LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sunnyvale School District

CDS Code: 43 69690 0000000

School Year: 2022-23

LEA contact information:

Dr. Tasha L. Dean

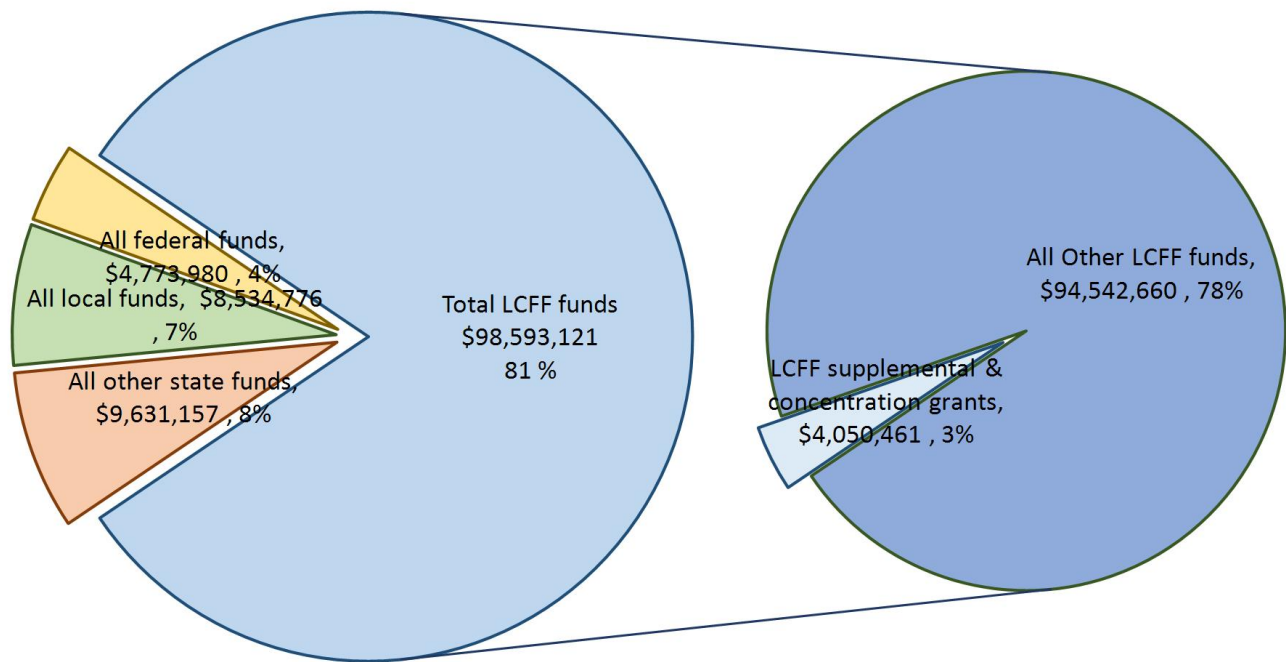Assistant Superintendent of Student Services

tasha.dean@sesd.org

408 522-8200 x 1005

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

All federal funds, $4,773,980 , 4%

All local funds, $8,534,776 , 7%

All other state funds, $9,631,157 , 8%

Total LCFF funds $98,593,121 81 %

All Other LCFF funds, $94,542,660 , 78%

**LCFF supplemental & concentration grants, $4,050,461 , 3%**

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

The text description for the above chart is as follows: The total revenue projected for Sunnyvale School District is $121,533,034, of which $98,593,121 is Local Control Funding Formula (LCFF), $9,631,157 is other state funds, $8,534,776 is local funds, and $4,773,980 is federal funds. Of the $98,593,121 in LCFF Funds, $4,050,461 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP
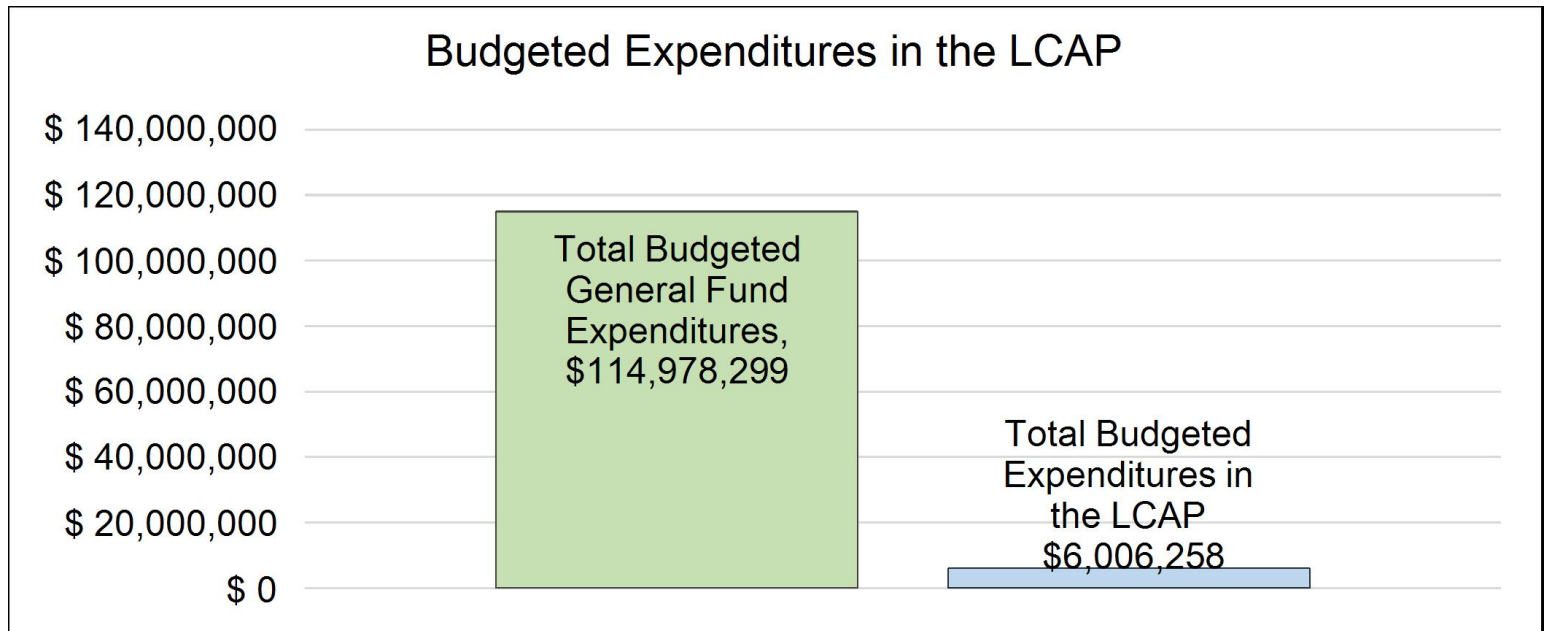
This chart provides a quick summary of how much Sunnyvale School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sunnyvale School District plans to spend $114,978,299 for the 2022-23 school year. Of that amount, $6,006,258 is tied to actions/services in the LCAP and $108,972,041 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The Local Control and Accountability Plan describes the general fund dollars the district is utilizing to provide recovery of learning loss from the 2021-22 school year, Post-Pandemic, as well as planning ahead for the 2022-23 school year and student learning. The additional funds that make up the total general fund budget are also spent on maintaining academic and social programs and services like communication applications and service providers to support a more robust community outreach response. Social emotional learning and mental health supports have continued to be a major focus. For example, additional, ongoing support of social workers and psychologists to increase assessment and counseling services to support the district's MTSS team on developing skills and competency to provide supports and interventions to students. In addition, family education has been focused on smaller targeted school cohorts in order to meet the change in calendars, schedule, and overall expressed needs of families from family surveys and school sites. Additionally the general fund is used for staffing and operational costs like the Certificated and Classified school site staff which includes teachers, instructional coaches, para educators, school site office staff, health services, outreach assistants, library media staff, child nutrition staff, and the site based leadership team. Other support staff that are included in the General Fund budget are District Office Certificated and Classified staff which includes Operations, Grounds, Maintenance, Network Systems support, Business Services, Human Resources, Educational Services which includes Special Education, Student Services, Curriculum, Instruction and Assessment, as well as the District Office Administrative Team.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Sunnyvale School District is projecting it will receive $4,050,461 based on the enrollment of foster youth, English learner, and low-income students. Sunnyvale School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sunnyvale School District plans to spend $6,006,258 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22

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

Total Budgeted Expenditures for High Needs Students in the LCAP — $5,011,209

Actual Expenditures for High Needs Students in LCAP — $5,979,469
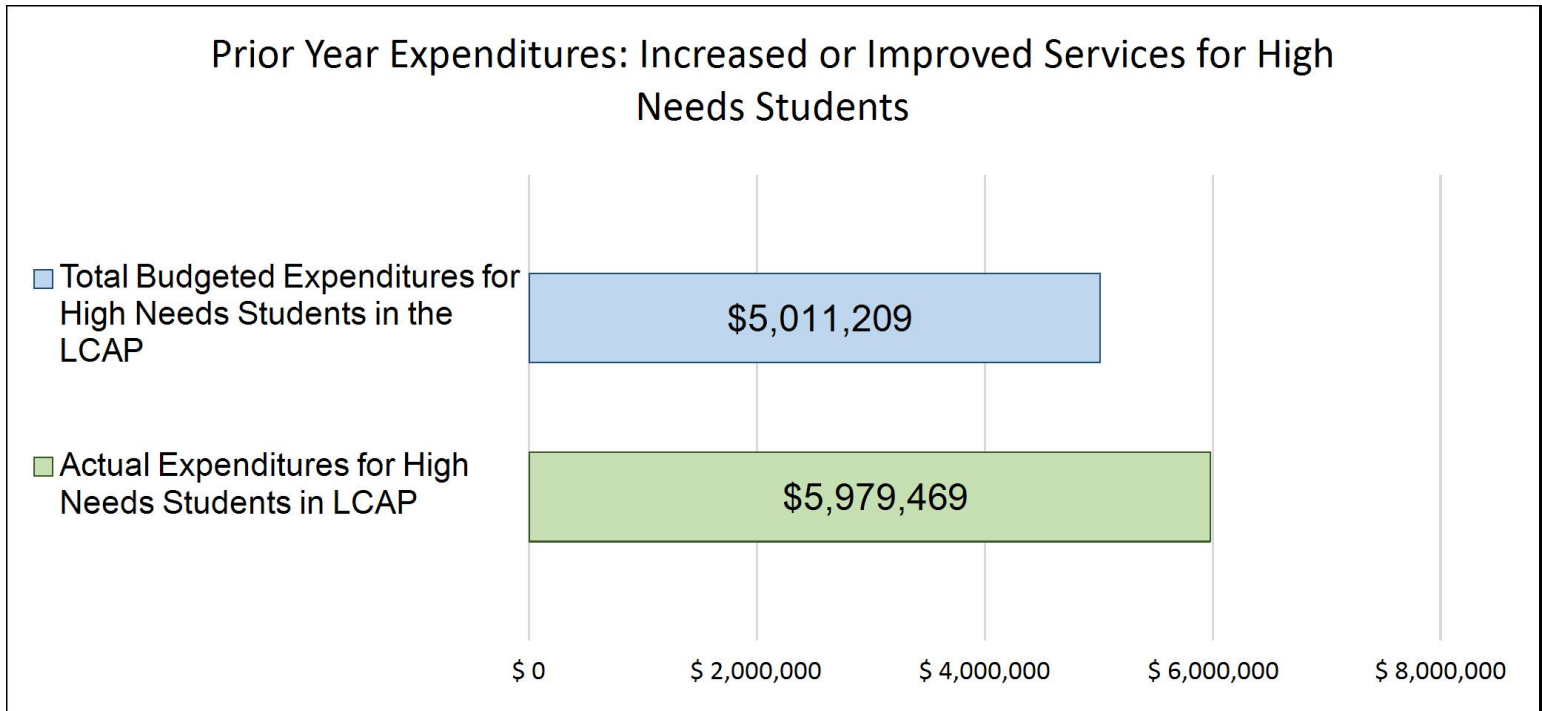
This chart compares what Sunnyvale School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sunnyvale School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Sunnyvale School District's LCAP budgeted $5,011,209 for planned actions to increase or improve services for high needs students. Sunnyvale School District actually spent $5,979,469 for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sunnyvale School District	Dr. Tasha L. Dean Assistant Superintendent of Student Services	tasha.dean@sesd.org 408-522-8200 x1005

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The Sunnyvale School District engages its educational partners on the use of funds provided through the Budget Act of 2021 and the LCAP in a variety of ways.

