D will be provided for Long Term English Learners in grades 4-8.	Estimated Cost: Constructing Meaning: 5 sub days for 18 teachers - Estimated 4% COLA - Cost Center 709000/709099 1000-1999: Certificated Personnel Salaries Supplemental $15,930	Constructing Meaning: 5 sub days for 18 teachers- Cost Center 709000/709099 1000-1999: Certificated Personnel Salaries Supplemental $5,697
	Estimated Cost: Constructing Meaning: 5 sub days for 18 teachers - Estimated 4% COLA - Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental $500	Constructing Meaning: 5 sub days for 18 teachers- Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental $1,153
	Estimated Cost: Constructing Meaning Presenter Stipend - 2	Constructing Meaning Presenter Stipend - 2 lead presenter and 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	lead presenter and 2 apprentice presenter-Cost Center 709000/709099 1000-1999: Certificated Personnel Salaries Supplemental $6,577	apprentice presenter-Training was conducted by District Coaches. No additional cost. Cost Center 709000/709099 1000-1999: Certificated Personnel Salaries Supplemental
	Estimated Cost: Constructing Meaning Presenter Stipend - 2 lead presenter and 2 apprentice presenter-Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental $1,390	Constructing Meaning Presenter Stipend - 2 lead presenter and 2 apprentice presenter-Training was conducted by District Coaches. No additional cost. Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental
	Estimated Cost: English 3D Training Release Time-Sub Cost & Statutory Deductions with an estimated 3% COLA Cost-Cost Center 709000/709099 1000-1999: Certificated Personnel Salaries Supplemental $14,839	English 3D Training Release Time-Sub Cost & Statutory Deductions-Cost Center 709000/709099 1000-1999: Certificated Personnel Salaries Supplemental $11,196
	Estimated Cost: English 3D Training Release Time-Sub Cost & Statutory Deductions with an estimated 3% COLA Cost-Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental $450	English 3D Training Release Time-Sub Cost & Statutory Deductions-Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental $2,266
	Estimated Cost: Constructing Meaning Spring Symposium(Estimated 5% Cost Increase over 18-19)-Registration fees for 12 participants-Cost Center 709000/709099 5000-5999: Services And Other Operating Expenditures Supplemental $6,174	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Estimated Cost: Constructing Meaning Spring Symposium -Sub Cost & Statutory Deductions for 2 days for 8 teachers-Cost Center 709000/709099 1000-1999: Certificated Personnel Salaries Supplemental $2,653	Constructing Meaning Spring Symposium -Sub Cost & Statutory Deductions for 2 days for 8 teachers-Constructing Meaning training was conducted by District Coaches. No additional cost. Cost Center 709000/709099 1000-1999: Certificated Personnel Salaries Supplemental
	Estimated Cost: Constructing Meaning Spring Symposium -Sub Cost & Statutory Deductions for 2 days for 8 teachers-Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental $80	Constructing Meaning Spring Symposium -Sub Cost & Statutory Deductions for 2 days for 8 teachers-Constructing Meaning training was conducted by District Coaches. No additional cost. Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental
10. During Language Review Team meetings, school sites will develop English Learner Support Plans for long term English learners and/or students not making adequate progress toward English proficiency.	Estimated Cost: Language Review Team Release Days-2 Teacher per Site, 4 Days per Year-Sub Cost & Statutory Deductions (Estimated 4% COLA over 18-19)-Cost Center 709000/709099 1000-1999: Certificated Personnel Salaries Supplemental $14,160	Language Review Team Release Days-2 Teacher per Site, 4 Days per Year-Sub Cost & Statutory Deductions-Cost Center 709000/709099 1000-1999: Certificated Personnel Salaries Supplemental $13,600
	Estimated Cost: Language Review Team Release Days-2 Teacher per Site, 4 Days per Year-Sub Cost & Statutory Deductions (Estimated 4% COLA over 18-19)-Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental $442	Language Review Team Release Days-2 Teacher per Site, 4 Days per Year-Sub Cost & Statutory Deductions-Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental $427

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Estimated Cost: Language Review Team Data Tracking & Support Salary & Benefits-Cost Center 709000/709099 2000-2999: Classified Personnel Salaries Supplemental $26,410	Language Review Team Data Tracking & Support Salary & Benefits-Cost Center 709000/709099 2000-2999: Classified Personnel Salaries Supplemental $26,410
	Estimated Cost: Language Review Team Data Tracking & Support Salary & Benefits-Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental $18,052	Language Review Team Data Tracking & Support Salary & Benefits-Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental $18,200
11. Students in grades 2-5 will use Typing Club to develop keyboarding skills. Students in grades 3-8 will utilize word processing to complete district writing assessments.	Estimated Cost: Keyboarding and word processing skills are incorporated in the students regular school day-Average Teacher Cost for Salary & Benefits-Cost Center 018100 1000-1999: Certificated Personnel Salaries General Fund $108,983	Keyboarding and word processing skills are incorporated in the students regular school day-Average Teacher Cost for Salary & Benefits-Cost Center 018100 1000-1999: Certificated Personnel Salaries General Fund $108,983
	Estimated Cost: Keyboarding and word processing skills are incorporated in the students regular school day-Average Teacher Cost for Salary & Benefits-Cost Center 018100 3000-3999: Employee Benefits General Fund $50,220	Keyboarding and word processing skills are incorporated in the students regular school day-Average Teacher Cost for Salary & Benefits-Cost Center 018100 3000-3999: Employee Benefits General Fund $51,389
12. Students will receive balanced literacy instruction a) We will provide foundational skills professional development and support to Instructional coaches and upper grade and middle school teachers. b) We will provide professional development to site administrators to support implementation of balanced literacy instruction.	Estimated Cost: Grade Level Leadership Stipends (8) Level 3 & (17) Level 2 with Statutory Deductions with estimated 4% COLA-Cost Accounted for in Goal 3, Action 2-Cost Center 709000 Supplemental 0.00	Grade Level Leadership Stipends (11) Level 10 & (4) Level 4 with Statutory Deductions-Cost Accounted for in Goal 3, Action 2-Cost Center 709000 1000-1999: Certificated Personnel Salaries Supplemental

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
c) Elementary sites will continue to implement word study and differentiated reading instruction. Training and ongoing support will be provided by coaches and lead teachers as needed. d) We will provide library resources to support literacy instruction across all grade levels. e) We will provide training in balanced literacy to teachers in grades TK-5, including the use of newly adopted Fountas and Pinnell Classroom materials for grades TK-3. The district literacy coach will provide ongoing support.	Estimated Cost: Grade Level Leadership Stipends (8) Level 3 & (17) Level 2 with Statutory Deductions with estimated 4% COLA-Cost Accounted for in Goal 3, Action 2-Cost Center 709000 3000-3999: Employee Benefits Supplemental 0.00	Grade Level Leadership Stipends (11) Level 10 & (4) Level 4 with Statutory Deductions-Cost Accounted for in Goal 3, Action 2-Cost Center 709000 3000-3999: Employee Benefits Supplemental
	Estimated Cost: Site Instructional Coach Salary and Benefits-Cost Accounted for in Goal 3, Action 2-Cost Center 709000/709099 1000-1999: Certificated Personnel Salaries Supplemental 0.00	Grade Level Leadership Stipends (11) Level 10 & (4) Level 4 with Statutory Deductions-Cost Accounted for in Goal 3, Action 2-Cost Center 709000/709099 1000-1999: Certificated Personnel Salaries Supplemental
	Estimated Cost: Site Instructional Coach Salary and Benefits-Cost Accounted for in Goal 3, Action 2-Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental 0.00	Grade Level Leadership Stipends (11) Level 10 & (4) Level 4 with Statutory Deductions-Cost Accounted for in Goal 3, Action 2-Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental
	Estimated Cost: Average LRC Salary & Benefits Cost(20%)-Cost Center 018100 2000-2999: Classified Personnel Salaries General Fund $11,446	Average LRC Salary & Benefits Cost(20%)-Cost Center 018100 2000-2999: Classified Personnel Salaries General Fund $11,535
	Estimated Cost: Average LRC Salary & Benefits Cost(20%)-Cost Center 018100 3000-3999: Employee Benefits General Fund $5,036	Average LRC Salary & Benefits Cost(20%)-Cost Center 018100 3000-3999: Employee Benefits General Fund $5,237
	Estimated Cost: District Coach - Literacy Responsive Support - Cost Center 709000/709099	District Coach - Literacy Responsive Support - Cost Center 709000/709099 1000-1999:

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1000-1999: Certificated Personnel Salaries Supplemental $90,198	Certificated Personnel Salaries Supplemental $90,198
	Estimated Cost: District Coach - Literacy Responsive Support - Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental $26,481	District Coach - Literacy Responsive Support - Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental $37,551
	Estimated Cost: Certificated Foundational Literacy Training - 3 Cohorts, 90 sub day & statutory Deductions- Cost Center 709000/709099 1000-1999: Certificated Personnel Salaries Supplemental $15,930	Certificated Foundational Literacy Training - 3 Cohorts sub days & statutory Deductions- Cost Center 709000/709099 1000-1999: Certificated Personnel Salaries Supplemental $10,840
	Estimated Cost: District Coach - Literacy Responsive Support - Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental $500	Certificated Foundational Literacy Training - 3 Cohorts sub days & statutory Deductions- Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental $471

