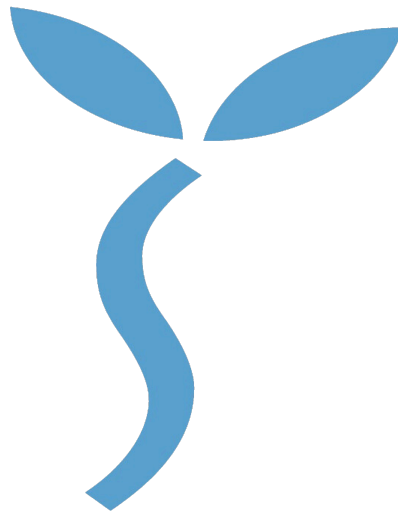


Sunnyvale School District

Local Control and Accountability Plan 2024-2025



Presented to the Board of Education on June 20, 2024

Sunnyvale School District
Local Control and Accountability Plan (LCAP) 2024
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2024-25 LCFF Budget Overview for Parents Data Input Sheet

| | |
|---|--|
| Local Educational Agency (LEA) Name: | Sunnyvale School District |
| CDS Code: | 43 69690 0000000 |
| LEA Contact Information: | Name: Dr. Tasha L. Dean Position: Chief Teaching and Learning Officer Email: tasha.dean@sesd.org Phone: 408 522-8200 x 1005 |
| Coming School Year: | 2024-25 |
| Current School Year: | 2023-24 |

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

| Projected General Fund Revenue for the 2024-25 School Year | Amount Whole Numbers |
|---|---------------------------------|
| Total LCFF Funds | \$117,396,249 |
| LCFF Supplemental & Concentration Grants | \$5,229,500 |
| All Other State Funds | \$12,489,099 |
| All Local Funds | \$10,677,466 |
| All federal funds | \$2,253,269 |
| Total Projected Revenue | \$142,816,083 |

| Total Budgeted Expenditures for the 2024-25 School Year | Amount Whole Numbers |
|--|---------------------------------|
| Total Budgeted General Fund Expenditures | \$152,904,011 |
| Total Budgeted Expenditures in the LCAP | \$125,358,568 |
| Total Budgeted Expenditures for High Needs Students in the LCAP | \$9,702,310 |
| Expenditures not in the LCAP | \$27,545,443 |

| Expenditures for High Needs Students in the 2023-24 School Year | Amount Whole Numbers |
|--|---------------------------------|
| Total Budgeted Expenditures for High Needs Students in the LCAP | \$6,838,831 |
| Actual Expenditures for High Needs Students in LCAP | \$8,507,742 |

| Funds for High Needs Students | Amount [AUTO-CALCULATED] |
|--|-------------------------------------|
| 2024-25 Difference in Projected Funds and Budgeted Expenditures | \$4,472,810 |
| 2023-24 Difference in Budgeted and Actual Expenditures | \$1,668,911 |

| Required Prompts(s) | Response(s) [FIELDS WILL APPEAR IF REQUIRED] |
|---|--|
| Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP). | General fund expenditures for the 2024-25 school year not included in the Local Control and Accountability Plan (LCAP) include standard district overhead costs as well as operational costs that do not closely align with our 4 goals within our LCAP and Strategic Plan. These include costs such |

| | |
|--|---|
| | <p>as gas, electricity, sewage, pest control, and water. This also includes costs associated with non school sponsored activities such such as custodial overtime costs incurred in association with our facility use agreements (billed to entity and recovered through revenues). Legal, litigation, mediation, settlement costs, property & liability premium costs, audit expenses, and contributions to other funds would all fall under costs not included in our LCAP.</p> |
|--|---|



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sunnyvale School District

CDS Code: 43 69690 0000000

School Year: 2024-25

LEA contact information:

Dr. Tasha L. Dean

Chief Teaching and Learning Officer

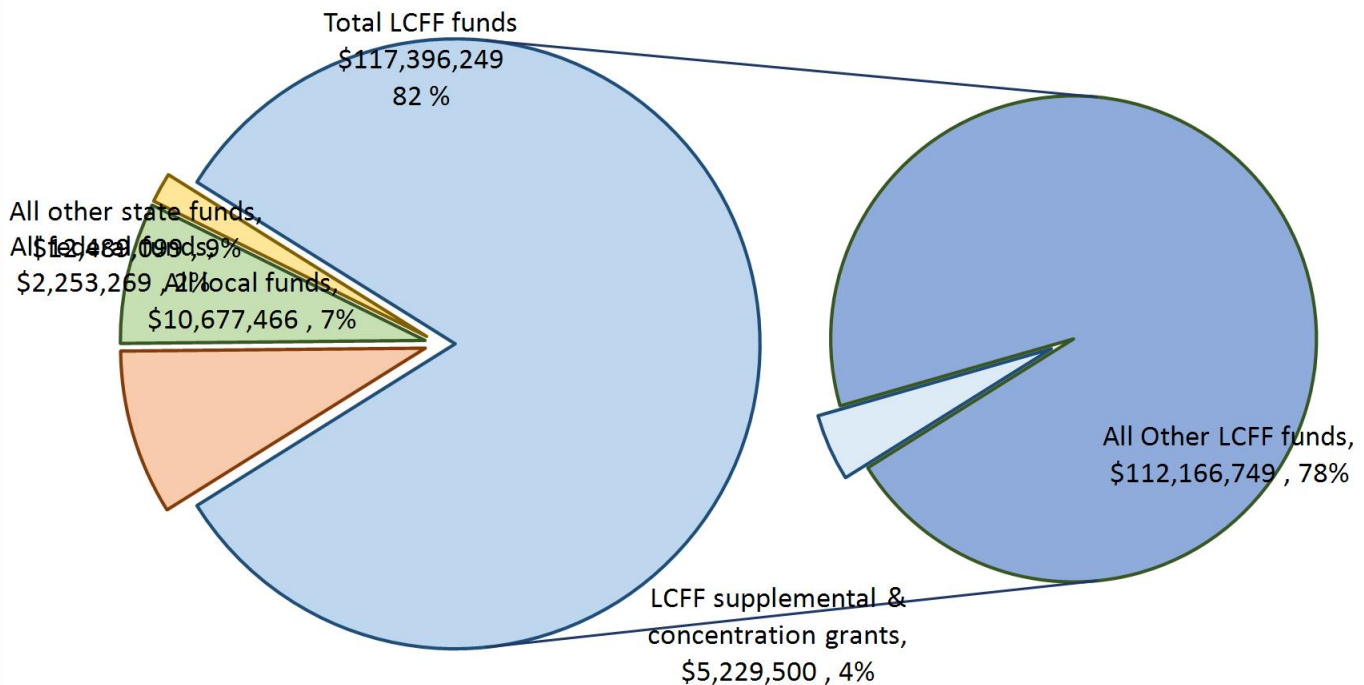
tasha.dean@sesd.org

408 522-8200 x 1005

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

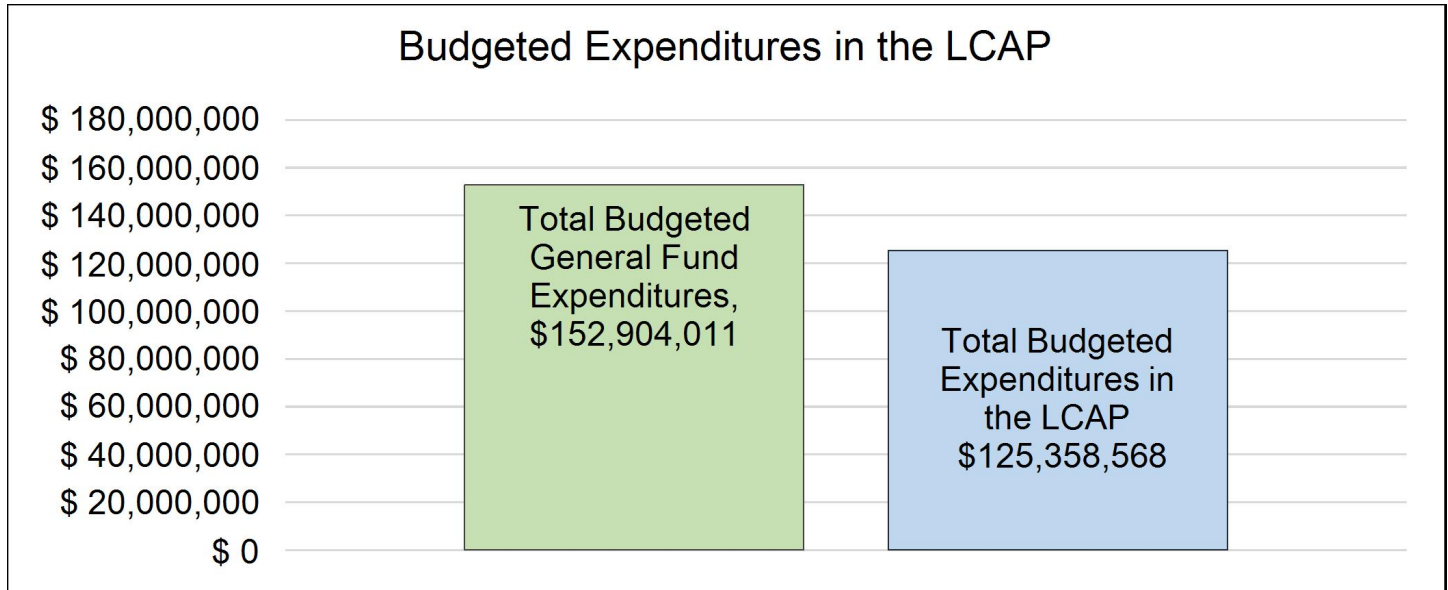


This chart shows the total general purpose revenue Sunnyvale School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sunnyvale School District is \$142,816,083, of which \$117,396,249 is Local Control Funding Formula (LCFF), \$12,489,099 is other state funds, \$10,677,466 is local funds, and \$2,253,269 is federal funds. Of the \$117,396,249 in LCFF Funds, \$5,229,500 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.



This chart provides a quick summary of how much Sunnyvale School District plans to spend for 2024-25. 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 \$152,904,011 for the 2024-25 school year. Of that amount, \$125,358,568 is tied to actions/services in the LCAP and \$27,545,443 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