All school sites including preschool programs in the Sunnyvale School District involve their School Site Councils, Parent Teacher Associations, and English Learner Advisory Committees to review LCAP goals and how funding is spent. Schools also present on the LCAP during Coffees with the Principal with parents.

The District communicates on a weekly basis with a staff message from the Superintendent, as well as several webinars for staff held throughout the year to answer questions and receive feedback. In addition, the District meets with both the Certificated and Classified employee association on a bi-weekly basis to discuss and brainstorm ideas regarding the implementation of the Budget Act of 2021 funds.

At the District level we have engaged our Superintendent's Advisory Council of about 20 parents on LCAP goals and funding as well as over 100 parents, teachers, classified staff, and principals at the annual Equity Summit held during the February/March timeframe.

The Board of Education also provides an opportunity for input through their regular Board of Education meetings, as well as monthly community office hours.

The District also produces a community-wide mailer that is sent to every household within the boundaries of the District that includes information on the implementation of the funds allocated through the Budget Act of 2021 and the LCAP, as well as providing an invitation to provide questions, comments, and suggestions regarding these expenditures.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The Sunnyvale School District currently maintains a 41.6% unduplicated count for students who are low-income, English learners, and/or foster youth. As this amount is below 55%, the District does not receive Concentration Grant Add-On Funds.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The Sunnyvale School District engages its educational partners on the use of one-time federal funds for support and recovery from the COVID-19 pandemic.

All school sites in the Sunnyvale School District involve their School Site Councils, Parent Teacher Associations, and English Learner Advisory Committees to review our plan and supports as the District maintains in-person instruction and how funding is spent. Schools also present regular updates during Coffees with the Principal with parents.

The District communicates on a weekly basis with a staff message from the Superintendent, as well as several webinars for staff held throughout the year to answer questions and receive feedback. In addition, the District meets with both the Certificated and Classified employee association on a bi-weekly basis to discuss and brainstorm ideas regarding the impacts of the COVID-19 pandemic.

At the District level we have engaged our Superintendent's Advisory Council of about 20 parents on LCAP goals and funding as well as over 100 parents, teachers, classified staff, and principals at the annual Equity Summit held during the February/March timeframe.

The Board of Education also provides an opportunity for input through their regular Board of Education meetings, as well as monthly community office hours.

The District also produces a community-wide mailer that is sent to every household within the boundaries of the District that includes information on the uses of the one-time federal funds for support and recovery from the COVID-19 pandemic.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The Sunnyvale School District has received several rounds of federal funds, including ESSER I, ESSER II, and ESSER III to help blunt the impact of the COVID-19 pandemic. The District has primarily utilized the ESSER funds to maintain a safe in-person learning environment for students and staff.

The ESSER I funds were used to hire Independent Study Teachers, hire Extra Noon Duty, provide Safety Signage, deploy Air Filters to all classrooms, and purchase Digital Thermometers, Disinfectant, Electro Sprayers, and 2-Way Radios.

The ESSER II funds were used to provide replacements of HEPA Filters, provide a COVID-19 symptom screener for students and staff, implement a symptomatic and close contact COVID testing for students. In addition, these funds also supported distribution of grocery distribution, school site classroom materials and software licenses.

The District has budgeted the ESSER III funds for strategies for continuous and safe in-person learning and addressing lost instructional time for use during the 2022-2023 school year.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The District continues to deepen the Social Emotional Learning (SEL) work that began prior to the pandemic and has become more resonant since. The district has provided professional development on Culturally Responsive Teaching/Coaching for Equity to all instructional leadership, social workers, school psychologists, and behavior supervisors through the Center for Reaching and Teaching the Whole Child. Basic training on Trauma-Informed Teaching was also provided via Kognito, an online learning platform, to all staff at the start of the school year, as well as additional opportunities provided to teachers and coaches to access more in-depth training as a part of Summer Professional

Development. SEL work has also continued to be disseminated and aligned with Positive Behavior Intervention and Supports (PBIS) via monthly district PBIS/Culture and Climate meetings. Sunnyvale has also added two additional SEL coaches and an equity coach to support this work, as well as provided digital access to Second Steps so that all schools have easy access to SEL curriculum. The Panorama Survey has been administered once this year to provide SEL and culture/climate data to inform these plans, and will be administered again in the spring.

To promote greater equity of student support in all domains, the district has also engaged in much work to refine current MTSS implementation and deepen it. All 10 schools in the district have been provided trainings on MTSS and Panorama (the district-selected platform consisting of whole child data, SEL surveys, and a playbook of SEL strategies), with district staff partnering with Panorama representatives to give the trainings and engage in ongoing technical assistance to improve platform performance and usage. Roles of MTSS/SST leads at sites have been defined, with increased stipends, to support the work at the site level. The district MTSS portal has also been launched as a landing page accessible by all district staff to support their work in addressing the needs of the whole-child within a systemic framework that ensures all students get what they need, when they need it. District MTSS leads are also involved in administering MTSS-related implementation fidelity assessments at all 10 sites to help guide site action plans and provide technical assistance as needed.

To ensure that all students have access to the District adopted curriculum, an inventory was taken in each special education classroom to guide the ordering of any missing grade level materials. Any materials not in place were ordered and distributed.

The need for Common Core State Standards based supplemental intervention materials were also explored. It was discovered that additional intervention materials were needed for both ELA and mathematics. Intervention pilot teams reviewed, then chose curriculum based on criteria. They were fully trained by December 2021. In some areas paraeducators were also trained in programs for consistency of implementation. Pilot interventions were implemented, working with site administration to schedule implementation blocks.   Monthly coaching was planned to ensure fidelity of implementation. Feedback sessions on the effectiveness of piloted curricula are planned. Based on feedback and student results, intervention materials will be generalized to Distinct programs.

The accessibility of District adopted curriculum, as well as Common Core State Standards based supplemental intervention, have provided support for individualized education programs goals which are written based on Common Core State Standards.

While we had a foundational literacy/math assessment that somewhat served as a screener as well as a diagnostic assessment, we did not have consistent cut points for proficiency which made consistent identification of specific foundational literacy gaps for students difficult. We now have a proficiency cutpoints document for both foundational assessments, which help teachers use consistent expectations and identify foundational literacy gaps consistently across the district. A group of Support for Equitable Outcome (SEO) Teachers on Special Assignments (TOSAs), along with school site instructional coaches at Vargas and Lakewood, and the kinder and TK teams at Lakewood and Vargas have recently been trained using the CORE (Consortium on Reading Excellence in Education) Literacy assessments and interventions. This CORE sourcebook builds upon the foundational literacy assessments already in place in the district, and provides additional formative assessments and interventions to specifically address individual foundational literacy skills. Throughout this year, the SEO TOSAs, select site coaches and TK/K teachers will identify the most effective diagnostic assessments and and interventions to determine the focus for future professional development with a wider audience.

Dec 2021 at district wide grade level meetings, all kindergarten teachers were trained in analyzing student data within our foundational literacy and math assessments, and were trained on how to interpret the newly created proficiency cut points in literacy and math. At a transitional kindergarten collaborative meeting, all TK teachers were also trained on the same data analysis and proficiency cut points.

LCAP Goal 1:
Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities and equipment, as well as robust standards-aligned instructional materials and resources.
Extra Noon Duty/Safety Signage (ESSER I) $8K
Air Filters, Digital Thermometers, Disinfectant, Electro Sprayers, 2-Way Radios (ESSER I) $43.4K
Staff Grocery Distribution Support (ESSER II) $3.3K
Staff/Student Testing - BayPLS (ESSER II) $165.3K
HEPA Filters and Cleaning Supplies (ESSER II) $77K
School Site Classroom Materials, Software Licenses (ESSER II) $66K

LCAP Goal 2:
Provide high quality, equitable and responsive instruction for ALL students, to prepare them for college and/or career readiness
Independent Study Teachers (ESSER I) $159.3K
Trauma-Informed Instruction (Kognito) it may show as a cost with the County ($12K)
SEO TOSAs ($763.1KK salary & benefits to date)
New Teacher Center ($1.7K)
CHAC ($96K)
Playworks ($185.5K)

LCAP Goal 3:
Ensure school and classroom environments provide Social Emotional Learning (SEL) and Culturally Responsive Teaching (CRT) for the Whole Child so that students can reach their full academic potential.
CRTCW ($12K)
SEL Coach ($78.5K salary & benefits to date)
Acknowledge Alliance ($225K)

LCAP Goal 4:
Foster a welcoming and inclusive environment for all parents, families and community stakeholders as partners in the education and support of all students' success in school.
Panorama ($77.5K)
ThoughtExchange ($21K)

LCAP Goal 5:

Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.
LCAP Coaches Costs($1,287.4K salary & benefits to date)

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP

- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are*

intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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	Dr. Tasha L. Dean Assistant Superintendent of Student Services	tasha.dean@sesd.org 408 522-8200 x 1005

Plan Summary [2022-23]

General Information

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

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

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

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 embedded an equity lens into established leadership structures. Leaders are continually reflecting on how best to meet students' needs, breaking down barriers to learning, and

bolstering support. The District's 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 administered local benchmark measurements in lieu of Smarter Balanced Assessment (SBAC), as optioned by the California Department of Education. These assessments captured mastery of reading language arts and mathematics standards.

Reflecting upon the student academic growth of TK-8th grade students over the past three years, we recognize that the changes in instructional program due to the COVID-19 global pandemic have impacted student learning and growth in measurable standards. We also recognize, though, that from the 2020-2021 to 2021-2022 school year, we also made progress in overall reading proficiency rates and either maintained or improved math proficiency rates according to our local measures. 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 all students reporting higher levels of positive feeling, given pandemic related challenges it was positive to see that 79% of students in 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. We 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 2021-2022 school year, we continue to increase focus on local measures across the district by improving data reports. These data reports aggregated data by schools, grade levels, and student groups.

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:
Reading by 2nd grade - % of all 2nd graders who are reading at or above grade level:
2020-2021 school year : 70% (Source: STAR trimester 2)
2020-2021 school year: 62% (Source: NWEA trimester 3)
2021-2022 school year : 71% (Source: F&P BAS trimester 2)

Reading overall proficiency grades 2-8 - % of all students in grades 2-8 who are reading at or above grade level
2020-2021 school year 58% (Source: NWEA Trimester 3)

2021-2022 school year 64% (Source: NWEA Trimester 2)

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

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

In addition to overall growth in the above areas, specific student groups also showed growth in local benchmark data.
These gains demonstrate growth in the following groups:
1. English Learners at Title 1 schools and CMS
2. Socio-economically disadvantaged students at Title 1 schools and CMS
3. Hispanic students at all school sites
There continues to be a focus on the achievement of these student groups in comparison to all students and therefore they remain a focus area for Sunnyvale School District. Data below.

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 one expulsion for the 2021-22 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 May 17. Middle school suspensions are 3 to May 17. Suspensions were lower this year, but a change in behavior to more property destruction & campus disruptions at the middle school.

Maintained zero middle school drop outs.

Daily attendance rate of 94.74% and chronically absent count was 15% for the district.

10/10 schools are implementing Positive Behavior Intervention and Support (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 School Wide Information System (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 24.5% for the 2021-22 school year for our 8 elementary schools.

Referrals Per 100 Students Per Year was an average of 20.5% for the 2021-22 school year 2 middle schools. The current average (Aug-April) for the 2021-22 school year is 1%.

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 2021-2022 school year. Mental health services were successful; some students continued with virtual counseling sessions and in person was provided to the majority of students. Students continue 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 Social Emotional Learning (SEL) into their classes using the Second Step & we offered student and parent groups including 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. A districtwide book study was designed for parents to focus on BIAS. The book study will be repeated in the Fall 2022.

Our counseling program received over 550 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 Child Protective Services (CPS) reports. The addition of an advisory period into the middle school schedule has provided an opportunity for teachers to incorporate more SEL curriculum and restorative circles into their classrooms. In addition to counseling services, counselors, social workers, school outreach assistants have connected countless families to community and school-based resources, housing resources, child care and outside counseling support.