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

We were able to implement funds budgeted for Actions/ Services as planned, although for some services , such as the funds allocated for in person professional development (PD) for Constructing Meaning were repurposed for other District priorities. The funds were redirected to Writer's Workshop PD with two providers. Because the shift to virtual professional development during the Pandemic allowed more teachers to attend the training, more funds were needed for this Service. In Action 2, Grade level Lead stipends were increased to give teacher leaders and school and district coaches additional extended duty to analyze student formative assessment data, plan ELA and Math lessons aligned to Common Core State Standards, and develop instructional plans for each grade level. These actions were in response to COVID-19 and our shift to distance learning. In Action 3, due to a FTE reduction for instructional coaches and due to the Pandemic we opted not to fill the positions. We shifted the Title I funded coaches to LCAP. Action 6 did not reflect the expected 5% contract increase due to COVID, the provider shifted to a virtual environment which required less support staff, thus the contract fees remained at the 2018-19 level. In Action 7 we saw a reduction in regular Paraprofessional staff due to position

vacancy. In response to COVID-19, we opted to not fill the position. The estimated Cost for the program Read 180 and System 44 for Columbia Middle was less due to fewer materials and online supports needed.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

One of the unique challenges brought about by COVID was the pivot to virtual assessments in the Spring and Fall of 2020 to ensure all students had access to summative assessment, but in particular English language learners (ELL). We provided the group of ELL students who were unable to start or complete the summative ELPAC in the Spring 2020 window with an optional opportunity to complete the summative ELPAC in Fall 2020. This provided our ELLs with the window of opportunity to reclassify which maintained our reclassification rate to 18%. We considered this a success. In addition, we reformatted our formative and summative district benchmark assessments for virtual administration to ensure ALL students and in particular English Learners, foster youth, and low income student data informed our instructional planning and interventions. Another successful outcome across the district was the inclusion of software programs into our instructional block that allowed ALL students access to small group support and the capability to record their voices and complete assignments within the structure of the instructional day. These additional supports provided additional scaffolds for ALL students in the completion of assignments across content areas.

Goal 4

Increase and deepen opportunities for family education.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                    Priority 3: Parental Involvement (Engagement)
                    Priority 4: Pupil Achievement (Pupil Outcomes)
                    Priority 5: Pupil Engagement (Engagement)
                    Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator District parent surveys (i.e. PBIS, Panorama, CHKS), parent presentation feedback forms, and input from parent groups (i.e. Community Advisory Community (CAC), DELAC, ELAC). **19-20** - Increase participating rates for parents on surveys. - Increase participating rates for parents at parent education/training and parent teacher meetings. - Offer sessions on varied days.	Panorama Survey was provided to parents in Fall 2019 & Spring 2020 Response rates were 19% lower than desired. Family engagement in our survey is asking the degree to which families become involved with and interact with their child's school. While we are scoring 38%, which is in the 80th percentile, it is still below district's goal for our families. All district parent education offerings included a parent survey and parent meetings. This information informed the district's offerings for the 2021-22 school year. Sessions were provided at flexible times in order to allow most parents an opportunity to participate. In addition on the majority of ratings, family report agreeing or strongly agreeing on survey items.

Expected	Actual
Baseline • CHKS 2015-2016 18.7% of parents participated & 2016-2017 parent response rate on the Healthy Kids Survey increased 14% to 32%. • Outreach liaisons and continued family engagement efforts have contributed to most parents agreeing or strongly agreeing with parent involvement indicators on the Healthy Kids Survey, and an overwhelming majority of parents who completed the survey reported attendance at least at one school event. • Provide parent surveys following parent education offerings to inform future parent education.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
This action has been moved to Goal 5.		
2. Under the theme of "Our Kids--Our Community" we will conduct an annual stakeholders Lyceum that focuses on student learning.	The Stakeholders Lyceum will be held off-site at the Google Tech Corners campus. The cost of the meeting refreshments and lunch will be sponsored by Google. There will be no cost to the District. $0.00 Estimated Cost: Teacher Sub Salary & Statutory Deductions- 20 Full Day Subs-Cost Center 018100 1000-1999: Certificated Personnel Salaries General Fund $3,310	The Stakeholders Lyceum will be held off-site at the Google Tech Corners campus. The cost of the meeting refreshments and lunch will be sponsored by Google. There was no cost to the District. Teacher Sub Salary & Statutory Deductions-Full Day Subs-Cost Center 018100 1000-1999: Certificated Personnel Salaries General Fund $2,247

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Estimated Cost: Teacher Sub Salary & Statutory Deductions- 20 Full Day Subs-Cost Center 018100 3000-3999: Employee Benefits General Fund $100	Teacher Sub Salary & Statutory Deductions-Full Day Subs-Cost Center 018100 3000-3999: Employee Benefits General Fund $71
3. All sites will submit an annual parent education plan detailing the implementation of effective parent education activities. Plans will include specific actions for parents requiring more targeted supports to support the education and learning of their child.	Estimated Cost: Site Parent Ed Allocation-Cost Center 301099 4000-4999: Books And Supplies Title I $5,305	Site Parent Ed Allocation-Cost Center 301099 4000-4999: Books And Supplies Title I $128
Moved to Goal 5 Action 6		
5. 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.	Estimated Cost: $1,500/site for Targeted Parent Engagement/classes/Involvement-Cost Center 709000/709099 5000-5999: Services And Other Operating Expenditures Supplemental $15,000	Targeted Parent Engagement/classes/Involvement-Cost Center 709000/709099 5000-5999: Services And Other Operating Expenditures Supplemental $6,600
6. We offer Programs of Choice at several sites across the district to allow families to choose the best match for their child's education. We will continue to offer an annual Program Showcase is offered every year to help parents learn about these various program options.	Programs of Choice Leadership Team Stipends (Level 1.5 Stipends) & Statutory Deductions -Estimated 4% COLA - Cost Center 709000/709099 1000-1999: Certificated Personnel Salaries Supplemental $17,043	Programs of Choice Leadership Team Stipends & Statutory Deductions - Cost Center 709000/709099 1000-1999: Certificated Personnel Salaries Supplemental $3,960
	Programs of Choice Leadership Team Stipends (Level 1.5 Stipends) & Statutory Deductions -Estimated 4% COLA - Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental $3,380	Programs of Choice Leadership Team Stipends & Statutory Deductions - Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental $801

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Many of the planned programs had taken place by March 2020, so only one was cancelled.

Remaining resources were shifted to provide online resources to families and students in response to the generated need. Some costs related to parent education shifted as one contracted vendor provide a 50% discount to the district for the offered program in February.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Although the Pandemic and school closures brought on new challenges and difficulties, such as trauma and disengagement. In response to these additional challenges, our school sites and district leadership continued to support parent outreach and engagement by using online platforms, phone call check-ins, and written communication to meet the varied needs of all parents/ guardians and families.

Overall parent education was successful and we also hosted the 2nd annual African American Read In. The program will be continued in the upcoming plans. District continues to receive positive feedback on programs offered. 86% of families reported a sense of belonging to school. 93% also reported good communication regarding opportunities to engage at their child's school and families attending parent education reported sessions the agreed or strongly agreed that the enjoyed the and learned from the sessions.

Due to COVID "Our Kids--Our Community" was not held this year. The district made a decision to reconsider the format of our annual stakeholder event from a Lyceum to an Equity Summit. This change is reflective of our community feedback and to better address our goals to create a more inclusive learning community that focuses on culturally responsive teaching and communication with our stakeholders.

Goal 5

Promote collaboration, transparency, and communication with students, families, staff, and the broader community.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator • Results from parent survey • Statistics from the district website to include page access and unique visits • End user usage statistics from app usage • School Messenger records and logs, including delivery receipts	• Increased Parent Survey Results to 2,195 respondents in English. 72 responded in Spanish. • Increase website visits per month with peak visits occurring in August and January when families are looking at registration and open enrollment information. • Messages are sent on a daily basis regarding attendance, grades, food account balances and other messages via SchoolMessenger. • Maintain or increase 481 followers on Twitter and 1,094 page followers on Facebook. • Mail District Bridge to 12,000 registered voters in our district boundaries. Mail Spanish version directly to 532 families. Sent in Nov. 2019 and May 2020 • Increased reach to 10,436 subscribers via the District Digest. Maintain an open rate higher than the industry average of 16.37%. Currently between 37% and 48%.

Expected	Actual
19-20 • Increase Parent Survey Results to 700 respondents in English, 145 in Spanish. • Increase website visits per month with peak visits occurring in August and January when families are looking at registration and open enrollment information. • Messages are sent on a daily basis regarding attendance, grades, food account balances and other messages via SchoolMessenger. • Maintain or increase 500 followers on Twitter and 250 page likes on Facebook. • Mail District Bridge to 12,000 registered voters in our district boundaries. Mail Spanish version directly to 532 families. • Continue to reach 4,545 subscribers via the District Digest. Maintain an open rate higher than the industry average of 16.37%. Currently between 38% and 55%.	

