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:

  o 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)).

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

- 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.