Our Desired Results Developmental Profile spring results show our preschoolers' measurable growth in math, English language, and physical development. With children returning from the virtual learning environment, an impact could be seen in their physical development, and therefore we focused on incorporating outdoor learning and activities. Math was also an area of focus this year, and we were pleased to

have the opportunity to participate in a STEM project with Digital Promise. This will continue to support our teachers in developing new instructional strategies for math and science. As we look to 2022-2023, we will continue to focus on students' social-emotional development and approaches to learning self-regulation. While growth was seen in these areas this year, the significant impact of COVID 19 restrictions continued to be felt.

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

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

Reflections: Identified Need

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

In Sunnyvale School District, we have used our state and local benchmark measurements to track student growth and learning while also formatively using the data for instruction.
In the current 2021-2022 school year, we increased focus on local measures across the district by improving data reports and examination. These data reports aggregated data by schools, grade levels, various student groups, and in varying configurations.

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

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

Students who are English Learners, grades 2-8 at Title I sites + CMS, % who are reading at or above grade level:

2020-2021 school year 14% (Source: STAR Reading, Trimester 2)
2021-2022 school year 17% (Source: NWEA, Trimester 2)

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

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

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

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

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

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

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

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

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

Students who are socio-economically disadvantaged, grades K-1 at Non-Title I sites, % who are reading at or above grade level:
2020-2021 school year 36%   (Source: STAR Reading, Trimester 2)
2021-2022 school year 30% (Source: NWEA, Trimester 2)

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

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

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

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

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

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

Local Data Math Summary:
In 2019-2020, through teacher feedback and analysis of data, we did not find the local assessment tool of iReady meeting our needs, and with limited instructional time due to the COVID-19 pandemic, we chose not to continue with this local math measure. We have since replaced iReady with NWEA as our local assessment measure, and have outlined our baseline NWEA math data in the 2020-2021 school year below.:

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

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

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

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

California State Dashboard Student Data Summary:

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

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

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

2a. There is a need to focus on the Suspension Rate of the following student groups:
Foster youth, Socioeconomically Disadvantaged, African American, and Hispanic.

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

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

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

The need for a focus on reading is also based on the District's disproportionate identification of Hispanic students identified for Special Education support under the category of Specific Learning Disability. Data reviewed for the 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 community member feedback forums were held with parents/ guardians, staff, teachers, and students as opportunities for assessing needs based on both an analysis of our local data benchmarks and qualitative surveys. Examples included site based feedback sessions embedded into School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings and district Equity Lyceum and District English Learner Advisory Council (DELAC) meetings. This information provided our district with specific examples of identified need which have been captured in our strategic goals and actions of the 2022 Local Control and Accountability. 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.

For the 21-22 school year: Chronic absenteeism rates were higher compared to previous years (15% compared to 5.5% last year). Rates for particular groups were far above the district average, including African American (29%), Students with disabilities (22%), and low income students (24%). This data is reflective of the overall impact of COVID on school attendance, as well as the disproportionately larger impact for specific student groups. Disproportionality also continues to be apparent in discipline practices, with our African American and Hispanic students receiving more referrals and suspensions than the district average. This data indicates a need to focus supports for these groups in considering attendance and PBIS supports.

As part of a special education plan, we had identified the need for appropriate intervention curricula for students with identified needs to supplement the district-adopted core materials. This year we piloted materials for both ELA and mathematics specific to our grade levels where intervention materials were not uniformly adopted. We successfully identified an intervention curriculum for mathematics in elementary school, however, we found that we need to conduct further research and pilots for the ELA intervention materials. No clear

system was agreed upon. Other factors to consider are middle school schedules and the need for training. We will continue to pilot ELA intervention curricula for the 2022-23 school year.

LCAP Highlights

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

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

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 Multi-Tiered Systems of Support (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

Engaging Educational Partners

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

The educational partner engagement process in which parents, guardians and community members provided input and feedback to the district was conducted throughout the months of February through April 2022.

The district held an Equity Summit and ten LCAP family sessions to provide parents, teachers, staff, students, and community members with opportunities to engage in meaningful collaborative conversations that inform the actions aligned to LCAP goals. During the Equity Summit in February 2022 families, staff, and students, provide our parent/family partners with the opportunity to preview the Local Control and Accountability Plan (LCAP) Goals, and provide substantive feedback input to guide the district as it provides updates to specific actions and strategies aligned to fiscal resources. Moreover, each session provided parents/families with a review of the purpose for the LCAP and the implications the plan has on both the academic and social emotional success of all students, but particularly our most vulnerable students, English learners, students from low socio-economic backgrounds, foster youth, and students who may be experiencing homelessness. Family partners who attended the equity summit and family sessions in February-April 2022 provided suggestions for actions and strategies for each of the five LCAP Goals.

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

DELAC members were also given a comprehensive presentation that included a review of our previous LCAP goals, actions, and outcomes, along with an analysis of the Learning Continuity and Attendance Plan. 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 8 and April 26. The completed LCAP will be shared with DELAC members during the May 31, 2022.

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

SELPA consultation and input was provided on May 17, 2022. Additional updates were provided based on this feedback. The SELPA was able to clearly see special education students in the plan and over 55 references to all students. The LCAP will go to the Board for hearing and review on June 2, 2022; and for final review and adoption on June 16, 2022.

A summary of the feedback provided by specific educational partners.

In Fall 2021 & Spring 2022 a Panorama survey was conducted and over 70% of families, & 50 % of students expressed wanting to learn more about culture and racism. Teachers reportedly want to learn more in order to teach about culture and racism. While students reported feeling supported we continue to have 13% of students who reported feeling sad, lonely, and unsafe. While 74% of students reported positive feelings, goals and actions were included to support the social-emotional and culturally responsive teaching of students, staff, and parents.

During the 21-22 school year, the District hosted a year long parent literacy group which focused on home literacy development. The twenty seven families met online nearly weekly for two hours. The classes were a time to build community and foster a love of reading. The District provided hotspots and Chromebooks as needed. The classes were conducted in both Spanish and English and cultivating one's home culture was emphasized. The course was provided through partnerships with the Foothill College Family Engagement Institute and the Santa Clara County Office of Education. The families had children in Transitional kindergarten through first grade and were identified as students who may require additional support to become strong readers. This was a session provided based on parent feedback and they have offered ongoing feedback that opportunities where parents can learn and build a sense of community is helpful to their parenting.

During staff sessions and based on feedback from surveys major themes included: Increasing Student Voice in the Classroom, inclusion for Students with Disabilities, books and Lessons to Support culturally responsive teaching, and high quality/equitable curriculum for SDC classes.

During the Parent Feedback sessions held for each school parents articulated the desire to be more involved in the LCAP process. Specific examples included, 1) opportunities to reflect and analyze previous goals and selected metrics to identify success (what worked, what didn't, and why?) 2) Provide more opportunities for parents to learn about the LCAP process and the importance of shared leadership. This

comment emerged during the Parent Feedback forums. DELAC members articulated similar interests. Parents in DELAC also suggested the district hold more opportunities for parents and community members to engage in collaborative discussions around student and district data to inform LCAP actions and target focus goals.

The District consulted with the SELPA on May 17th, regarding successes to date and additional input was provided regarding how to best integrate students with disabilities into some of the academic plans. District plans regarding planned special education parent meetings in the Fall 2022 was discussed and how this will further inform LCAP parent education offerings. Time was also taken to discuss how to better support other plans like Comprehensive Coordinating Early Intervening Services (CCEIS).

The LCAP will go to the Board of Education for hearing and adoption on June 16, 2022.

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

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

I'd like to see the district and community members take steps to examine our own biases and do the important work to be anti-racist educators.

It's of high priority to hear the student voices.

We need equity leadership teams at every school and districtwide. It will empower teachers and improve our practices.

More access for English Learners. Our current system is not as effective as it could be.

Goal 1, Action 2: Maintaining and continuing to grow in this area, as both staff and parents indicated a need to bringing in diversity within all staff of SESD. Showing racial diversity is key to changing the conversation about equity.

Goal 1:SEO TOSAs - working directly with students are having the biggest impact (support for classroom teachers as well)

Goal 2: Site Leadership/Site TOSAS - site leadership model seems to be working well. Direct support of classrooms.

Goal 3:Continue with smaller class sizes, flexible numbers in staffing, and counseling groups for students.

Goal 4:Parenting classes for all students, across the District not based on socio-economic status.

Goal 5:Community Liaison & Newcomer Support - students and families.

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

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

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local indicator Self-Reflection tool from California Board of Education (CBE) Update: May, 2022	May 2021 100% Students identified as English Learners have access to the CA State	May 2022 100% Students identified as English Learners have access to the CA State			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
Metric language elaborated for clarity	Standards including the ELD Standards. Update: May, 2022 Added date	Standards including the ELD Standards.			
(Action 1) Appropriately credentialed teachers.	100% Appropriately assigned teachers	100% Appropriately assigned teachers for the 2021-2022 School Year.			100% Appropriately assigned teachers
(Action 2) Employee Retention Rate	2020-2021 school year employee retention rate is 89.5%.	2021-2022 school year employee retention rate is 89.8%			Maintain an employee retention rate of 90% annually.
(Action 2) Staff Race/Ethnicity Demographics (Self-Identified)	2020-2021 Current Staff Race/Ethnicity: • American Indian 0.27% • Asian 26.13% • African American 2.13% • Hispanic 25.33% • White 43.73% • DTS 2.13%	2021-2022 Current Staff Race/Ethnicity: • American Indian 0.25% • African American 2.15% • Asian 25.00% • Hispanic 27.02% • NHPI 0.51% • White 41.67% • Two or More Races 1.01% • DTS 2.40%			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	100% of students having access to	100% of students have access to			Maintain 100% of students having

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Action 9) K-8 special education teachers will have an adopted ELA supplemental intervention curriculum and associated supports and training.	Currently supplemental ELA intervention in grades K-5 partially support small group vocabulary or comprehension needs. At Middle school we have minimal implementation of developmentally appropriate adopted supplemental ELA intervention curriculum.	During 2021-22 school, K-5, 84% of staff are trained in curriculum that focus on phonologic processes and meets the dyslexia intervention guidelines. For small group vocabulary and comprehension focus,16% of K-5 teachers piloted a supplemental curriculum during 21-22 for ELA. It was determined to continue at the pilot level, as the determination for adoption is not yet set. In grades 6-7, 43% of staff piloted a supplemental curriculum during 21-22 for ELA. It was determined to adopt the curriculum at one out two sites, and consider expansion to other programs during 22-23.			Full implementation K-8 of the supplemental ELA intervention curriculum aligned with CCSS, providing equitable access for all students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Teachers	District staff will ensure that students have access to highly qualified teachers by: • Providing an induction program through a partnership with the Santa Cruz/Silicon Valley New Teacher Project for year 1 and	$517,490.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
1.2	Employee Recruitment and Retention with a Focus on Staff Diversity	District staff will work to increase the diversity of our certificated, classified, and management staff as one initiative to support the District's equity statement and plan. This work will include: • Expanding the recruitment pool through new hiring fairs and recruitment tools that provide opportunities to reach diverse applicants • Expanding support of our current employees of color, through activities such as affinity groups, listening tours, and feedback loops at all district school sites/departments • Develop and conduct exit surveys and interviews in order to identify areas of improvement regarding staff retention • District administrators provide professional development opportunities to school sites and departments to implement an evaluation process that promotes professionalism and collaboration, supports professional growth, and ensure excellence and individual accountability. • Continue the use of the digital application for staff hiring and evaluation. • Collaborate with employee associations to review certificated and classified (including management) evaluation processes to ensure alignment with standards and expected outcomes. • District will look at possible screeners to address equity, anti-racist, bias in the hiring process.	$457,943.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Pilot and adoption of science materials at the middle school level	We will complete the adoption of science curriculum for Grades 6-8 and in the interim, provide teachers with NGSS aligned supplemental resources, such as Mosa Mack and Impact Science. K-5 teachers will continue to fully implement hands-on NGSS units in all science domains, using the adopted Mystery Science curriculum (K-5.)	$63,309.00	No
1.4	Pilot and adopt History Social Science materials for elementary schools	Convene an elementary History Social Science Task Force to review, pilot and recommend and purchase Social Science materials for TK-Gr. 5 .	$9,742.00	No
1.5	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.	$91,156.00	No
1.6	Access to Instructional Technology Tools	District and school site staff will work to provide access to technology to support students' learning by ensuring all students have access to instructional technology devices. applications, as well as reliable internet access at school and home.	$1,511,039.00	No
1.7	Digital Citizenship and the Appropriate Use of Technology	District and site staff will maintain an environment where students will learn the appropriate and ethical use of instructional technology tools. This environment will include content filtering, monitoring software, and appropriate age level permissions. All grades will implement digital citizenship within the first week of the school year, and review lessons at least once each subsequent trimester. In addition, staff will receive digital security awareness training to protect against data breeches and other cyber security vulnerabilities.	$144,114.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	District Facilities	Maintain District Facilities by conducting frequent inspections of school sites; safety & fire inspections, completing the annual Facility Inspection Tool (FIT) and promptly addressing any concerns related to Williams.	$3,171,484.00	No
1.9	ELA and Mathematics intervention materials	Teachers of students with disabilities in grades TK-8 will use intervention materials for Mathematics and English Language Arts to support individualize education program goals directly related to Common Core State Standards.	$95,139.00	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.