Expected	Actual
Baseline - Parent Survey Results: April 17, 2017 406 respondents in English, 18 in Spanish. 5,346-9,781 website visits a month with peak visits occurring in August and January when families are looking at registration and open enrollment information. - Messages are sent on a daily basis regarding attendance, grades, food account balances and other messages via SchoolMessenger. 200 followers on Twitter and 121 page likes on Facebook. - Mail District Bridge to 12,000 registered voters in our district boundaries. Mail Spanish version directly to 532 families. - Continue to reach 4,545 subscribers via the District Digest. Maintain an open rate higher than the industry average of 16.37%. Currently between 38% and 55%.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1a. Maintain website and communicate regularly through the site and other district media. The School Wires content management/website platform is being utilized to provide a web presence for the entire school district, as well as individual sites for departments and teachers. The School Wires system provides a methodology for integrating a variety of online platforms including Facebook and Twitter feeds. Additionally, the platform also performs language translations on the fly, integrating the Google Translation service with the content management system of School Wires.	Estimated Cost: Schoolwires Contract by Blackboard Inc.- Estimated 5% Increase Over 18-19-Cost Center 071400 5000-5999: Services And Other Operating Expenditures General Fund $30,579 Estimated Cost: Thought Exchange Contract - Estimated 5% Cost Increase over 18-19 - Cost Center 071200 5000-5999: Services And Other Operating	Schoolwires Contract by Blackboard Inc-Cost Center 071400 5000-5999: Services And Other Operating Expenditures General Fund $29,311 Thought Exchange Contract - The entire contract was paid out of the Communications Budget-Cost Center 071400 5000-5999: Services And Other Operating

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
b. Regularly survey parents, staff, and students to keep two-way lines of communication open This task will be leveraged through the following district services: Panorama, Thoughtexchange, School Messenger, and Blackboard (SchoolWires). School Messenger is a notification system tied to our student database. This tool allows us to communicate with every family in our learning community through voice, email, and text message. And also translates messages into different languages regardless of the medium being used. School Messenger allows us to both communicate effectively as well as deliver surveys through Thoughtexchange or deliver Web content directly to community stakeholders.	Expenditures General Fund $10,500 Estimated Cost: Thought Exchange Contract - Estimated 5% Cost Increase over 18-19 - Cost Center 709000/709099 5000-5999: Services And Other Operating Expenditures Supplemental $10,500	Expenditures General Fund $20,000 Thought Exchange Contract - The entire contract was paid out of the Communications Budget-Cost Center 071400 5000-5999: Services And Other Operating Expenditures General Fund
2. We will continue to promote and refine custom phone apps to increase access for all families based off of user feedback. These apps are provided as a service by School Messenger, our notification system, by PowerSchool, our student database provider, and School Wires, our website platform provider. Many of our families do not have access to a computer at home. They access the services we provide on the web via their smartphones, tablets, or chrome devices. These apps provide a functional "doorway" into our services that allow for more interaction, integration, and accessibility. Translation services are also supported through the apps and provide an easy to navigate interface for our families. Apps are provided for both iOS and Android devices.	Estimated Cost: School Messenger by West Interactive Services Group-Estimated Increase of 5% over 18-19-Cost Center 071400 5000-5999: Services And Other Operating Expenditures General Fund $16,170 Estimated Cost: Powerschool Contract-Estimated 5% Cost Increase Over 1617-Cost Center 076200 5000-5999: Services And Other Operating Expenditures General Fund $66,888 Schoolwires License Agreement Costs Accounted for in Goal 5, Action 1-Cost Center 071400 5000-5999: Services And Other Operating Expenditures General Fund	School Messenger by West Interactive Services Group-Cost Center 071400 5000-5999: Services And Other Operating Expenditures General Fund $15,400 Powerschool Contract-Cost Center 076200 5000-5999: Services And Other Operating Expenditures General Fund $75,963 Schoolwires License Agreement Costs Accounted for in Goal 5, Action 1-Cost Center 071400 5000-5999: Services And Other Operating Expenditures General Fund
3. We will continue to work to improve online registration to support the process for new families.	Estimated Cost: Network Systems Specialist Salary & Benefits -Cost Center 072300 2000-2999:	Network Systems Specialist Salary & Benefits -Cost Center 072300 2000-2999: Classified

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The school district provides the Info Snap online registration service as a mechanism for parents to have better control over the student data that is collected and maintained. It also provides translation services for non-English speakers. We will continue to refine the process based on user feedback as necessary.	Classified Personnel Salaries General Fund $111,969 Estimated Cost: Network Systems Specialist Salary & Benefits -Cost Center 072300 3000-3999: Employee Benefits General Fund $42,253 Estimated Cost: Infosnap Contract Replaced by PowerSchool Choice Module Contract - Cost Center 076200 5000-5999: Services And Other Operating Expenditures General Fund $8,400	Personnel Salaries General Fund $111,969 Network Systems Specialist Salary & Benefits -Cost Center 072300 3000-3999: Employee Benefits General Fund $41,607 Infosnap Contract Replaced by PowerSchool Choice Module Contract - Cost Center 076200 5000-5999: Services And Other Operating Expenditures General Fund $9,364
4. We will continue to focus on communicating positive messages regarding our school and school communities.	Estimated Cost: Communications Coordinator Salary & Benefits- Cost Center 071200 2000-2999: Classified Personnel Salaries General Fund $109,717 Estimated Cost: Communications Coordinator Salary & Benefits- Cost Center 071200 3000-3999: Employee Benefits General Fund $42,436 Estimated Cost: Communication Tools Contract for Document Tracker in English and Spanish - Estimated 5% increase over 18-19 - Cost Center 709000/709099 5000-5999: Services And Other Operating Expenditures Supplemental $4,593 Estimated Cost: Lighthouse Blue Contract - Estimated 5% increase over 18-19 - Cost Center 071400 5000-5999: Services And Other	Communications Coordinator Salary & Benefits-Cost Center 071200 2000-2999: Classified Personnel Salaries General Fund $109,717 Communications Coordinator Salary & Benefits-Cost Center 071200 3000-3999: Employee Benefits General Fund $41,773 Communication Tools Contract for Document Tracker in English and Spanish - Cost Center 709000/709099 5000-5999: Services And Other Operating Expenditures Supplemental $4,990 Lighthouse Blue Contract - Cost Center 071400 5000-5999: Services And Other Operating Expenditures General Fund $33,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Operating Expenditures General Fund $25,200	
5. Sunnyvale School District will continue to participate in a Health Collaborative to implement Health and Wellness activities for all families. Through community partnerships, this team will work to support a health focus at all sites. Even as this reaches all sites, we specifically target Title I schools where Physical Fitness data is in need of improvement.	Estimated Cost: Wellness Coordinator Salary and Benefits-Cost Center 045500 2000-2999: Classified Personnel Salaries General Fund $86,477 Estimated Cost: Wellness Coordinator Salary and Benefits-Cost Center 045500 3000-3999: Employee Benefits General Fund $34,588	Wellness Coordinator Salary and Benefits-Cost Center 045500 2000-2999: Classified Personnel Salaries General Fund $88,267 Wellness Coordinator Salary and Benefits-Cost Center 045500 3000-3999: Employee Benefits General Fund $34,691
6. Bilingual paraprofessional staff will provide outreach to increase school/home interaction. Outreach staff will receive professional development and training in best practices in school interpretation and translation will also be provided to staff.	Estimated Cost: Outreach Assistant Salary & Benefits-Cost Center 709000/709099 2000-2999: Classified Personnel Salaries Supplemental $179,494 Estimated Cost: Outreach Assistant Salary & Benefits-Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental $80,332 Estimated Cost: Bilingual Para Salary & Benefits-Cost Center 420300 2000-2999: Classified Personnel Salaries Title III $166,640 Estimated Cost: Bilingual Para Salary & Benefits-Cost Center 420300 3000-3999: Employee Benefits Title III $60,464 Estimated Cost: Bilingual Para Salary & Benefits-Cost Center 610500 2000-2999: Classified	Outreach Assistant Salary & Benefits-Cost Center 709000/709099 2000-2999: Classified Personnel Salaries Supplemental $204,935 Outreach Assistant Salary & Benefits-Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental $93,730 Bilingual Para Salary & Benefits-Cost Center 420300 2000-2999: Classified Personnel Salaries Title III $146,724 Bilingual Para Salary & Benefits-Cost Center 420300 3000-3999: Employee Benefits Title III $62,947 Bilingual Para Salary & Benefits-Cost Center 610500 2000-2999: Classified Personnel Salaries

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Personnel Salaries State Preschool General Fund $42,514	State Preschool General Fund $42,883
	Estimated Cost: Bilingual Para Salary & Benefits-Cost Center 610500 3000-3999: Employee Benefits State Preschool General Fund $20,316	Bilingual Para Salary & Benefits-Cost Center 610500 3000-3999: Employee Benefits State Preschool General Fund $25,370
	Estimated Cost: Hola Language Services Contract - Workshop for Best Practice for Interpretation and Translation - Cost Center 709000/709099 5000-5999: Services And Other Operating Expenditures Supplemental $3,000	Hola Language Services Contract - Workshop for Best Practice for Interpretation and Translation - Cost Center 709000/709099 5000-5999: Services And Other Operating Expenditures Supplemental $3,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Fortunately, we were able to use funds as budgeted for Goal 5 as planned. We were able to use funds that were budgeted for the district website and mobile app, the Thoughtexhange survey contract, the District Digest quarterly e-newsletter, and the biannual mailer. We were also able to maintain online registration as planned.