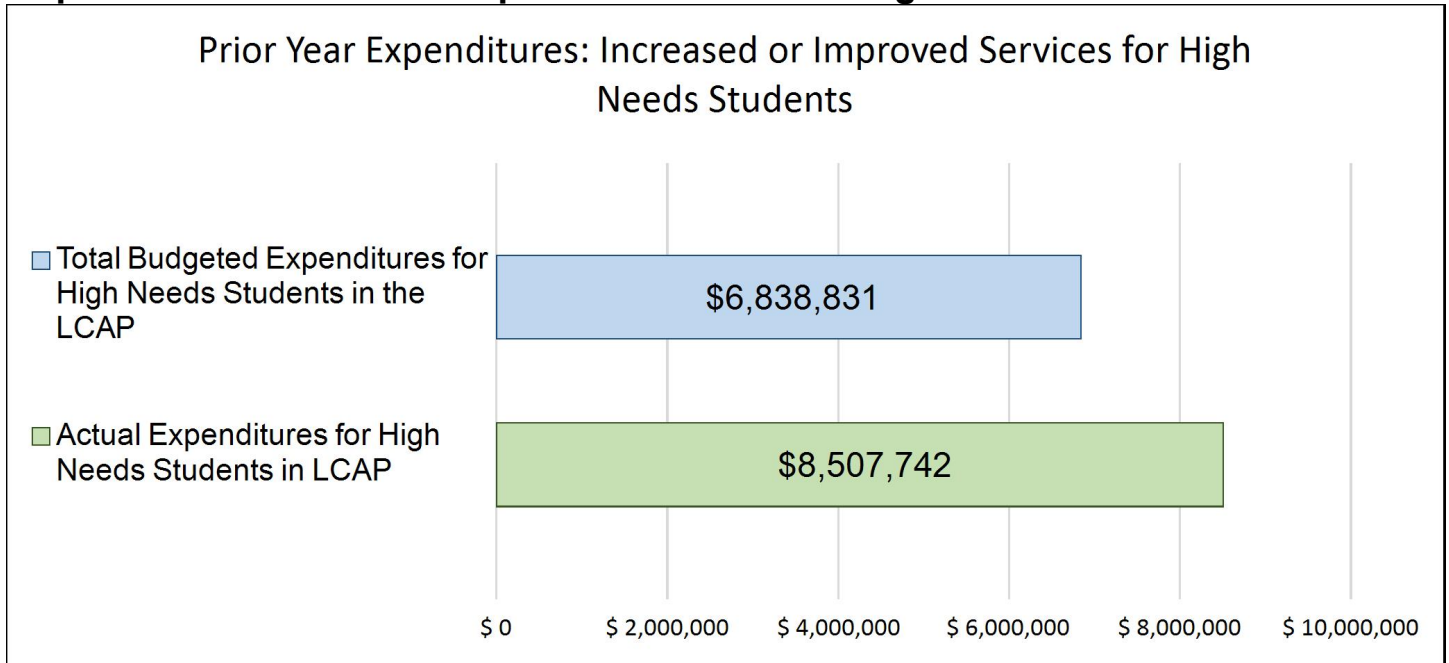
General fund expenditures for the 2024-25 school year not included in the Local Control and Accountability Plan (LCAP) include standard district overhead costs as well as operational costs that do not closely align with our 4 goals within our LCAP and Strategic Plan. These include costs such as gas, electricity, sewage, pest control, and water. This also includes costs associated with non school sponsored activities such as custodial overtime costs incurred in association with our facility use agreements (billed to entity and recovered through revenues). Legal, litigation, mediation, settlement costs, property & liability premium costs, audit expenses, and contributions to other funds would all fall under costs not included in our LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Sunnyvale School District is projecting it will receive \$5,229,500 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 \$9,702,310 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 2023-24