Action 1.3 - Middle school science pilot team successfully piloted various curriculum and unanimously decided to adopt FOSS as their middle school science curriculum. FOSS training and professional development was also provided in May to all middle school science teachers.

Action 1.4 - Elementary history/social pilot team successfully piloted various curriculum and unanimously decided to adopt TCI as their elementary school history/social science curriculum. Training for all elementary teachers on the history/social science curriculum will be offered during summer professional development week or during the October Staff Development Day.

Action 1.7 - Given the amount of time and resources being deployed in implementing the return to in-person instruction this year, the implementation of the staff technology survey was put on hold.

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

Action 1.3 - Release time for all middle school science teachers was provided in May 2022 for FOSS training and professional development.

Action 1.4 - After school training and professional development for pilot teachers occurred after school. Teachers were compensated for after agreement work hours.

Action 1.9 - During the 21-22 school year, the District piloted a supplemental math curriculum for K-5. It will be adopted for the 22-23 school year. For small group vocabulary and comprehension focus,16% of K-5 teachers piloted a supplemental curriculum during the 21-22 school year for English Language Arts. It was determined to continue at the pilot level, as the determination for adoption is not yet set. In grades 6-8, 43% of staff piloted a supplemental curriculum during the 21-22 school year for English Language Arts. It was determined to adopt the curriculum at one out of two sites, and will be considered for expansion to other programs during the 22-23 school year.

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

Action 1.1 - The District made great progress in formalizing our process to ensure compliance with the annual credential auditing and reporting. The District continued to offer robust support for new teachers working to clear their credential through the support of a District provide induction mentor, as well as professional development regarding District initiatives.

Action 1.2 - The District participated in both in-person and virtual recruitment opportunities this spring to fill classified, certificated, and management positions. At the SCCOE hiring faire the District has able to screen over 100 prospective positions and is nearing completion of hiring for the 2022-2023 school year.

Action 1.6 - The District offers survey and outreach opportunities to students and families in need of computers or internet connectivity. The District continues to maintain a fleet of internet enabled hotspots. In addition, staff were provided a laptop refresh to ensure they had up to date devices to handle the increasing digital workflow.

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

Metric 1 - No changes made to metric one. Maintaining this metric for consistency and to continually spotlight English Learners and their supports in the district.

Action 1.2 - The District added a biased screener to address equity, bias, and anti-racism into the interview process in order to recruit and maintain a diverse and representative work force.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

We are committed to providing our students with a rigorous standards-based curriculum that develops their proficiency in reading, and writing across all content areas. In addition, developing the 5 Cs, critical thinking, creativity, collaboration, communication and compassion, remain a foundation of the work we build upon. In our continuous efforts to improve instructional practices and supports, both academic and social-emotional 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.	Data analysis occurred 9 times in the 2021-2022 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 (adjustment made due to change in assessment measure) Update Data Source Baseline: Discontinued STAR and NWEA in 2nd grade and replaced with F&P BAS	March 2021/2nd trimester, STAR, local benchmark: 70% of 2nd grade students are reading at grade level as measured by local benchmark assessment. May 2021/3rd trimester, NWEA, local benchmark: 62% of 2nd grade students are reading at grade level as measured by local	Trimester 2, 2022, F&P BAS: 71% of 2nd grade students are reading at grade level as measured by local benchmark assessments			100% of 2nd grade students will be reading at grade level as measured by local benchmark assessments. Update Time of Year: Trimester 3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	benchmark assessment. New baseline Trimester 2, 2022, F&P BAS: 71% of 2nd grade students are reading at grade level Update: May, 2022 Discontinued use of STAR and NWEA for 2nd grade. New data source as of 2021-2022 year: F&P BAS				
Local math benchmark measures NWEA assessment (update 21-22, removed "map" from NWEA description in metrics for simplicity)	Baseline will be established in 2021. Update May 2022: Baseline of grades 2-8 percent proficient in math, based on NWEA data in Spring 2021 (Trimester 3) was 51% proficient.	Trimester 2, 2022, NWEA (Winter): Grades 2-8 percent proficient in math is 52% proficient			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).
STEM-related offerings	One elementary school offers STEM-related programming	8 elementary schools offered STEM-related programming through			All 10 schools will offer STEM-related programming

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	through Invention Convention	a STEAM Week put on by the elementary STEM committee. 1 elementary school also offered Invention Convention in addition to STEAM week.			(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	Smarter Balanced was administered Spring 2022. Results and growth will be measured in 2022-2023 LCAP annual update.			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 Math Native Hawaiian: 25% 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 May 2022 update: Clarify source of data for 20-21 year: K-1 20-21 based on F&P BAS Trimester 2 2-8 20-21 based on STAR Trimester 2	2021-2022 Trimester 2 (Reading overall proficiency 2nd-8th): 64% of all students in grades 2-8 are reading at or above grade level (Source: F&P BAS - 2nd grade, NWEA 3-8) 2021-2022 Trimester 2 (Reading overall proficiency K-1): 53% of all students in grades K-1 are reading at or above grade level (source: F&P BAS)			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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Discontinued use of STAR in all grades in the 2021-2022 school year				
Percent of teachers engaged in coaching cycles at each site. Percent of teachers who indicate a positive experience working with their coach on instructional practice Data Source: Coaching survey Update: May, 2022 Clarified data source	2020-2021, Coaching survey 48% of teachers engaged in coaching cycles 83% of teachers shared that working with their coach helped improve their instructional practice	Spring 2022 Due to demands on the school sites related to COVID 19 (absences, subbing, and positive cases) and an organizational restructure, coaching program surveys were administered later in the school year. Data is currently being collected. This will be a lagging indicator.			100% of teachers engage in a coaching cycle focused on improving student learning outcomes. 100% of teachers articulate that working with an instructional coach improved their instructional practice. 100% of teachers can see that engaging in coaching cycles leads to improved student outcomes.
Local benchmark ELA and Math Data Update May 2022: These grade levels were highlighted as they related specifically to student gains connected to Support for Equitable Outcome Teachers on	Update: time of year: Trimester 3 Update: clarify the source of data at these grade levels: 1st grade reading - F&P BAS 1st grade math - NWEA 6th grade reading/math - NWEA	Trimester 2 percent proficient Source: 1st grade reading - F&P BAS 1st grade math - NWEA 6th grade reading/math - NWEA 1st grade EL reading: 31%			1st grade EL percent proficient reading: 73% 2nd grade EL percent proficient reading: 71% 1st 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
Special Assignment (SEO TOSAs)	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 6th grade EL percent proficient ELA: 10%	1st grade low SES reading: 27% 2nd grade EL reading: 47% 2nd grade Low SES reading: 42% 1st grade EL math: 32% 1st grade Low SES math: 7% 2nd grade EL math: 32% 2nd grade Low SES: 31% 6th grade EL reading: 9% 6th grade Low SES reading: 30% 6th grade EL math: 7% 6th grade Low SES math: 16%			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 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 Data source: Local indicator self-reflection tool from CBE Update: May, 2022 Added data source	May, 2021 TK through 5th grade students all have access to, and are enrolled in, a broad course of study. In grades 6th through 8th, all students have access to a broad course of study with the exception of 47% of English Learners at one middle school site. Update: May, 2022 Added date of data collection	May, 2022 TK through 8th grade students all have access to, and are enrolled in, a broad course of study including all English Learners in the middle school setting.			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
2.1	Content and grade level teacher leadership team meetings	Content area and grade level specific teacher leadership teams will meet regularly to deepen their pedagogical understanding and provide support to site teams to develop means to support learners in becoming more independent. We will explore and share research based best practices to meet the needs of English Learners, Foster Youth and students from low income families.	$132,135.00	Yes
2.2	Data driven decision making will help with targeted supports	Principals, coaches, and district teacher leadership teams will regularly review and disaggregate local and state assessment data in ELA and Math to address the gap that exists between students in our unduplicated groups and others, to determine next steps for achieving student academic proficiency, utilizing our data management systems.	$8,325.02	Yes
2.3	Equity focused training	This will be provided to all coaches, administrators and other support staff, they will deepen their understanding of equity focused pedagogy with embedded anti racist and anti bias training along with culturally relevant pedagogy. This is also an action item identified in the Comprehensive Coordinated Early Intervening services Plan.	$2,327.80	No
2.4	Professional development is offered to all staff	Provide professional development opportunities for administrators, teachers and staff, led by teacher leaders, instructional coaches, and outside consultants. Examples of outside consultants could include Reading Partners, Kelly Boswell (Writers' Workshop), and Silicon Valley Math Initiative (SVMI),	$80,183.81	No
2.5	Professional development for TK-8 Teachers	TK-8 teachers will develop and refine their pedagogical practice with Tier 1 Reading Language Arts (RLA) instruction with scaffolding and challenge to ensure student learning and growth. Examples may include: Phonemic and Phonics Instruction, Guided Reading, Book Clubs, Writers' Workshop, utilization of formative assessment measures to target and scaffold instruction.	$18,742.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	Foundational Literacy Training	Targeted TK-8th teachers (all of 3rd grade and those new to the grade levels previously trained) will be trained in foundational literacy skills. Targeted teachers will implement best practices in Tier 1 literacy instruction with scaffolding and challenge to ensure student learning and growth. This is also an action items identified in the Comprehensive Coordinated Early Intervening services Plan.	$336,921.00	No
2.7	School libraries	Library Resource Specialists will leverage and utilize the Library Resource Centers to foster and support literacy instruction, creative thinking, and use of technology.	$926,622.00	No
2.8	Kindergarten Screening Tools	Update and modify current kindergarten/transitional screening tools to identify a student's basic knowledge on entry into Sunnyvale School District. This is an action item identified in the Comprehensive Coordinated Early Intervening Services Plan-No cost associated with this action	$0.00	No
2.9	Formative Assessments in Math	TK-8 teachers will develop their expertise in utilizing formative math assessments to inform instruction and implement instructional strategies based on identified individual student needs. Our data shows a disparity in math achievement between the overall population and our EL students in particular.	$368,738.00	Yes
2.10	Provide ample professional learning and planning opportunities	Continue to provide release time with coaching support for teachers to engage in professional learning, review data, collaborate, plan, and implement, assess, and revise standards based lessons (2 days per teacher)	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.11	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. Our Support Teacher for Equitable Outcomes primarily provided reading and math intervention for students.	$1,400,004.00	Yes
2.12	Promote STEM programming	Coding and other STEM-based subjects not currently integrated into core curriculum will continue to be promoted through the leadership of the STEM Committee.(Invention Convention, Hour of Code, Typing Club, Maker Spaces etc.)	$17,638.00	No
2.13	Revising middle school schedules to provide equitable access	Implement new middle school schedules in order to provide equitable access to electives, support and enrichment/extension for all students and to include the Juntos cohort at CMS and English Learners at SMS. No cost associated with this action.	$0.00	No
2.14	5th Grade Science Camp	All 5th grade students will have equitable and equal access to attend Science Camp, specifically students who are socio-economically disadvantaged, foster youth, and/or English learners.	$158,428.00	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.