We were able to pivot from in-person to providing online activities and strategies for physical fitness and for our after-school health-related programs.

As the district pivoted to a distance learning model PowerSchool became our main communication hub. The additional contracted usage increased by 12%.

Bilingual paraprofessional staff was provided with professional development training to conduct outreach virtually with a focus on supporting basic needs such as connecting with food or with hotspots on top of their normal outreach efforts around attendance and other supports to mitigate learning loss for our unduplicated students.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We had success in maintaining the website with the new addition of a dedicated webpage with consolidated Reopening Campuses information. The website pop-up alert also helped inform families about important school closure information, registration information, and food services information. We had success in utilizing the Thoughtexchange survey tool as it has helped us in the planning for desired traits for new school principals. A challenge is the survey is all digital so are not reaching families who do not have an email on file with us.

A success is we had 224 downloads in the 2019-2020 school year of the mobile app. A challenge is we would like to be reaching much more. We will look into why this is and see how we can increase downloads.

We were able to register families successfully in a safe manner and can extend to year-round.

Some silver lining of the pandemic is it increased our followers and subscribers to our social media channels and newsletter as families and community members wanted to stay informed throughout the many changes over the past year.

One of the biggest challenges was to shift from in-person to distance learning. A success was hiring a new Teacher On Special Assignment (TOSA) to focus on our health and wellness partnerships and keep them going. We met with our Kids Learning After School group to provide resources online. In addition to the TOSA lead, a PE lead also stepped up and made sure our partnerships continued at school sites based on their individual needs.

Initially, the challenge was setting up GoToConnect so liaisons could use their home phones but still contact families when students were not engaging. They served as the liaison to help families troubleshoot technology, apps, find food, and emotional support. They kept the communication link with families going. They also did translation workshops to support parents in a virtual IEP meeting setting, as well as how to understand report cards. We were intentional about highlighting all the things parents would normally come in to get support in a virtual setting.

Goal 6

Extended learning opportunities will continue to meet the needs of all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                      Priority 3: Parental Involvement (Engagement)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 7: Course Access (Conditions of Learning)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CAASPP STAR Reading Math performance Demographic information for students in advanced math class. Summer reading loss on STAR for Summer Explorations students. Parent participation for STK students in Back to School Night and Open House.	Overall, 10% of the students enrolled in advanced math are Socio-Economically Disadvantaged, and 8% are Hispanic. In Math 6/7, 10% of students are Socio-Economically Disadvantaged and 9% are Hispanic. This represents a 2% point increase in Hispanic students. SED percentage remained the same. In Math 7/8, 14% of students are Socio-Economically Disadvantaged and 8% are Hispanic. This is an increase of 4% in SED and a decrease of 1% of Hispanic students. In Algebra, 9% of students are Socio-Economically Disadvantaged and 9% are Hispanic. This represents a 4% point increase in SED and a 9% point increase in Hispanic In Geometry 4% of students are Socio-Economically Disadvantaged and 3% are Hispanic. There was no change in the percentage of SED or Hispanic students enrolled in geometry. 43% of students in KLAS were proficient in ELA CAASPP, an increase of 6 percentage points.

Expected	Actual
19-20 Percent of socio-economically disadvantaged students in advanced math will increase from current average of 11% to 20%. Percent of Hispanic students in advanced math will increase from 8% to 15% The percent of KLAS students proficient on ELA CAASPP will increase from 39% to 45%. The percent of KLAS students proficient on Math CAASPP will increase from 35% to 42% Students who attend summer school will maintain their STAR Reading scaled score between spring and fall administrations. At least 90% of parents whose children attended STK will attend Back to School and Open House.	41% of students in KLAS were proficient in Math CAASPP, 1 percentage point below our expected percentage outcome. Students in KLAS increased and average of 65 scaled score point in STAR Reading from September to March. Students who attended Summer Explorations increased by an average of 60 scaled score points on the STAR Reading assessment between spring of the 2018-19 school year and beginning of the 2019-20 school year. 90% Parents of STK students attended Back to School night in Fall of 2020, however, due to school closures in Spring of 2020, Open House did not occur at all sites, although some did hold virtual events. STK did not take place summer due to the COVID-19 Pandemic.

Expected	Actual
Baseline Demographic data for advanced math: In Math 6/7, 10% of students are Socio-Economically Disadvantaged and 7% are Hispanic. In Math 7/8, 10% of students are Socio-Economically Disadvantaged and 9% are Hispanic. In Algebra, 5% of students are Socio-Economically Disadvantaged and 0% are Hispanic. In Geometry 4% of students are Socio-Economically Disadvantaged and 3% are Hispanic. 37% of KLAS students were proficient on ELA CAASPP. 42% of KLAS students were proficient on Math CAASPP Students in KLAS increased an average of 67 scaled score point in STAR Reading from September to March. Students who attended Summer Explorations increased by an average of 6 scaled score points on the STAR Reading assessment between spring of the 2015-2016 school year and beginning of the 2016-2017 school year.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. The Stanford Partnership Summer School program will be maintained with an emphasis on targeting low socioeconomic students and English Learners. This program will continue to provide an opportunity for enrichment and a means to prevent summer learning loss with a focus on academic language, oral language and language functions to support EL progress toward English proficiency.	Estimated Cost: Summer School Teacher & Principal Salary-Estimated 4% COLA-Cost Center 018700 1000-1999: Certificated Personnel Salaries General Fund $200,521 Estimated Cost: Summer School Classified Salaries-Estimated 4% COLA-Cost Center 018700 2000-	Summer School Teacher & Principal Salary-Cost Center 018700 1000-1999: Certificated Personnel Salaries General Fund $175,136 Summer School Classified Salaries-Cost Center 018700 2000-2999: Classified Personnel Salaries General Fund $11,312

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2999: Classified Personnel Salaries General Fund $24,854	
	Estimated Cost: Summer School Statutory Deductions-Cost Center 018700 3000-3999: Employee Benefits General Fund $46,833	Summer School Statutory Deductions-Cost Center 018700/018701 3000-3999: Employee Benefits General Fund $38,464
	Estimated Cost: Summer School Books & Supplies Cost-Cost Center 018700 4000-4999: Books And Supplies General Fund $3,354	Summer School Books & Supplies Cost-Cost Center 018700 4000-4999: Books And Supplies General Fund $1,595
	Summer School Costs - Transportation-Cost Center 018700 5700-5799: Transfers Of Direct Costs General Fund $29,000	Summer School Transportation-Cost Center 018700 5700-5799: Transfers Of Direct Costs General Fund $27,463
	Estimated Costs: Summer School Services and Other Costs -Cost Center 018700 5000-5999: Services And Other Operating Expenditures General Fund $6,000	Summer School Services and Other Costs -Cost Center 018700 5000-5999: Services And Other Operating Expenditures General Fund $8,058
2. We will maintain our partnership with Family Engagement Institute to provide the Stretch to Kindergarten Program for 60 incoming kindergarten students. While our first priority will be low socioeconomic students who have not attended preschool, we will continue to recruit low SES students, regardless of their previous pre-school experience. This program will provide students with the academic skills necessary to support English learners' progress toward English proficiency, and will increase all students' Kindergarten readiness. Stretch to Kindergarten will also partner with parents to promote parental participation and provide parent education during the summer program and throughout the school year. We will also partner with the YMCA and Columbia Neighborhood Center to offer after school childcare for up to 18 low SES students.	Estimated Cost: Stretch to Kinder Teachers-Estimated 4% COLA-Cost Center 018700 1000-1999: Certificated Personnel Salaries General Fund $23,400	Stretch to Kinder Teachers-Cost Center 018700 1000-1999: Certificated Personnel Salaries General Fund $22,428
	Estimated Cost: Stretch to Kinder Office Assistant Salary-Estimated 4% COLA-Cost Center 018700 2000-2999: Classified Personnel Salaries General Fund $12,910	Stretch to Kinder Office Assistant Salary-Cost Center 018700 2000-2999: Classified Personnel Salaries General Fund $14,060
	Estimated Cost: Stretch to Kinder Statutory Deductions-Cost Center	Stretch to Kinder Statutory Deductions-Cost Center 018700