During the 21-22 school year we were able to deliver majority of the professional development opportunities as planned. Where we were not able to deliver PD as planned was for:
Foundational literacy training. We were not able to train our teachers who were new to the grade level.
Also, due to the sub shortage, we were not able to release teachers for a minimum of 2 days to provide ample professional learning and planning opportunities.

Throughout this school year, we have increased the frequency and focus of analyzing student academic data in order to meet the needs of all students. With the addition of our support for equitable outcomes teachers on special assignment (SEO TOSAs), we also analyzed data specific to the students being directly served by these teachers.

2.10 - Release time to build teacher knowledge and capacity was limited due to other pressures for substitute coverage. Some planning time and space was created after school or over the summer.

Metric 7: Percent of teachers engaged in coaching cycles at each site.
In spring 2022, due to demands on the school sites related to COVID 19 (absences, subbing, and positive cases) and an organizational restructure, coaching program surveys were administered later in the school year.

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

2.10 - Allocated expenditures were not used.
2.12 - Cost for Typing Club increased this year because both the current year (21-22) and next year (22-23) licenses were renewed/purchased in the same fiscal year. Next year this cost will be $0 since we've paid for it this year.
2.5 - CORE resources and training were newly purchased this year for Support for Equitable Outcome Teachers on Special Assignment (SEO TOSAs). Hagerty curriculum was purchased for new TK-3rd grade teachers. ELA Ad-hoc committee was newly put together this year to create lessons and resources related to culturally relevant texts and instruction work aligned with district goals
2.6 - one additional literacy teacher on special assignment (TOSA) was hired for this year
2.9 - one additional math teacher on special assignment (TOSA) was hired for this year.
2.11 - increased cost from what was estimated due to a handful of veteran teachers who applied for the position who are further on the salary scale, along with an increase in health and benefits cost

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

We were able to analyze student data more frequently and effectively this year, connecting our data analysis with immediate action to work toward our goals. For example, our SEO TOSAs analyzed student academic data regularly to both determine initial student groups to work with in foundational reading and math, and determine effectiveness of their interventions and measure progress of students receiving their services. Our middle school science leadership team also analyzed both quantitative student data and qualitative teacher data surrounding our local common benchmark assessment administered among both middle schools. This data analysis helped inform areas of strength and growth among students, and informed the team on possible revisions to the common assessments.

As a possible result of this increased focus on targeted data analysis, despite the hardships brought on by the COVID-19 pandemic, several student groups showed increased academic gains, or at least maintained their progress in both reading and math. 2nd through 8th grade students increased proficiency in reading, based on local benchmark measures from 58 - 64 percent proficient. Grades 2 through 8 also increased one percentage point in proficiency in math, based on local measures, in less than one year's worth of time. One student group that did show decline from last year was the Kindergarten - 1st grade students. Last year's kinder-1st grade students were 63% proficient in reading, while the kinder-1st grade students this year are 53% proficient at the same time of year. This decline also becomes more apparent when looking at English Learners in 1st grade. Last year's 1st grade English Learners were 53% proficient in reading while this year's 1st grade English Learners are 31% proficient. A possible explanation for this student group's decline is that the years with disrupted learning due to the pandemic included more foundational literacy and math skills that are more dramatically impacted by not having in-person instruction.

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

Metric 2 (2nd grade foundational reading literacy): adjusted data source and time of year. We were using STAR reading in 2nd grade previously, had piloted NWEA Reading with 2nd but based on feedback found that the F&P BAS assessment was more appropriate. The F&P BAS assessment will be what we use moving forward. We will be using Trimester 2 benchmark period moving forward as the turn around time for trimester 3 data would not fit with writing the LCAP in a timely manner within the same year.

Metric 3 (local math benchmark): removed "map" from NWEA in the description for simplicity. Established a baseline after the LCAP was written in the 20-21 school year so the baseline was added in the 21-22 year.

Metric 6 (Local measures ELA): clarified source of data for 20-21 school year

Metric 7: Percent of teachers engaged in coaching cycles at each site.
For the 2022-2023 school year, the coaching surveys will be administered earlier in order to measure progress on LCAP goals. Due to demands on the school sites related to COVID 19 (absences, subbing, and positive cases) and an organizational restructure, coaching program surveys were administered later in the school year.

Metric 8 (local benchmark ELA and math data): updated time of year and clarified the source of data used at each grade level. Also added a clarifying statement describing why 1st, 2nd, and 6th grade's data was called out specifically in this metric.
Action 14:
Action addition to support 5th grade students' ability to attend Science Camp, specifically students who are socio-economically disadvantaged, foster youth, and English learners.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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	To date the 2021-22 Dashboard has not become available, however, local data indicates that			Reduce chronic absenteeism rates district-wide to 1%. Reduce chronic absenteeism rates for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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%).	districtwide, chronic absenteeism is 9%. This number jumped from 3% to 9% following the January-February COVID rise. African American (29%), Students with disabilities (22%), and Low Income students (24%)			the identified student 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).	During the 21-22 school year, average daily attendance was 94.7%. Part of the drop is attributable to COVID-related absences, with significant absences occurring following the December break. Before the spike in January the ADA was at 95+%.			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	To date the 2021-22 Dashboard has not become available, however our 2021-22 local data indicates that, district wide, 1.0% of students are suspended at least once per school year.			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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	student groups, including foster youth (6.7%), African American students (4.3%), Hispanic students (2.9%), and Low Income students (2.6%). Total suspensions 134 Hispanic 48	Foster Youth (<1%), African American Students (2%), Hispanic Students (2%), and Low Income students (2%) Total Suspensions 43 Hispanic 25			- African American student: 1.4% - Hispanic students: %1.4 - LI: 1.4%
Number of Expulsions & Drop outs	In 2019-2020, 0 Expulsions. 0 Drop Outs	During 2021-22 the district continues to demonstrate low rates of expulsions, but due to significant emotional needs one student was expelled and the district continued with 0 drop out rates.			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:	2021-22 School Year: 24.5 per 100 students at our 8 elementary schools 20.5 per 100 students at our 2 middle schools Referral risk ratios:			Reduce overall average referral rates to: 10 per 100 students across the 8 elementary schools 20 per 100 students across the 2

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• African American students: 6.3% • Hispanic students: 3.5% (Compared to the district ratio of 1.88%.) 2018-19 School Year: • 26.6 per 100 students at 5/8 elementary schools • 49.5 per 100 students at 2 middle schools	• African American students: 5.7% • Hispanic students: 4.3% (Compared to the district ratio of 2.13%)			middle schools Reduce district-wide average referral risk ratios for the following student groups: • African American students: 2% or equal to or less than the overall numbers. • Hispanic students: 2% or equal to or less than the overall numbers.
PBIS Tiered Fidelity Inventory	In 2019, 7/10 schools were implementing features of Tier 1 PBIS with at least 70% fidelity; 6/10 schools were implementing features of Tier 2 PBIS with at least 80% fidelity.	2021-22 School Year: 5/10 schools assessed are implementing features of Tier 1 PBIS with at least 70% fidelity. Tiers 2 and 3 PBIS implementation fidelity were not assessed due to time needed to address other needs (i.e. COVID).			10/10 schools will be implementing Tier 1 with at least 80% fidelity as measured by the TFI. 8/10 schools will be implementing Tier 2 with at least 80% fidelity.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Tier 2 and Tier 3 implementation fidelity was not assessed. It will be assessed in the 2020-21 school year.				8/10 schools will be implementing Tier 3 with at least 80% fidelity.
Panorama Survey	In Fall 2020, 72% of students identified that they have a teacher or other adult from school they can count on. NOTE: In 2022-23 both questions will be asked.	In Spring 2022 question was changed to how connected do you feel to adults at your school? Middle school 26% and elementary 77% at the elementary school. We have seen a link to COVID related absences & protocols for students as impeding time for connections for many students.			80% of students identify that they have a teacher or other adult from school they can count on.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Equity and SEL-focused Training	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.	$38,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	SEL & Equity Coaches	SEL/Equity Coaches will provide consistent, aligned training, coaching, framework, and practices around SEL and equity at each school site to improve school climate for our English Learners, Foster Youth, and Low-Income Students. Alignment of coaching and resources will better equip teachers and school leaders in providing campuses that are welcoming and safe to all students and their families.	$430,319.00	Yes
3.3	Panorama Survey	The district will continue to administer an SEL survey to students through the Panorama platform to inform and support the SEL lessons to be provided in each classroom/at the site level. Cost for the Panorama contract recognized in Goal 3 Action 8; School Climate/Culture ToSA funded in the ELO Grant for the 21-22 school year.	$0.00	No
3.4	Restorative Practices	District will continue to implement restorative justice practices by providing training on restorative justice for all sites and site team support in implementing to improve school climate and disciplinary outcomes (ex. referrals, suspensions) for English Learners, Foster Youth, and Low Income students.	$2,000.00	Yes
3.5	MTSS Digital Portal	District will develop an MTSS web portal to provide real-time access to the most up-to-date resources needed to support tiered interventions, particularly for English Learners, Foster Youth, and Low Income students. Information and resources related to MTSS efforts would be shared through the portal to allow school teams to access up-to-date academic, social emotional, behavioral, equity, and attendance resources.	$17,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	MTSS System	District will work to strengthen alignment across all school MTSS teams by adopting district-wide data systems to identify and progress monitor student needs, providing professional development related to MTSS and district-specific MTSS processes, paperwork, and systems, coaching to MTSS site teams, and working with site teams to refine tiered interventions in order to improve timely access to tiered interventions for our English Leaners, Foster Youth, and Low Income students. The overall goal would be to have alignment across all programs so that no matter what school a student in Sunnyvale may attend, support across tiers would be consistent.	$1,989,126.00	Yes
3.7	Community Partnerships	District will continue & develop new community partnerships that fill gaps and add resources for supporting the social emotional needs of our Sunnyvale community.	$590,250.00	No
3.8	Consistent SEL/Culturally Responsive & Equity Curriculums	District will establish, align, and roll out SEL/Culturally Responsive Teaching curriculum and resources to be used in classrooms across the district. This training will include all staff across the district	$129,500.00	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.

The district enacted many of the steps as outlined this year; there were no substantive differences.Culturally Responsive Teaching/Equity training (Action 1) was provided as a year-long professional development series for instructional leadership, instructional coaches, school psychologists, social workers, and behavior supervisors. All staff were given foundational training around Trauma-Informed Teaching via Kognito, an online platform, at the start of the school year. In addition, some sites in the district independently contracted with trainers related to anti-racist and anti-bias/cultural competency work. For Action 2, District SEL coaches worked at the district level to support sites by providing staff and family with training around SEL, working with site PBIS leads to support student and staff SEL, and coaching identified teachers. The district equity coach has worked to infuse equity concepts into all areas (ex. introducing land acknowledgements as part of PD

introductions) rather than have it be a stand-alone initiative. In terms of Action 3, the Panorama survey was completed twice this school year. Survey data was reviewed by PBIS site leads to inform climate work at the site. In addition, all schools received training on the Panorama Playbook, which includes SEL lessons to support areas of identified SEL need. Regarding Restorative Justice (Action 4), the district continued to integrate restorative justice into ongoing SEL and positive discipline practices (ex. classroom circles, using restorative justice frameworks to respond to office referrals) with the support of SEL coaches and social workers. For Action 5, a district MTSS Digital Portal was launched with information related to the overall district MTSS process and domain (ex. academic, behavior, social-emotional learning, attendance) resources. Work was also done on our MTSS System (Action 6), with centralized MTSS and Panorama (our adopted whole-child data platform) training delivered to all 10 school sites. In addition, district-wide MTSS paperwork was finalized and rolled out. Regarding community partnerships (Action 7), the district has provided staff with greater access to Acknowledge Alliance to support staff social emotional needs and continued partnerships with CHAC and Playworks to support student needs. Finally, for Action 8, the district gave digital access to Second Steps, an SEL curriculum, to all staff this year, in addition to training on Panorama's Playbook platform. The district has piloted equity and culturally responsive lessons at the -K-2 level and 3-5, 6-8 lessons are being developed.

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

To date planned actions will be continued, however amounts will most likely be higher due to a change in vendors and rate increases for current vendors. In addition, staff salaries will also impact the increased cost. The other additional cost is the Equity Summit was held in a hotel as the support from community businesses were not available due to COVID and required safety needs of staff and students.