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	018700 3000-3999: Employee Benefits General Fund $8,518	3000-3999: Employee Benefits General Fund $8,624
3. After school KLAS (Kids Learning After School) programs will continue at seven school sites. We will locally fund an increased allocation to each of the KLAS sites to increase access to the program.	Estimated Cost: KLAS Salaries & Benefits with General Fund Encroachment-Cost Center 601001/601000 2000-2999: Classified Personnel Salaries General Fund $686,494	KLAS Salaries & Benefits with General Fund Encroachment-Cost Center 601001/601000 2000-2999: Classified Personnel Salaries General Fund $686,672
	Estimated Cost: KLAS Salaries & Benefits with General Fund Encroachment-Cost Center 601001/601000 3000-3999: Employee Benefits General Fund $354,429	KLAS Salaries & Benefits with General Fund Encroachment-Cost Center 601001/601000 3000-3999: Employee Benefits General Fund $337,898
	Estimated Cost: KLAS Materials & Supplies with General Fund Encroachment-Cost Center 601001/601000 4000-4999: Books And Supplies General Fund $8,000	KLAS Materials & Supplies with General Fund Encroachment-Cost Center 601001/601000 4000-4999: Books And Supplies General Fund $11,699
	Estimated Cost: KLAS Services & Other Costs with General Fund Encroachment-Cost Center 601001/601000 5000-5999: Services And Other Operating Expenditures General Fund $86,095	KLAS Services & Other Costs with General Fund Encroachment-Cost Center 601001/601000 5000-5999: Services And Other Operating Expenditures General Fund $35,215
	Estimated Cost: KLAS Data Tracking & Support Salary & Benefits(20%)-Estimated 3% COLA-Cost Center 709000 2000-2999: Classified Personnel Salaries Supplemental $13,162	KLAS Data Tracking & Support Salary & Benefits(20%)-Cost Center 709000 2000-2999: Classified Personnel Salaries Supplemental $13,216
	Estimated Cost: KLAS Data Tracking & Support Salary & Benefits(20%)-Estimated 3%	KLAS Data Tracking & Support Salary & Benefits(20%)-Cost Center 709000 3000-3999:

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	COLA-Cost Center 709000 3000-3999: Employee Benefits Supplemental $5,462	Employee Benefits Supplemental $5,427
	Estimated Cost: Contract with Sunnyvale Wrestling Club for KLAS - Estimated 5% increase over 18-19 - Cost Center 709000/709099 5000-5999: Services And Other Operating Expenditures Supplemental $6,300	Contract with Sunnyvale Wrestling Club for KLAS- Cost Center 709000/709099 5000-5999: Services And Other Operating Expenditures Supplemental $6,000
4. Students will continue to have the opportunity to pursue an advanced math pathway in middle school. The middle school program will continue with its electives program which includes Spanish, art, music and computers.	Estimated Cost: Average Teacher Costs-Salaries & Benefits(.20 FTE Per Class) for 20 classes-Cost Center 018100 1000-1999: Certificated Personnel Salaries General Fund $390,044	Average Teacher Costs-Salaries & Benefits(.20 FTE Per Class) for 20 classes-Cost Center 018100 1000-1999: Certificated Personnel Salaries General Fund $385,902
	Estimated Cost: Average Teacher Costs-Salaries & Benefits(.20 FTE Per Class) for 20 classes-Cost Center 018100 3000-3999: Employee Benefits General Fund $134,565	Average Teacher Costs-Salaries & Benefits(.20 FTE Per Class) for 20 classes-Cost Center 018100 3000-3999: Employee Benefits General Fund $137,922
	Estimated Cost: Miscellaneous Art. Drama and Music Supplies (Sweetwater Sound, Woodwind & Brasswind, Pioneer Drama Service, JW Pepper & Son, American Math Competitions, West Valley Music, Music Theatre International - Estimated 5% increase over 18-19 - Cost Center 709000/709099 4000-4999: Books And Supplies Supplemental $11,466	Miscellaneous Art. Drama and Music Supplies (Sweetwater Sound, Woodwind & Brasswind, Pioneer Drama Service, JW Pepper & Son, American Math Competitions, West Valley Music, Music Theatre International - Cost Center 709000/709099 4000-4999: Books And Supplies Supplemental $10,068

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Estimated Cost: Miscellaneous Elective Contracted Services (Starting Arts, Sono Strings Corporation) - Estimated 5% increase over 18-19 - Cost Center 709000/709099 5000-5999: Services And Other Operating Expenditures Supplemental $16,687	Miscellaneous Elective Contracted Services (Starting Arts, Sono Strings Corporation)- Cost Center 709000/709099 5000-5999: Services And Other Operating Expenditures Supplemental $6,763
5. AVID will continue at Columbia and Sunnyvale Middle Schools (two sections at each school) in 7th and 8th grades. Sunnyvale Middle will have two sections of AVID Excel which is targeted to long-term EL and RFEP students.	Estimated Cost: Teacher salaries and benefits-Average Teacher Cost- (6 sections in total)-Cost Center 018100 1000-1999: Certificated Personnel Salaries General Fund $117,013	Teacher salaries and benefits-Average Teacher Cost- (6 sections in total)-Cost Center 018100 1000-1999: Certificated Personnel Salaries General Fund $115,771
	Estimated Cost: Teacher salaries and benefits-Average Teacher Cost- (6 sections in total)-Cost Center 018100 3000-3999: Employee Benefits General Fund $40,370	Teacher salaries and benefits-Average Teacher Cost- (6 sections in total)-Cost Center 018100 3000-3999: Employee Benefits General Fund $41,376
	Estimated Cost: AVID Coordinator Stipend Level 2 with statutory deductions - Estimated 4% COLA-Cost Center 709000 1000-1999: Certificated Personnel Salaries Supplemental $1,321	AVID Coordinator Stipend Level 2 with statutory deductions -Cost Center 709000 1000-1999: Certificated Personnel Salaries Supplemental $1,321
	Estimated Cost: AVID Coordinator Stipend Level 2 with statutory deductions - Estimated 4% COLA-Cost Center 709000 3000-3999: Employee Benefits Supplemental $262	AVID Coordinator Stipend Level 2 with statutory deductions -Cost Center 709000 3000-3999: Employee Benefits Supplemental $267
	Estimated Cost: Conference expense for District AVID Coordinator-Estimated 5%	Conference expense for District AVID Coordinator-Cost Center 709000 5000-5999: Services And

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	increase over 18-19-Cost Center 709000 5000-5999: Services And Other Operating Expenditures Supplemental $7,224	Other Operating Expenditures Supplemental $2,550
	Estimated Cost: Sub Cost & Statutory Deductions for Release Days for Site Visits, Field Trips & Conference Attendance - Estimated 3% COLA-Cost Center 709000 1000-1999: Certificated Personnel Salaries Supplemental $2,721	Sub Cost & Statutory Deductions for Release Days for Site Visits, Field Trips & Conference Attendance-Cost Center 709000 1000-1999: Certificated Personnel Salaries Supplemental $1,540
	Estimated Cost: Sub Cost & Statutory Deductions for Release Days for Site Visits, Field Trips & Conference Attendance - Estimated 3% COLA-Cost Center 709000 3000-3999: Employee Benefits Supplemental $82	Sub Cost & Statutory Deductions for Release Days for Site Visits, Field Trips & Conference Attendance-Cost Center 709000 3000-3999: Employee Benefits Supplemental $48
	Estimated Cost: Annual AVID Membership-Estimated 5% Increase Over 18-19-Cost Center 709000 5000-5999: Services And Other Operating Expenditures Supplemental $16,139	Annual AVID Membership-Cost Center 709000 5000-5999: Services And Other Operating Expenditures Supplemental $7,998
6. Before and after school tutorials will continue to target students who are below grade level in either math or reading. Tutorials will use Leveled Literacy Intervention, leveled readers, Do the Math, 95% and teacher-created curricula to strategically target and develop students' math and reading skills.	Estimated Cost: Teacher Tutoring Hourly-$59.45/hour & Statutory Deductions-Estimated 4% COLA-Cost Center 709000/709099 1000-1999: Certificated Personnel Salaries Supplemental $33,708	Teacher Tutoring Hourly-$59.45/hour & Statutory Deductions-Cost Center 709000/709099 1000-1999: Certificated Personnel Salaries Supplemental $29,844
	Estimated Cost: Teacher Tutoring Hourly-$59.45/hour & Statutory Deductions-Estimated 4% COLA-Cost Center 709000/709099	Teacher Tutoring Hourly-$59.45/hour & Statutory Deductions-Cost Center 709000/709099 3000-3999:

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits Supplemental $6,686	Employee Benefits Supplemental $6,040
	Estimated Cost: After School Tutorial Teacher Support $22/hour & Statutory Deductions-Estimated 4% COLA-Cost Center 709000/709099 2000-2999: Classified Personnel Salaries Supplemental $1,422	After School Tutorial Teacher Support $22/hour & Statutory Deductions-Cost Center 709000/709099 2000-2999: Classified Personnel Salaries Supplemental $1,660
	Estimated Cost: After School Tutorial Teacher Support $22/hour & Statutory Deductions-Estimated 4% COLA-Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental $426	After School Tutorial Teacher Support $22/hour & Statutory Deductions-Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental $482
	Estimated Cost: ST Math. Read Naturally, Brainpop, IXL Learning, Learning A-Z License Agreements-Estimated 5% Cost Increase Over 18-19-Cost Center 709000/709099 5000-5999: Services And Other Operating Expenditures Supplemental $103,984	ST Math. Read Naturally, Brainpop, IXL Learning, Learning A-Z License Agreements-Cost Center 709000/709099 5000-5999: Services And Other Operating Expenditures Supplemental $131,411
	Estimated Cost: Learning A-Z License Agreement-Estimated 5% Cost Increase Over 16-17-Cost Center 630000 5000-5999: Services And Other Operating Expenditures General Fund $11,855	Learning A-Z License Agreement--Cost Center 709000/709099 5000-5999: Services And Other Operating Expenditures Supplemental $8,450
	Estimated Cost: District Office Tutorial Program Support Salary & Benefits - Estimated 4% COLA - Cost Center 709000/709099	District Office Tutorial Program Support Salary & Benefits - Cost Center 709000/709099 2000-

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2000-2999: Classified Personnel Salaries Supplemental $59,229 Estimated Cost: District Office Tutorial Program Support Salary & Benefits - Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental $24,580	2999: Classified Personnel Salaries Supplemental $59,472 District Office Tutorial Program Support Salary & Benefits - Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental $24,384
8. Students will have the opportunity to participate in extended learning activities focused on STEAM.	Estimated Cost: Teacher Tutoring (50 hours) Hourly-$59.45/hour & Statutory Deductions-Estimated 4% COLA-Cost Center 709000/709099 1000-1999: Certificated Personnel Salaries Supplemental $2,973 Estimated Cost: Teacher Tutoring Hourly-$59.45/hour & Statutory Deductions-Estimated 4% COLA-Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental $590	Teacher Tutoring (50 hours) Hourly-$59.45/hour & Statutory Deductions-Cost Center 709000/709099 1000-1999: Certificated Personnel Salaries Supplemental $2,497 Teacher Tutoring (50 hours) Hourly-$59.45/hour & Statutory Deductions-Cost Center 709000/709099 3000-3999: Employee Benefits Supplemental $505

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

In Action 1, we projected a 4% salary increase for summer school staffing which did occur, however due to a function in the reduction of student participation the summer program was truncated. In Action 3, the decrease in expenditures was due to a reduction in the projected contract with the after school enrichment contract with the City of Sunnyvale. In Action 4 the contracts with Sono Strings Corporation and Starting Arts ended early in 2020 due to the Pandemic and the discontinuation of in-person instruction. In Action 5, the AVID conference expenses were less for both teacher attendance and the need for substitute s to release the teachers who would have attended. Our annual membership in 2019-20 did not include AVID Excel as projected and instead we contracted for AVID base membership. Action 6 the significant difference between projected expenses and actual were due to the increase of need for online software for teachers in the virtual distance learning environment.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The pivot from in-person learning to distance learning posed several challenges to our extended learning and instructional programs that necessitated adaptation to maintain the scope of instructional and intervention opportunities so that all students but especially our English language learners would have uninterrupted access to the four critical domains of literacy, speaking, listening, writing, and reading. For example, we were able to weave into our virtual learning model instructional minutes for designated and Integrated English Language Development (ELD) across all grade levels. Instructional coaches and district ToSAs developed an ELD resources hub where all teachers could access targeted and specific EL strategies, newcomer supports, lesson plans, and other English Language Development resources.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase additional PPE and sanitizing/disinfecting supplies for staff involved in high-contact instructional/assessment situations	$93,490	$151,146	No
Site based Instructional Coaching teams will provide teachers with intervention tools and SEL strategies targeted in support of English language learners, low SES, foster youth and those who are experiencing homelessness.	$1,928,660	$2,064,480	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

We purchased sneeze guards, electrostatic sprayers, touch-free hand sanitizer dispensers, face shields, gloves, spray bottles, disinfectant liquid, disinfecting wipes, hand sanitizer, and additional PPEs to ensure our staff, students and community members were provided with safe schools and working environments.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

All site and district coaches were provided with professional development in intervention and SEL strategies including learning online software applications that provided students and teachers with the ability to communicate teaching strategies and receive student responses through multi-media applications, which provided our hybrid model with the flexibility to both teach and learn in both environments simultaneously. Our coaches provided specific trainings for teachers on how to use the applications, manage the learning environment, and provide targeted small group intervention. The challenge of meeting the unique needs of all students but especially our English learners, foster youth, low income, students with exceptional needs and students experiencing homelessness was met by our designated English learner Coach, SEL Coach who provided addition training on applying ELD & SEL strategies throughout the instructional day for both in-person and distance learning environments.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional funds for teachers and coaches to design virtual learning instructional schedules and lesson plans with additional resources and support for students identified as English language learners, low SES, foster youth and those who are experiencing homelessness.	$27,641	$32,888	Yes
Contract with outside providers to support virtual instruction, in addition to arts and enrichment and physical education.	$259,775	$273,063	No
District based instructional coaches will continue to provide targeted professional development and support to teachers and paraprofessionals specific to our English language learners, low SES, foster youth and those who are experiencing homelessness.	$578,684	$528,236	Yes
Five week Summer School program providing targeted support for our English language learners, low SES, foster youth and those who are experiencing homelessness.	$128,840	$128,978	Yes
Counselors provided SEL support through the summer and will continue to provide support through our virtual learning program especially to our students with unique needs.	$1,721,813	$1,777,065	No
Summer professional development focused on student engagement and support for students identified as English language learners, low SES, foster youth and those who are experiencing homelessness.	$41,416	$70,050	Yes
Outreach Liaisons who provide additional support to vulnerable students, especially English Learners, Foster Youth, and students experiencing homelessness.	$318,093	$313,354	Yes
Para professionals will provide targeted small group intervention support to English language learners, low SES, foster youth and those who are experiencing homelessness.	$1,640,448	$1,638,287	Yes
Development of formative assessment measures to determine student language needs and supports for our English language learners, low SES, foster youth and those who are experiencing homelessness.	$293,708	$293,065	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Utilizing Stamps4SE (Avant Assessment) for Spanish Language assessment for students in the Juntos Program	$5,250	$0.00	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

In analyzing our projected expenditures for the 2020-2021 school year, there weren't significant substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/ or expected on the actions. The exceptions are captured in the following areas: 1) Our coaches provided professional development opportunities for teachers as we moved from in-person to the distance learning environment to train teachers on all online platforms necessary for teaching and learning. additional summer professional development was offered to all newly hired substitutes to familiarize and prepare them for work readiness. 2) In response to the social-emotional impact on pupils particularly English learners, foster youth, low income, and students experiencing homelessness, additional counseling support was deemed necessary. This necessitated and increase in counselor staffing and the need to fill vacant positions. 3) Due to COVID-19 we shifted to local measures to assess Spanish language development for students in the Juntos program, thus eliminating the need to utilize Stamp4SE (Avant Assessment).

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

We have had a variety of success and some challenges implementing our Distance Learning Program during the 2020-21 school year as highlighted below.
* Continuity of Instruction: We were successful in pivoting from in-person instruction to distance learning two weeks following the shelter-in-place order from the County Department of Health. During this two week period, virtual teaching and learning schedules and plans were developed and initiated to maintain continuity of learning. Books and other instructional materials were distributed at schools to all students across every grade levels.
* Access to Devices and Connectivity: Through both the school site and the district office, our team surveyed every student's household to determine the number of technology and connectivity devices were necessary for all students to have access to Distance Learning. Our District provided students who did not have a home device with a ChromeBook and where families did not have internet access, a Hot Spot for internet connectivity. In addition to surveys, additional outreach support to determine device and connectivity need included phone calls, district and school weekly newsletters, texts via Class Dojo, and home visits. A system of distribution and accountability was developed by the district to manage the delivery and maintenance of device and connectivity needs for all students and staff. Additional communication and outreach supports were utilized, such as the use of our Outreach Liaisons and Support

Counselors to ensure that English language learners, low SES, foster youth and those who may be experiencing homelessness were provided with access to Distance Learning.

* Pupil Participation and Progress: All schools developed attendance and engagement plans to monitor student participation. Instructional schedules were developed by instructional coaches and teacher leaders across grade levels to maximize teaching and learning opportunities in the virtual learning environment. Students accessed instruction via zoom where teachers and students used See Saw, Flip Grid, and Google Classroom applications for Direct Instruction and student participation. Outreach Liaisons were utilized at our Title 1 schools as an additional resource to communicate with parents to ensure participation and work completion. The District established Independent Study as a third option for students whose families were not comfortable with either the Virtual or Hybrid models. Fiscal resources were allocated to purchase additional curriculum to support the Independent Studies program. The program supported an online learning platform where teachers and students could access assignments and communicate feedback. One of the unique challenges brought about by the Pandemic, was a need to change in the number of instructional minutes as we progressed through school closure to Distance Learning to a Hybrid model. There was a concern to not want students over-assessed. We were intentional in this endeavor as we identified strategically across programs and grade levels which formative and summative assessments we would use to inform instructional decisions, interventions, and monitor learning.

*Distance Learning Professional Development: District Instructional Coaches provided ongoing professional development to support teachers in learning to use new technological applications and platforms to support teaching and learning in Distance learning, Hybrid learning and Independent Studies. The Professional Development plan was developed and modified to meet the changing needs of the virtual classroom to respond to the needs of all students including English learners, foster youth, students from low socioeconomic backgrounds, and students experiencing homelessness.

*Staff Roles and Responsibilities: Staff were surveyed to determine where accommodations and modifications were needed and what additional roles and duties were necessary to fill in scheduling gaps. A memorandum of understanding was drafted by the Board with the support of each Bargaining Unit, Superintendent and Cabinet to ensure staff roles and duties were clearly defined and outlined as shifts in federal, state, and county guidelines were updated; and to ensure teaching and learning continued uninterrupted.