Explanations of specific material differences:
3.1 Insights to Behavior was a platform that was not used this year to support SEL/Trauma-Competent training, given that other platforms were prioritized and better received by staff.
3.2 District added 2 additional social workers to provide more targeted supports to Preschool and our targeted groups (i.e. low income)
3.4 Due to COVID, the intended Restorative Justice vendor was only able to provide limited support this year.
3.6 Additional staff needed to be hired to support MTSS-related student needs. Due to a lack of district hires to support this, higher-cost contractors were utilized.

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

The provision of centralized training across the district on various topics (ex. Culturally Responsive Teaching/Equity for all district and site leadership, instructional coaches, school psychologists, behaviorists and social workers; MTSS training for all instructional staff across the district; training on Panorama, the whole-child data and intervention monitoring platform for all instructional staff across the district; and Trauma-Informed Teaching for all staff at the start of the year) has provided a common language and foundation for all staff in these areas. This has contributed to a greater understanding of the district's vision of equity, as evidenced by the results of the Fidelity Integrity Assessment, and more widespread investment and application of practices in accomplishing it, particularly for our students with greater needs. This has been particularly helpful this year, when SEL needs have been higher and inequities have been more exacerbated by the

pandemic.The district MTSS portal has also contributed to improved application of the MTSS process, making it easier for staff to access to the most up-to-date MTSS information and resources.

Training all staff on Panorama has also made it so staff can look at data across domains for a student as well as document concerns, supports, and interventions, all in one platform. This contributes to greater consistency in documentation for students, as well as better efficiency in intervention planning as the student moves through grades/schools. The administration of the Panorama survey has been helpful in identifying previously unknown needs, allowing students and families that were not flagged through more quantitative data to have an opportunity to voice needs and have them heard.

Overall, these actions have helped the district mitigate, though not completely compensate for, the impacts of COVID on attendance, behavior, and student SEL, contributing to a relatively robust ADA (94.7%) and low suspension, expulsion, and drop-out rates (despite some increased referral rates at our elementary sites this year).

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

Based on the completed actions from this year and the data, the district is looking to 1) expand on the Culturally Responsive Teaching/Equity trainings (ex. by providing training, integrating into classroom walkthroughs, etc); 2) expand on foundational trauma-informed training (and aligning with concepts related to Culturally Responsive Teaching and Equity) to all staff district-wide and exploring ways to integrate such supports in collaboration with CHAC and County behavioral health supports; 3) assess current challenges and needs around implementing Restorative Justice practices and provide additional supports based on this assessment; 4) expand on the MTSS digital portal to include more focused supports for foster youth, English learners, and low income students; 5) more regularly evaluate our community partnerships to improve implementation and effectiveness for students; 6) focus MTSS efforts to shore up tiered attendance systems and re-tool post-pandemic PBIS systems. In terms of changing, the district may be moving toward a model of supporting more integrated SEL rather than using instructional coaching to support the work; we may also be looking at additional technical support to support increased usage of Panorama, allocate additional supports for Tier 3+ behavioral needs, and involve CHAC in providing Tier 1 SEL supports.

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

Goals and Actions

Goal

Goal #	Description
4	Foster a welcoming and inclusive environment for all parents, families and community 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	In 2020-21 90% of parent education programs will be	In 2021-22, 90% of parent education focused on equity			We will maintain or increase 90% of parent education

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
developed from survey data	developed from parent input and survey data.	which was an area of need. A parent series on Bias was offered. Other program offerings were put on hold as many families are seeking more hybrid and in person programming.			programs will be developed from parent input and survey data.
The number of districtwide parent education opportunities	In 2020-21, there were 6 Districtwide parent education opportunities. The goal will be to increase the amount of meetings to 7.	In 2021-22, the district offered 3 Districtwide parent education opportunities, other offerings were put on hold.			The District will continue to host 7 district-wide options for family and at least one parent conference on the weekend each year.
Percentage of favorable ratings of parent education programs	100% of families report they found parent education events helpful and informative.	In 2021-22, 100% of families participating report they found the parent education events helpful and informative.			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.	Quantitative data not collected in the 2021-22 school year due to some partnerships not being able to provide services as intended. This evaluation will be conducted more formally during 2022-23 school year. Qualitative data indicated that staff			Bi-annual evaluations will be conducted and partnerships will have a favorable satisfaction rating.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		report positive benefits from CHAC, Acknowledge Alliance, Playbooks, and Starting Arts.			
Percentage of families will report communications invite their thoughts. Note change of Metric Spring 2022 91% satisfaction rating.	In 2019-2020, out of 517 responses, 389 answered that communications invite their thoughts, that's 75.24%.satisfaction rating. Update: May 2022 Updated baseline metric for accuracy. In 2021-22, parents reported feeling valued by their school. Question was slightly changed on feedback provided to schools and districts. 844 parents reported feeling valued and 79 did not. 91% satisfaction rating.	n/a Baseline established in the 2021-22 school year. Year 1 outcomes will therefore be measured in Year 2 column.			90% of parents will report that they feel valued by their school site.
Percentage of families who feel welcome and safe to share their thoughts.	In 2019-2020, out of 509 responses, 376 answered that they feel welcomed & safe,	2022 Spring Survey: out of 965 responses, 910 answered that they feel welcomed			90% of parents will feel welcome and safe.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	that's 73.87% satisfaction rating.	and safe, 94% satisfaction rating.			
Percentage of participation overall and for each school site.	In 2019-2020 Overall response rate was 19.9%. Each school site with at least at 10% response rate.	In 2021-22, Overall response rate 17.4%. 8/10 schools had at least a 10% response rate.			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 Baseline amended May 2022: The website will be updated quarterly so that the content is up to date and fresh for our community, giving our families/staff a reason to come back to the site to access the updated resources.	2021-22 The MTSS Google Site has been accessed on average by 49 staff. Staff are going to site for what they need, however, not accessing for ongoing needs and supports at this time. There are 170-196 visits a month to the Family Resources webpage under the For Families Channel on Blackboard, our main website platform. District Family Resources page 3,482 visits.			MTSS & Equity website in place and web analytics indicate that the webpage is accessed regularly. Goal Amended: District will maintain or increase the number of visits to the site.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Family Education & Training	All sites will submit an annual culturally responsive parent education plan detailing the implementation of effective parent education activities to support all families but principally families of English Learners and Low-Income students. Plans will include specific actions for parents requiring more targeted supports to support the education and learning of their child. By providing effective parent education opportunities developed from parent input, the expectation/hope is that parents will feel more included, supported, and empowered to help with their children's learning, which will lead to better academic and social outcomes. District-wide coordinated parent education will be added based on parents input and to ensure equitable parent access across sites.	$500.00	Yes
4.2	Family Support Partnerships	We will collaborate with District partners, including, but not limited to Parents for Quality Education and Family Engagement Institute, to establish a coordinated approach to family support and parent engagement through coordinated parent workshops and parent education. Opportunities to expand community connections with our families of English Learners and Low-Income students will be coordinated the additional social workers who will work with school outreach assistants and school leaders to support families.	$335,100.00	Yes
4.3	Annual Equity Summit	Recognizing the need to re-evaluate our inclusive practices, we will be transitioning our annual Stakeholder Lyceum to focus explicitly on equity at an annual summit. By holding this Summit, parents will be able to provide direct input regarding district decisions to improve school climate for all students but primarily English Learners, and Low-Income.	$19,984.00	Yes
4.4	Engage families through Relevant	The district will communicate clearly, using language that is understandable and accessible to families through their preferred/most	$277,382.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Communication Channels	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.		
4.5	Survey to Meet Needs	Regularly survey families to keep two-way lines of communication open and to capture parent/family voices on how welcome and included they feel on our campuses so we can improve school climate.	$39,301.00	No
4.6	Family Representation	Improved representation on parent committees that are more reflective of the composition of the student body to improve school climate for all families but primarily for English Learners and Low-Income families. Interpretation & Translation Services (Cost recognized in Goal 4 Action 4), School Outreach Assistants (Cost recognized in Goal 4 Action 2), 2 Social workers (Cost recognized for 21-22 in the Expanded Learning Opportunity Grant)	$0.00	No
4.7	SEL, CRT, & Equity Resources for Families	Provide consistent ongoing Culturally Responsive Resources to Families to support their social emotional learning and needs. Costs for communications to families recognized in Goal 4 Action 4.	$0.00	No

Goal Analysis [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.

Action 1, The goal for this year was to provide family education on all identified areas recommended by parents on the Panorama Survey, parent groups. Due to continued safety parameters with COVID on a few sessions were offered. Mini trainings and supports were provided at the different schools site. Great emphasis on taking care of self and addressing vaping and drug awareness at the middle schools.

Action 2, New partnerships were not formed this year, however some steps to work on strengthening current partnerships has begun. A need for additional tutoring and support to parents has risen as an area to better support families.

Action 6, Parents

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

The major impact impact in improved services stemmed from application of COVID protocols being more necessary than predicted during the initial goal planning. Teams are being advised this year to plan supports that are hybrid in nature. This will allow parents the opportunity to participate if hey are interested. This will require additional training to staff regarding the delivery of hybrid virtual events.
4.3 Support provided internally for presentation content regarding equity, the cost will be used some in 2022-23.
4.4 Additional translation and interpreting vendors were added to support site with no outreach assistants and ease access to interpreting supports.

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

Action 3, The annual equity summit was held in person. The summit was well attended by parents and students. All 10 schools were represented, including preschool programs. Parents shared very positive and helpful feedback to assist the district in strengthening it's equity work. Parents commented "Bringing in diversity within all staff of SESD. Showing racial diversity is key to changing the conversation about equity". Three major themes emerged from the feedback: Increasing communication and having equity of voice for families, hire more staff who represent the student population, and to increase opportunities for English Language Learners.

Action 8, The dedicated MTSS web site has been helpful in organizing and directing teams to needed resources and protocols. However, we continue to be informed that staff, especially teachers are very diverse in how they want to access information. The site will be maintained, however additional ways of connecting classroom staff to the content will need to be explored in order for the resource to become valuable to our school teams.

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

Action 5, Survey questions were changed based on staff and parent feedback. It was recommended to be explicit on some of the questions, especially those related to safety on campus, culture, and validating parents. Support to provide surveys during the day at some sites was very helpful. As the survey and input is evaluated this year, the district will offer a few targeted parent input nights for families we need to hear from more (i.e. special education, foster youth). This will be a targeted approach to using current tools (i.e. thought exchange). District will also evaluate another possible to tool to hear from more parents.