*Support for Pupils with Unique Needs: In our efforts to increase our supports for our pupils with unique needs, especially pupils who are English learners; low income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, we immediately established virtual instructional schedules and peripheral supports that included but not limited to designated & Integrated English language development imbedded throughout the instructional day; small group instruction via breakout rooms with the teacher / paraprofessional to support individualized student learning needs; counseling support in response to students identified through surveys and check-in phone calls who were in need of additional SEL (Social Emotional Learning) support; and both in-person and virtual academic and emotional support for students with exceptional needs identified by teachers, students, paraprofessionals, and parent/ guardians via communications that included phone calls, zoom meetings, emails, and mail correspondence.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Teachers will provide daily and weekly formative assessments to provide immediate intervention or acceleration opportunities for students. Based on average teacher cost.	$1,759,553	$1,758,392	No
Acellus Academy for Independent Study	$160,000	$157,500	No
There will be additional summative assessments for our English Learners every six weeks to monitor learning gains and mitigate learning loss. Based on average teacher cost 90 minutes/week for 6 sessions.	$293,700	$293,000	Yes
English 3-D, Read 180 provide language and literacy support to unduplicated students reading below grade level	$22,365	$22,365	Yes
After school tutorials provide Low SES with additional instruction	$56,070	$15,662	Yes
Contracted with a Non-Public School (Gateway) to support students with significant behaviorals needs in home to help them access learning options.	$235,000	$135,000	No
Provide targeted McKinney-Vento students with access to a consistent place for learning and support during distance learning. (Devices and Hotspots)	$24,500	$15,444	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There was a substantive need to decrease our support of students with significant behavioral needs in Non-Public School (Gateway) settings to accessing learning options due to a reduction of students enrolled in the NPS program setting. In addition, we did not offer in-person tutorials due to the shelter in place order, therefore this lowered our actual expenditure of the budgeted funds targeted for tutorials. There were less students in the McKinney-Vento program decreasing the number of hotspots and devices needed.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

There were several successes and challenges the district faced throughout the 2020-21 school year in addressing Pupil Learning Loss. The district provided targeted support to all learners, as outlined below, including pupils who are English learners, foster youth, students from low socioeconomic backgrounds, and students experiencing homelessness. English Language Development (ELD), both integrated and designated, was included in the instructional block in both Distance and Hybrid Learning environments. In grades K-1st grade, teachers were provided with support by school instructional coaches and District Teachers on Special Assignment (ToSA) in administering the "Covid Benchmark Assessment"(BAS), a modified version of the district's Benchmark assessment tool, every trimester to monitor learning gains. Similarly, in grades 2nd-8th grade students were administered the STAR reading assessment to monitor reading progress. Teachers and school administrators analyzed the data these assessments provided to inform instructional decisions, plan interventions, and design differentiated instruction based on the learning needs of all students including pupils who are English learners, foster youth, students from low socioeconomic backgrounds, and those who are experiencing homelessness. Guided Reading was utilized for small group instruction and to form reading groups. In addition, in the upper grades students continued to have access to our district intervention programs on line, such as Read 180 and English 3-D to mitigate learning loss. Meeting students where they are and using an asset-based framework was central to maximizing instruction and planning intervention.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Successes: Mental Health services and social emotional supports are essential resources that Sunnyvale School District prioritizes and provides to our students and families, and this was no exception during the 2020-2021 school year, despite the additional barriers presented by the COVID pandemic. Overall, telehealth services were successful; most students seamlessly transitioned to virtual counseling sessions and continued to make therapeutic gains throughout the year. Sunnyvale learned that telehealth services can be an effective option to be continued in the future for some students. Many teachers incorporated more SEL into their virtual classes & we offered student and parent groups including a virtual 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 500 counseling referrals this school year. Of those referrals, it 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 CPS reports. The addition of an advisory period into the middle school schedule 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, such as tech and internet services, housing resources, child care and outside counseling support.

Challenges: For the most part, the successes have outweighed the challenges. However, there have been some challenges faced this school year. We've seen an increase in overall anxiety and depressive symptoms, and it's been more difficult to differentiate between "pandemic fatigue" versus a mental health diagnosis. Some students have struggled to access counseling services virtually. There were also times when we were unable to make contact with a student for a check-in; this typically resulted in us having to connect with them through their parents, which often would compromise confidentiality, leave the student feeling shut down, and/or impede with trust building. Securing privacy and confidentiality during counseling sessions has been an additional concern. Inconsistency of attending telehealth counseling sessions. Effectiveness of telehealth counseling sessions for elementary students was more difficult and many parents declined telehealth services.

Major Challenges Included:
Limited space and confidentiality with attending counseling sessions from home when students may not have a private space to talk. Community resources were overwhelmed and had limited capacity to provide services to families and students

Limited to no in-person support services

Staff and parents maintaining and communicating appropriate boundaries. For many staff and families this greatly impacted the social and emotional health of teachers and support staff.

Student feelings of isolation, loneliness, disengagement, disinterest.

Students with social anxiety and/or depression - where withdrawal, avoidance, irritability are symptoms - experienced an increase in symptoms during distance learning.

One of the biggest challenges: without students on campus all day, there is so much behaviorally and social-emotionally that is "out of our control." monitoring mental health and child welfare was taxing for those providing mental health services to students this year.

Planning and addressing SEL within the MTSS framework at sites when SEL needs are not as readily apparent over a Zoom screen. And some families were unable to access school based support due to transportation issues.

Despite the school providing chrome books and hot spots, some families still struggled with internet and tech issues.

Staff and parents maintaining and communicating appropriate boundaries - this is difficult when we are all, in essence, in the home with our students! I believe this greatly impacted the Social and emotional health of teachers and support staff.

Student feelings of isolation, loneliness, disengagement, and disinterest.

Students with social anxiety and/or depression - where withdrawal, avoidance, irritability are symptoms - experienced an increase in symptoms during distance learning.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

In response to the pandemic, we pivoted from in-person to distance learning within two-weeks of the shelter-in-place order from the county and state. Our district and school administrators developed attendance and engagement plans that included the support of Outreach Liaisons to connect with parents and students who were not fully engaging in both online attendance and work completion. Our Outreach Liaisons supported families with designing home schedules to support both synchronous and asynchronous learning time to ensure students were actively engaged in distance learning. The important work our Outreach Liaisons provided, increased student engagement and virtual attendance.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Beginning the week of March 16, 2020 we offered grab and go breakfast/lunch meal bundles, for all enrolled students, at our five Title I schools from 10am-1:30pm. The bundles were distributed via drive-thru or walk-up, socially distanced pickup. Because the Seamless Summer waiver was not yet approved by the USDA, meal distribution proved challenging for a couple of reasons. The School Nutrition

staff were required to check off the student name(s) on each class roster at the time of pick-up which was very time consuming. Additionally, because of the National School Lunch guidelines, we were not able to offer a meal bundle to other children in the family unless they were enrolled at one of our schools. Despite the fact that the district notified families via e-mail and voicemail of the school sites that had meal bundles available for pick-up and the hours, very few families felt comfortable coming out to pick up a daily meal bundle and as a result our meal counts plummeted. Once the Seamless Summer option was approved by the USDA, the meal bundle pick-up slowly increased. Seamless Summer distribution made meal bundle distribution easier for the team in the field as well as our families due to the elimination of checking class rosters for the eligible students and the ability to count meals bundle distributed on tally sheets. The district continued with the Seamless Summer meal bundle pick-up through the week of August 14, 2020.

The first day of the 2020-2021 school year was August 19, 2020. The district went back to serving meal bundles at all ten school sites under the National School Lunch Program. As was the case at the onset of the pandemic, the team in the field went back to checking class rosters and only serving meal bundles to enrolled students. The pick-up time remained the same; 10am-1:30pm. Due to the pandemic, the district continued to experience a significant reduction in the number of meals served daily. When we moved back to checking class rosters for enrolled students at the time of meal distribution, the meal counts declined by an average of 77% over the Seamless Summer meal delivery option. The district continued to offer meals through the National School Lunch Program until after Labor Day 2020. Because of the extension of the USDA waiver, the district went back to offering meal bundles at the five Title I schools through the Seamless Summer Option. This process streamlined the channels of distribution because we were able to offer free meal bundles to all children under the age of 18. One change that the district made for the 2020-2021 school year was to offer multi-day meal bundles for all school closures such as; Christmas Break, Winter Break, and Spring Break. For these occasions, the district implemented a pre-order method using a Google form. Paper order forms were available at the distribution sites as well. This process allowed the kitchen staff to plan ahead for the number of multi-day meal bundles to have available, manage their non-perishable inventory and the ordering of perishable items to mitigate food waste.

Beginning in October 2020, we began to invite at-risk students back to campus for targeted instructional support in Small Learning Groups (SLGs). These students were offered breakfast on campus and were given a to go meal bundle that included lunch, snack and supper at the end of the school day. This method of meal delivery for on-campus students is continuing as the district has begun to phase in the return to in-person instruction. The district is also offering daily meal bundles, at all ten sites, for families in the community that have children under the age of 18.

In March 2021, the district began a pilot program, at one of the middle schools, distributing seven-day meal bundles. These meal bundles are pre-ordered by families using a Google form. The form is distributed electronically to families as part of the Monday message to Sunnyvale families. These bundles contain bulk items such as a half-gallon of milk, a bag of salad, carrots, green beans, baby bok choy, a bag of chicken tenders, apples, oranges, and assorted breakfast items. The seven-day meal bundle menu is published on the district website. The pick up time is 7:30am-9:00am. We have had a favorable response from the community with this new delivery method. The number of families participating have increased each week. The current plan is to continue with this pilot program through the week of June 7, 2021.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program (Supports for Pupils with Unique Needs)	Through a review of teacher, parent, and student survey data, it was learned that our English language learners, with Spanish as a primary language, revealed that additional intensive supports may be required in basic reading skills and reading comprehension.	$100,403	$101,548	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	Provide targeted reading intervention to students with unique needs using evidence based practices within the first 60 days of school (95% Group)	$60,000	$9,200	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	Additional Second Step online licenses (Committee for Children) being purchased so that teachers, social workers and interns can access the program and integrate into their daily lessons.	$30,000	$6,000	No
Distance Learning Program (Supports for Pupils with Unique Needs)	Identify students at school entry who are in need of reading intervention (Based on average teacher cost)	$132,572	$134,385	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

In response to the social emotional needs of our students especially our English learners, foster youth, low income, students with exceptional needs, and students experiencing homelessness, we integrated SEL supports via our morning meeting and our closing circles that were an integral part of our daily instructional schedule TK-8th grade. Early literacy instruction such as phonics, phonemic awareness and comprehension strategies was provided by teachers using our adopted Fountas and Pinnell Classroom curriculum and Second Step online curriculum across all elementary schools. We continued to support foundational skills in the middle school setting during the English language arts and English language development blocks using teacher created units of study. Targeted reading

intervention to support students with unique needs was also provided within the first 60 days however, due to the virtual learning environment, fewer materials and licenses were needed to support the intervention program.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

We continued to respond to the challenges the Pandemic presented throughout the remainder of the 2019-20 school year and capitalized on the successes we developed in the 2020-21 school year in distance learning. The continuous process of goal setting and progress monitoring throughout the Pandemic, provided our learning community with a deep understanding of where the gaps are in both academic and social emotional learning across all student demographics and especially with our English learners, low income, foster youth, students with exceptional needs, and students experiencing homelessness. Post March 2020 when the shelter-in-place began, we held ongoing community forums, conducted staff, student and parent surveys, providing multiple and diverse opportunities for stakeholder feedback designed to inform the development of our goals and actions and measures of accountability of our Learning Continuity and Attendance Plan and the drafting of the goals for the 2021-2022 Local Accountability and Control Plan (LCAP) .

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

As we developed our instructional schedules across all grades, we targeted strategies and program supports to meet the needs of all students but with a particular focus on our students with unique needs, such as English learners, students with exceptional needs, students experiencing homelessness, foster youth and low income. As a result to our focus on high priority students, we set our instructional schedules to include designated English language development including targeted supports for newcomers, integrated English language development, community circles and morning meetings to ensure the social-emotional needs of students were met. In addition, we provided an Independent Study program to support students who had unique challenges and necessitated a alternate learning environment that met their needs on an individual basis. Designated teachers who had a caseload of Independent Study students, developed lessons and study sessions using software and curricular supports purchased for Independent Study and designed to target instruction based on the individual needs of each student in the program..

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Please refer to previous descriptions provided in the follow sections; In Person Instructional Offerings; Distance Learning Program; Pupil Learning Loss and Additional Actions.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The 2019-20 academic year presented the district with unique challenges brought on by the COVID-19 Pandemic, and also several opportunities for growth and learning. Our district has spent many hours through various stakeholder meetings, surveys, and community forums reflecting on the work and actions developed in response to the Pandemic. The goals and actions outlined in our Learning Continuity and Attendance Plan and 2019-20 LCAP, guided our work and provided a window into our next steps in drafting the goals and actions in the new 2021-22 LCAP. In our analysis of the goals and actions outlined in both the LCP and 2019-20 LCAP and our reflections of the outcomes both intended and actual, have identified academic and social-emotional learning gaps and inequities that will determine our new goals and actions in the 2021-22 LCAP. Our analysis has influenced the focus of our work and articulated in our LCAP goals and actions. For example, the inequities that surfaced during the Pandemic have inspired our School Board's priority of Equity, to ensure all students have access to equitable conditions of learning, by providing high quality, equitable, and responsive instruction to ALL students. In addition, our looking back on the learnings from the last year, strengthened our commitment to ensuring school and classroom environments provide social emotionally and culturally responsive teaching for the whole child so that students can reach their full academic potential. Moreover, we have learned that our most vulnerable students (English learners, low income, foster youth, homeless) will need additional supports and targeted interventions. In response to this need, the district a focus goal to accelerate learning outcomes for English language learners, using local benchmarks and state assessments as metrics of accountability and to guide the specific actions in our goal to close the equity gap. Our commitment to increase the rate of reclassification for our English language learners is a key factor in this work. Our collaborations with our parent stakeholders and community members has focused our commitment to promote, through our goals and actions, 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.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

- o Pupil Participation and Progress,
- o Distance Learning Professional Development,
- o Staff Roles and Responsibilities, and
- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	12,289,387.00	12,161,353.00
	0.00	0.00
General Fund	7,272,392.00	7,315,044.00
State Preschool General Fund	62,830.00	68,253.00
Supplemental	4,128,777.00	4,378,220.00
Title I	559,680.00	190,165.00
Title III	265,708.00	209,671.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	12,289,387.00	12,161,353.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	3,514,439.00	3,750,327.00
2000-2999: Classified Personnel Salaries	3,710,084.00	3,694,543.00
3000-3999: Employee Benefits	3,121,987.00	2,961,116.00
4000-4999: Books And Supplies	82,325.00	72,351.00
5000-5999: Services And Other Operating Expenditures	1,831,552.00	1,655,553.00
5700-5799: Transfers Of Direct Costs	29,000.00	27,463.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	12,289,387.00	12,161,353.00
		0.00	0.00
	Supplemental	0.00	0.00
1000-1999: Certificated Personnel Salaries	General Fund	1,120,593.00	1,535,018.00
1000-1999: Certificated Personnel Salaries	Supplemental	2,089,731.00	2,215,309.00
1000-1999: Certificated Personnel Salaries	Title I	304,115.00	0.00
2000-2999: Classified Personnel Salaries	General Fund	2,983,539.00	2,999,078.00
2000-2999: Classified Personnel Salaries	State Preschool General Fund	42,514.00	42,883.00
2000-2999: Classified Personnel Salaries	Supplemental	384,818.00	378,728.00
2000-2999: Classified Personnel Salaries	Title I	103,427.00	127,130.00
2000-2999: Classified Personnel Salaries	Title III	195,786.00	146,724.00
3000-3999: Employee Benefits	General Fund	2,136,397.00	1,959,060.00
3000-3999: Employee Benefits	State Preschool General Fund	20,316.00	25,370.00
3000-3999: Employee Benefits	Supplemental	748,519.00	850,832.00
3000-3999: Employee Benefits	Title I	146,833.00	62,907.00
3000-3999: Employee Benefits	Title III	69,922.00	62,947.00
4000-4999: Books And Supplies	General Fund	61,354.00	13,294.00
4000-4999: Books And Supplies	Supplemental	15,666.00	58,929.00
4000-4999: Books And Supplies	Title I	5,305.00	128.00
5000-5999: Services And Other Operating Expenditures	General Fund	941,509.00	781,131.00
5000-5999: Services And Other Operating Expenditures	Supplemental	890,043.00	874,422.00
5700-5799: Transfers Of Direct Costs	General Fund	29,000.00	27,463.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,005,708.00	835,162.00
Goal 2	4,574,153.00	4,841,146.00
Goal 3	3,013,679.00	2,896,059.00
Goal 4	44,138.00	13,807.00
Goal 5	1,153,030.00	1,195,641.00
Goal 6	2,498,679.00	2,379,538.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$2,022,150.00	$2,215,626.00
Distance Learning Program	$5,015,668.00	$5,054,986.00
Pupil Learning Loss	$2,551,188.00	$2,397,363.00
Additional Actions and Plan Requirements	$322,975.00	$251,133.00
All Expenditures in Learning Continuity and Attendance Plan	$9,911,981.00	$9,919,108.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$93,490.00	$151,146.00
Distance Learning Program	$1,981,588.00	$2,050,128.00
Pupil Learning Loss	$2,154,553.00	$2,050,892.00
Additional Actions and Plan Requirements	$162,572.00	$140,385.00
All Expenditures in Learning Continuity and Attendance Plan	$4,392,203.00	$4,392,551.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$1,928,660.00	$2,064,480.00
Distance Learning Program	$3,034,080.00	$3,004,858.00
Pupil Learning Loss	$396,635.00	$346,471.00
Additional Actions and Plan Requirements	$160,403.00	$110,748.00
All Expenditures in Learning Continuity and Attendance Plan	$5,519,778.00	$5,526,557.00

Acronym	Title	Brief Description
ADA	Average Daily Attendance	Total ADA is defined as the total days of student attendance divided by the total days of instruction
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.
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.
CLAD	Crosscultural Language and Academic Development (Certificate)	The English Learner Authorization and Crosscultural, Language, and Academic Development Certificate authorize instruction to English learners.
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.
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.

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	
DTS	Decline to State	
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.
ESY	Extended School Year	Services designed to support a student with a disability as documented under the Individuals with Disabilities Education Act
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.
IAPs	Individual Action Plans	
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.

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
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.
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.
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
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.
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.