Action 8, The district will consider a different platform or intranet site as staff seemingly are looking at this or we the district will work our web vendor on how to transfer contents to the main web site.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of all English Learner students in grades 3rd-8th who meet or exceed standards on the state ELA assessment Data source:	1. 2018-2019, CAASPP, Smarter Balanced ELA 5% of all 3rd-8th grade English Learner students met or exceeded on Smarter Balanced ELA.	1. n/a. CAASPP, Smarter Balanced ELA data will be available in the future. 2. 2021-2022, NWEA ELA local benchmark, trimester 2 18% of all 3rd-8th grade English Learner			35% overall of all 3rd-8th grade English Learner students who met or exceeded the standards on the state ELA assessment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. CAASPP, Smarter Balanced ELA assessment 2. NWEA ELA local benchmark assessments in lieu of Smarter Balanced due to COVID-19 Update: May, 2022 Separated data source (state and local data) for ease of reader	2. 2020-2021, Tri 2, NWEA ELA local benchmark 15% of all 3rd-8th grade English Learner students who met or exceeded the standards on NWEA, the local ELA assessment. Local assessment was used in lieu of CAASPP, Smarter Balanced due to flexibility in state testing granted in response to COVID-19. Update: May, 2022 Clarified metric. • Use of local data due to state granted flexibility for ease of reader. • Added baseline CAASPP data from 2018-2019 school year	students who met or exceeded the standards on NWEA, the local ELA assessment. Local assessment was used in lieu of CAASPP, Smarter Balanced. CAASPP will be a lagging indicator, updated the year after test administration.			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of all English Learner students who are reclassified as English Proficient in grades TK-8th Data source: District housed data	Spring, 2020-2021 11% of all TK-8th grade English Learners were reclassified. Update: May, 2022 Clarified metric for ease of reader	Spring, 2021-2022 17% of all TK-8th grade English Learners were reclassified. Students who will be eligible for reclassification based on Summative ELPAC scores from Spring of 2022 will be reclassified at the beginning of the 2022-2023 school year.			20% of English Learners are reclassified on an annual basis.
Percent of teachers fully implementing Integrated ELD strategies Data source: Teacher lesson plans and observations	Spring, 2021-2022 62% of teachers are implementing Integrated ELD strategies as indicated by site and district administrators utilizing a district created self-reflection tool. Update: May, 2022 Clarified baseline metric for accuracy	n/a Baseline was established in Spring, 2021-2022. Year 1 outcomes will therefore be measured in the Year 2 column.			85% of teachers are fully implementing Integrated ELD strategies.
Percent of teachers fully implementing Designated ELD lessons that meet EL	Spring, 2021-2022, District created self-reflection tool	n/a Baseline was established in Spring, 2021-2022.			85% of teachers are fully implementing Designated ELD strategies.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
student language levels. Data source: Teachers lesson plans and observations	completed by site and district administrators. 53% of teachers are implementing Designated ELD strategies. Update: May, 2022 Clarified baseline metric for accuracy	Year 1 outcomes will therefore be measured in the Year 2 column.			
Percent of English Learner students who have made progress towards English Proficiency on the Summative ELPAC. Data Source: Summative ELPAC	Spring, 2019-2020 Summative ELPAC 5% of TK-8th grade English Learner students made progress towards English Proficiency as measured by one "band" of overall growth on the assessment. Update: May, 2022 Corrected error in baseline metric from 50% to 5%. Clarified measurement for ease of reader.	Spring, 2020-2021 Summative ELPAC 8% of TK-8th grade English Learners made progress towards proficiency as measured by one "band" of overall growth on the assessment. Note: Due to COVID-19 and State granted flexibility in assessment administration, a limited number of students took the 2019-2020 Summative ELPAC therefore comparative data was limited.			70% of of TK-8th grade English Learner students made progress towards English Proficiency on the Summative ELPAC as measured by one "band" of overall growth on the assessment.

Actions

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

Action #	Title	Description	Total Funds	Contributing
		Cost for the Elementary and Middle School ELAT stipends recognized in Goal 2 Action 1.		
5.3	ELAC and DELAC as advisory committees	ELAC and DELAC teams that serve as Advisory committees will foster parent/family engagement and understanding of English Learner program.	$684.00	Yes
5.4	Supporting at risk or identified Long term English Learners	Specific 3rd-5th grade teachers will provide targeted Designated and Integrated ELD instruction to English Learners At Risk of becoming Long Term English Learners (LTELS) in order to ensure language progress at expanding and bridging levels. Specific 6th-8th grade teachers will implement best pedagogical practices and utilize Get Ready, Get Reading to increase academic learning for LTELs.	$18,921.00	No
5.5	EL site professional development and classroom observations	An instructional coach will be provided to each of our ten schools to support administrators' and teachers' capacity to implement dELD and iELD through professional development, coaching, release days, based on classroom observations and walk throughs. Support will be provided from the Educational Services team and a classroom observation protocol will be developed by stakeholders.	$1,845,616.00	Yes
5.6	Newcomer Toolkit Creation	Educational Services Department will create an English Learner newcomer toolkit of best practices and supports based on the US Department of Education Newcomer Toolkit. The toolkit will include best teaching pedagogy and instructional materials for newcomers which may include technology or instructional software. We will explore curriculum supports in Spanish to support Newcomer Spanish speaking students.	$1,803.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.7	Language Review Team Meetings	Site administrators will lead and facilitate English Learner Progress Monitoring (EL PM) meetings with classroom teachers. At EL PM meetings, supports and interventions will be discussed and implemented to ensure English Learner student growth and reclassification. EL PM meetings will include the development of Individual Action Plans (IAPs) for newcomer and Long Term English Learners (LTELs) or students who may become LTELs.	$60,880.00	Yes
5.8	Bilingual paraprofessionals	Bilingual paraprofessional staff will support classroom instruction for English Learner students.	$322,310.00	No
5.9	Bilingual Outreach Liaisons	Bilingual Outreach Liaisons will receive professional development and training to best serve our community and provide support to English Learner families. They will receive professional development and training from Educational Service department around community cultural wealth theory, community resources, family partnership, ELPAC assessment, and English Learner programs and instructional practices. School outreach liaisons and teachers will provide family/community events at the school sites. School sites that do not have a school outreach liaison may partner with the closest neighboring site; Fairwood-->Lakewood, Cherry Chase-->Vargas, Cumberland-->Vargas. Outreach Assistant cost recognized in Goal 4 Action 2.	$0.00	No
5.10	Effective Extended learning opportunities for English Learners	Effective extended learning opportunities will be targeted at the site and district level to support English Learners who need additional support, intervention, or challenge. Examples can include: tutorials, Kids Learning After School (KLAS), summer programs and enrichment activities.	$1,303,504.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.11	Designated ELD lesson design	Stanford's Graduate School of Education - Understanding Language - Center to Support Excellence in Teaching (UL/CSET) will facilitate an inter-district cohort of teachers to better understand the ELD/ELD framework and how to design and implement meaningful Designated ELD lessons for students.	$20,000.00	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.

Across Sunnyvale School District, English Learners were a focus for professional development, instructional practices, and data examination. All teachers in grades TK-8th grade received Professional Development (PD) on Integrated ELD (I-ELD) and content areas. This PD at elementary was focused on I-ELD instruction within Math, at middle school it was focused on I-ELD and the content area connected to the teacher. TK-5th grade teachers received professional development on Designated ELD (D-ELD) lessons based on Math standards.

Administrators and coaches engaged in PD organized by New Teacher Project and customized for Sunnyvale School District leadership on Culturally Responsive Teaching and the Brain and Coaching for Equity. The focus was on understanding culturally sustaining pedagogical practices and being able to support the school staff with next steps.

District English Learner Action Committee, DELAC, and English Learner Action Committee (ELAC) members met regularly over the course of the year, identified goal areas around understanding timelines and processes connected to a student being identified as an English Learner, Middle School placement and courses, home/school connection to site, and provided LCAP feedback.

New curriculum, "Get Ready" and "Get Reading," was purchased for 6th-8th grade students in the ELD1 and ELD2 courses at the middle schools. 4th-5th grade teachers provided DELD to students to and from content areas, rather than using the English 3D curriculum.

District English Learner coaches provided professional development to elementary and middle school ELAT members around best pedagogical practices to support ELs and how to write a DELD lesson. These coaches provided coaching at the sites, and began development of a newcomer toolkit. Due to multiple areas of focus and impacts of COVID19, Individual Action Plans (IAPs) for At Risk of becoming Long Term English Learners (AR LTEL) and Long Term English Learners (LTELs) and a classroom observation protocol were not started and will be a focus in the upcoming school year, 2022-2023.

Language Review Team (LRT) meetings were renamed and rebranded as English Learner Progress Monitoring (EL PM). EL PM processes were updated and refined. Site administrators facilitated the EL PM meetings at the school sites. These changes positively impacted staff

understanding of English Learner strengths and needs. It also supported the use of multiple measures for reclassification criteria aligned with Ed Code, which lowered unnecessary hurdles for students to reclassify.

Bilingual paraprofessional staff supported classroom instruction for English Learners, for example supporting small group reading instruction.

Outreach Liaisons met regularly over the course of the year; they received professional development around the outlined topics above. The outreach liaisons also collaborated, shared resources, and made connections with families to support engagement between home and school.

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

Action 4: No "English 3D" materials were purchased. "Get Ready" and "Get Reading" curriculum was purchased in lieu of English 3D curriculum.
5.4: Decreased cost because last year many elementary sites were using English 3D, and this year only one continued with this use
5.5: Increased cost from estimated due to an increase in general salaries and health/benefits of instructional coaches
5.7: The data and assessment technician salary increased as it does each year, along with a rising health and benefits cost
5.8: Bilingual para staff cost is recognized in Goal 4, ction 2.

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

Metric 1: We saw a 3% gain, 15%, now 18% of English Learners are proficient on local assessments from the baseline to year 1.
Metric 3 and 4: Baseline data demonstrates that our teachers are implementing both DELD and IELD to support EL learning and growth.

Growth in Metrics 1, 3, 4 are connected to Actions 1, 2, 4, 5, 7, 8, and 10. Narrative below.
Teacher professional development feedback highlighted the following positives: ongoing focus on English Learners, supportive resources, time to plan and collaborate. Areas of growth articulated by teachers included more time to plan and collaborate, need to differentiated lessons based on students in the classroom, requests for more sample lessons, and need to continue to build depth of understanding around DELD planning and English Learner needs.

Administrator and coach feedback on Culturally Responsive Teaching and the Brain training highlighted the following positives: Modeling and practice of coaching conversations, building understanding around culture and assets, time to collaborate and calibrate with colleagues. Areas of growth articulated by administrators and coaches included prioritizing what's important when there are multiple other competing demands.

Metric 2: Despite COVID19 and gaps in state testing, we saw a 6% gain, 11%, now 17% EL students were reclassified from the baseline to year 1.
Growth in Metric 2 is connected to Action 7. Narrative below.
Changes from LRT meetings and processes support student reclassification.

Metric 5: We saw a 3% gain, 5%, now 8% of English Learners made progress towards English proficiency on the Summative ELPAC.
Growth in Metric 5 is connected to Actions 1, 2, 4, 5, 7, 8, and 10. Narrative below.
Ongoing focus on DELD and IELD and culturally responsive pedagogy will support ongoing student growth. It should also be noted that due to State granted flexibility in testing due to COVID19, testing and comparative data is not fully representative of student learning. Not all English Learners took Summative ELPAC during this time frame.

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

Metric 1: Percent of all English Learner students in grades 3rd-8th who meet or exceed standards on the state ELA assessment
- Clarified and separated data sources
- Added baseline CAASPP data from 2018-2019

Metric 2: Percent of all English Learner students who are reclassified as English Proficient in grades TK-8th
- Clarified metric for ease of reader

Metric 3: Percent of teachers fully implementing Integrated ELD strategies
- Clarified baseline metric for accuracy

Metric 4: Percent of teachers fully implementing Designated ELD strategies
- Clarified baseline metric for accuracy

Metric 5: Percent of English Learner students who have made progress towards English Proficiency on the Summative ELPAC.
- Corrected error in baseline metric from 50% to 5%
- Clarified measurement for ease of reader.

Action 9: Bilingual Outreach Liaisons
- Removed "Educational Service department" from action due to organizational restructure.

Action 11: Designated ELD lesson design
- New action

- Stanford's Graduate School of Education - Understanding Language - Center to Support Excellence in Teaching (Stanford, GSE - UL/CSET) will facilitate an inter-district cohort of teachers to better understand the ELD/ELD framework and how to design and implement meaningful Designated ELD lessons for students.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
4,050,461	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.45%	0.00%	$0.00	8.45%

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

Required Descriptions

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

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 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

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

Not applicable to the district.

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

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$12,664,173.63	$2,619,378.00	$1,177,377.00	$493,232.00	$16,954,160.63	$12,425,559.83	$4,528,600.80

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Highly Qualified Teachers	All	$436,720.00			$80,770.00	$517,490.00
1	1.2	Employee Recruitment and Retention with a Focus on Staff Diversity	All	$457,943.00				$457,943.00
1	1.3	Pilot and adoption of science materials at the middle school level	Middle School students All	$9,785.00	$53,524.00			$63,309.00
1	1.4	Pilot and adopt History Social Science materials for elementary schools	Grades K-8 All	$9,742.00				$9,742.00
1	1.5	Math supplemental materials	All	$22,876.00	$68,280.00			$91,156.00
1	1.6	Access to Instructional Technology Tools	All	$1,481,504.00			$29,535.00	$1,511,039.00
1	1.7	Digital Citizenship and the Appropriate Use of Technology	All	$144,114.00				$144,114.00
1	1.8	District Facilities	All	$2,163,746.00		$1,007,738.00		$3,171,484.00
1	1.9	ELA and Mathematics intervention materials	Students with Disabilities		$95,139.00			$95,139.00
2	2.1	Content and grade level teacher leadership team meetings	English Learners Foster Youth Low Income	$132,135.00				$132,135.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	Data driven decision making will help with targeted supports	English Learners Foster Youth Low Income	$8,325.02				$8,325.02
2	2.3	Equity focused training	All	$2,327.80				$2,327.80
2	2.4	Professional development is offered to all staff	All	$80,183.81				$80,183.81
2	2.5	Professional development for TK-8 Teachers	All	$18,742.00				$18,742.00
2	2.6	Foundational Literacy Training	All	$336,921.00				$336,921.00
2	2.7	School libraries	All	$926,622.00				$926,622.00
2	2.8	Kindergarten Screening Tools	All					$0.00
2	2.9	Formative Assessments in Math	English Learners	$368,738.00				$368,738.00
2	2.10	Provide ample professional learning and planning opportunities	All					$0.00
2	2.11	Add a teacher to every site for additional support services	English Learners Low Income	$1,400,004.00				$1,400,004.00
2	2.12	Promote STEM programming	All	$17,638.00				$17,638.00
2	2.13	Revising middle school schedules to provide equitable access	All					$0.00
2	2.14	5th Grade Science Camp	English Learners Foster Youth Low Income	$6,789.00		$151,639.00		$158,428.00
3	3.1	Equity and SEL-focused Training	English Learners Foster Youth Low Income	$38,500.00				$38,500.00
3	3.2	SEL & Equity Coaches	English Learners Foster Youth	$430,319.00				$430,319.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
3	3.3	Panorama Survey	All					$0.00
3	3.4	Restorative Practices	English Learners Foster Youth Low Income	$2,000.00				$2,000.00
3	3.5	MTSS Digital Portal	English Learners Foster Youth Low Income	$17,000.00				$17,000.00
3	3.6	MTSS System	English Learners Foster Youth Low Income	$574,126.00	$1,415,000.00			$1,989,126.00
3	3.7	Community Partnerships	All	$380,250.00	$192,000.00	$18,000.00		$590,250.00
3	3.8	Consistent SEL/Culturally Responsive & Equity Curriculums	All	$129,500.00				$129,500.00
4	4.1	Family Education & Training	English Learners Low Income	$500.00				$500.00
4	4.2	Family Support Partnerships	English Learners Low Income	$335,100.00				$335,100.00
4	4.3	Annual Equity Summit	English Learners Low Income	$19,984.00				$19,984.00
4	4.4	Engage families through Relevant Communication Channels	English Learners Low Income	$277,382.00				$277,382.00
4	4.5	Survey to Meet Needs	All	$39,301.00				$39,301.00
4	4.6	Family Representation	All					$0.00
4	4.7	SEL, CRT, & Equity Resources for Families	All					$0.00
5	5.1	Improved instructional strategies in dELD and iELD	Unduplicated Student Groups All					$0.00
5	5.2	Professional development	Unduplicated Student Groups All					$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		supporting best practices in ELD						
5	5.3	ELAC and DELAC as advisory committees	English Learners	$684.00				$684.00
5	5.4	Supporting at risk or identified Long term English Learners	All		$18,921.00			$18,921.00
5	5.5	EL site professional development and classroom observations	English Learners	$1,784,999.00			$60,617.00	$1,845,616.00
5	5.6	Newcomer Toolkit Creation	English Learners	$1,803.00				$1,803.00
5	5.7	Language Review Team Meetings	English Learners	$60,880.00				$60,880.00
5	5.8	Bilingual paraprofessionals	All				$322,310.00	$322,310.00
5	5.9	Bilingual Outreach Liaisons	Unduplicated Student Groups All					$0.00
5	5.10	Effective Extended learning opportunities for English Learners	English Learners	$526,990.00	$776,514.00			$1,303,504.00
5	5.11	Designated ELD lesson design	English Learners Low Income	$20,000.00				$20,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
47,923,112	4,050,461	8.45%	0.00%	8.45%	$6,006,258.02	0.00%	12.53 %	**Total:**	$6,006,258.02
								LEA-wide Total:	$3,604,113.02
								Limited Total:	$2,402,145.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Content and grade level teacher leadership team meetings	Yes	LEA-wide	English Learners Foster Youth Low Income		$132,135.00	
2	2.2	Data driven decision making will help with targeted supports	Yes	LEA-wide	English Learners Foster Youth Low Income		$8,325.02	
2	2.9	Formative Assessments in Math	Yes	LEA-wide	English Learners		$368,738.00	
2	2.11	Add a teacher to every site for additional support services	Yes	LEA-wide	English Learners Low Income	All Schools	$1,400,004.00	
2	2.14	5th Grade Science Camp	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Elementary sites Bishop, Cherry Chase, Cumberland, Ellis, Fairwood, Lakewood, San Miguel, Vargas	$6,789.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					5th grade students			
3	3.1	Equity and SEL-focused Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$38,500.00	
3	3.2	SEL & Equity Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$430,319.00	
3	3.4	Restorative Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
3	3.5	MTSS Digital Portal	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,000.00	
3	3.6	MTSS System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$574,126.00	
4	4.1	Family Education & Training	Yes	LEA-wide	English Learners Low Income	All Schools	$500.00	
4	4.2	Family Support Partnerships	Yes	LEA-wide	English Learners Low Income	All Schools	$335,100.00	
4	4.3	Annual Equity Summit	Yes	LEA-wide	English Learners Low Income	All Schools	$19,984.00	
4	4.4	Engage families through Relevant Communication Channels	Yes	LEA-wide	English Learners Low Income	All Schools	$277,382.00	
5	5.3	ELAC and DELAC as advisory committees	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$684.00	
5	5.5	EL site professional development and classroom observations	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,784,999.00	
5	5.6	Newcomer Toolkit Creation	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,803.00	
5	5.7	Language Review Team Meetings	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$60,880.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
5	5.10	Effective Extended learning opportunities for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$526,990.00	
5	5.11	Designated ELD lesson design	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$20,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$14,050,562.71	$16,776,005.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Highly Qualified Teachers	No	$452,455.24	$517,490
1	1.2	Employee Recruitment and Retention with a Focus on Staff Diversity	No	$356,220.00	$457,943
1	1.3	Pilot and adoption of science materials at the middle school level	No	$86,004.72	$63,309
1	1.4	Pilot and adopt History Social Science materials for elementary schools	No	$16,507.00	$9,742
1	1.5	Math supplemental materials	No	$61,807.64	$91,156
1	1.6	Access to Instructional Technology Tools	No	$1,161,374.75	$1,511,309
1	1.7	Digital Citizenship and the Appropriate Use of Technology	No	$162,410.00	$144,117
1	1.8	District Facilities	No	$3,135,840.59	$3,171,484
1	1.9	ELA and Mathmatics intervention materials	No	$46,000.00	$95,139
2	2.1	Content and grade level teacher leadership team meetings	Yes	$148,457.00	$132,135

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Data driven decision making will help with targeted supports	Yes	$8,325.02	$8,325
2	2.3	Equity focused training	No	$2,327.80	$2,327
2	2.4	Professional development is offered to all staff	No	$77,433.81	$80,184
2	2.5	Professional development for TK-8 Teachers	No	$9,024.00	$18,742
2	2.6	Foundational Literacy Training	No	$222,715.38	$336,921
2	2.7	School libraries	No	$910,362.77	$926,622
2	2.8	Kindergarten Screening Tools	No	$0.00	$0
2	2.9	Formative Assessments in Math	Yes	$280,410.22	$368,738
2	2.10	Provide ample professional learning and planning opportunities	No	$120,778.00	$0
2	2.11	Add a teacher to every site for additional support services	Yes	$1,172,288.61	$1,400,004
2	2.12	Promote STEM programming	No	$6,180.00	$17,638
2	2.13	Revising middle school schedules to provide equitable access	Yes	$0.00	$0
3	3.1	Equity and SEL-focused Training	Yes	$47,500.00	$38,500

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	SEL & Equity Coaches	Yes	$136,763.23	$430,319
3	3.3	Panorama Survey	No	$0.00	$0
3	3.4	Restorative Practices	Yes	$60,000.00	$2,000
3	3.5	MTSS Digital Portal	Yes	$17,000.00	$17,000
3	3.6	MTSS System	Yes	$839,418.48	$1,989,126
3	3.7	Community Partnerships	No	$554,000.00	$590,250
3	3.8	Consistent SEL/CRT & Equity Curriculums	No	$143,000.00	$129,500
4	4.1	Family Education & Training	Yes	$500.00	$500
4	4.2	Family Support Partnerships	Yes	$326,242.43	$335,100
4	4.3	Annual Equity Summit	Yes	$48,000.00	$19,984
4	4.4	Engage families through Relevant Communication Channels	Yes	$241,933.96	$277,382
4	4.5	Survey to Meet Needs	No	$37,595.00	$39,301
4	4.6	Family Representation	Yes	$0.00	$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.7	SEL, CRT, & Equity Resources for Families	No	$0.00	$0
5	5.1	Improved instructional strategies in dELD and iELD	Yes	$0.00	$0
5	5.2	Professional development supporting best practices in ELD	Yes	$0.00	$0
5	5.3	ELAC and DELAC as advisory committees	Yes	$649.64	$684
5	5.4	Supporting at risk or identified Long term English Learners	Yes	$29,216.28	$18,921
5	5.5	EL site professional development and classroom observations	Yes	$1,546,833.94	$1845,616
5	5.6	Newcomer Toolkit Creation	Yes	$1,803.00	$1,803
5	5.7	Language Review Team Meetings	Yes	$48,576.96	$60,880
5	5.8	Bilingual paraprofessionals	Yes	$316,430.12	$322,310
5	5.9	Bilingual Outreach Liaisons	Yes	$0.00	$0
5	5.10	Effective Extended learning opportunities for English Learners	Yes	$1,218,177.12	$1,303,504

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
4,665,621	$5,011,208.61	$5,979,469.00	($968,260.39)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	Content and grade level teacher leadership team meetings	Yes	$148,457.00	$132,135		
2	2.2	Data driven decision making will help with targeted supports	Yes	$8,325.02	$8,325		
2	2.9	Formative Assessments in Math	Yes	$280,410.22	$368,738		
2	2.11	Add a teacher to every site for additional support services	Yes	$1,172,288.61	$1,400,004		
2	2.13	Revising middle school schedules to provide equitable access	Yes		$0		
3	3.1	Equity and SEL-focused Training	Yes	$47,500.00	$38,500		
3	3.2	SEL & Equity Coaches	Yes	$136,763.23	$430,319		
3	3.4	Restorative Practices	Yes	$60,000.00	$2,000		
3	3.5	MTSS Digital Portal	Yes	$17,000.00	$17,000		
3	3.6	MTSS System	Yes	$547,418.48	$574,126		
4	4.1	Family Education & Training	Yes	$500.00	$500		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.2	Family Support Partnerships	Yes	$326,242.43	$335,100		
4	4.3	Annual Equity Summit	Yes	$48,000.00	$19,984		
4	4.4	Engage families through Relevant Communication Channels	Yes	$241,933.96	$277,382		
4	4.6	Family Representation	Yes		$0		
5	5.1	Improved instructional strategies in dELD and iELD	Yes		$0		
5	5.2	Professional development supporting best practices in ELD	Yes		$0		
5	5.3	ELAC and DELAC as advisory committees	Yes	$649.64	$684		
5	5.4	Supporting at risk or identified Long term English Learners	Yes	$1,803.00	$0		
5	5.5	EL site professional development and classroom observations	Yes	$1,382,947.17	$1,784,999		
5	5.6	Newcomer Toolkit Creation	Yes	$1,803.00	$1,803		
5	5.7	Language Review Team Meetings	Yes	$48,576.96	$60,880		
5	5.8	Bilingual paraprofessionals	Yes		$0		
5	5.9	Bilingual Outreach Liaisons	Yes		$0		
5	5.10	Effective Extended learning opportunities for English Learners	Yes	$540,589.89	$526,990		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
53,321,385	4,665,621	0	8.75%	$5,979,469.00	0.00%	11.21%	$0.00	0.00%

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary
Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 5. Total Planned Percentage of Improved Services

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

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

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 7. Total Estimated Actual Expenditures for Contributing Actions

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

California Department of Education
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