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 2023-24, Sunnyvale School District's LCAP budgeted \$6,838,831 for planned actions to increase or improve services for high needs students. Sunnyvale School District actually spent \$8,507,742 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

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

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

Goals and Actions

Goal

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

Measuring and Reporting Results

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

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|----------------|----------------|--|--|
| clarity and transparency) | | | | | |
| <p>Metric 1.2</p> <p>Priority 2 - Implementation of State Standards</p> <p>(Actions 1.3, 1.4, 1.5, 1.10, 1.11, 1.12, 1.13)</p> <p>Local indicator - Self-Reflection tool from California Board of Education (CBE)</p> <p>May, 2023 New metric Baseline measurement in year 2 outcome column</p> | <p>May 2023</p> <p>This metric was added in May 2023 to measure the implementation of the state standards for all students, not only English Learners as seen in the above metric.</p> <p>The local indicator rubric is as follows: 1=Exploration and Research Phase 2=Beginning Development 3=Initial Implementation 4=Full Implementation 5=Full Implementation and Sustainability</p> <p>Our baseline measurement of the implementation of state standards as of March 2023 is as follows: ELA=4 ELD=3 Math=3</p> | n/a | n/a | <p>The district on the local indicator rubric is as follows: ELA=4 ELD=3 Math=4 Next Generation Science Standards=4 History/Social Science=4</p> | <p>The district will be a 4 in the areas of ELA, ELD, Math, Next Generation Science, and History Social Science, and steps taken in order to move to sustainability.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|--|---|---|--|
| | Next Generation Science Standards=3 History/Social Science=3 | | | | |
| (Action 1) Appropriately credentialed teachers. | 100% Appropriately assigned teachers | 100% Appropriately assigned teachers for the 2021-2022 School Year. | 100% Appropriately assigned teachers for the 2022-2023 School Year. | 100% Appropriately assigned teachers for the 2023-2024 School Year. | 100% Appropriately assigned teachers |
| (Action 2) Employee Retention Rate | 2020-2021 school year employee retention rate is 89.5%. | 2021-2022 school year employee retention rate is 89.8% | 2022-2023 school year employee retention rate is 91.05% | 2023-2024 school year employee retention rate is 94.98% | Maintain an employee retention rate of 90% annually. |
| (Action 2) Staff Race/Ethnicity Demographics (Self-Identified) | 2020-2021 Current Staff Race/Ethnicity: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> American Indian 0.25% African American 2.15% Asian 25.00% Hispanic 27.02% NHPI 0.51% White 41.67% Two or More Races 1.01% DTS 2.40% | 2022-2023 Current Staff Race/Ethnicity <ul style="list-style-type: none"> American Indian 0.72% African American 1.79% Asian 26.58% Hispanic 27.77% NHPI 0.60% White 40.05% Two or More Races 1.91% DTS 0.60% | 2023-2024 Current Staff Race/Ethnicity <ul style="list-style-type: none"> American Indian 1.2% Asian 25.5% African American 1.9% Filipino 1.4% Hispanic 28.1% NHPI .6% White 39.5% Two or More Races 2.2% DTS 0.8% | Make progress to hire a workforce that aligns with the demographics of the District's student population: <ul style="list-style-type: none"> American Indian 2.1% Asian 29.3% African American 1.4% Hispanic 29.3% Filipino 5.3% White 23% Two or More Races 8.2% |
| Metric 1.6 (Action 3,4,5) 100% of students have access | 100% of students having access to standards aligned materials | May 2022 100% of students have access to | May 2023 100% of students have access to | As of April 2024, 100% of students have access to standards aligned | Maintain 100% of students having access to standards aligned materials |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|--|--|--|--|
| to standards aligned materials | Update: May, 2023 Added date | standards aligned materials for the 2021-2022 School Year. | standards aligned materials for the 2022-2023 School Year. | materials for the 2022-2023 School Year. | |
| (Action 6) District network monitoring tool | Maintain at least a 95% on-premises uptime for the District's wireless network. | Maintained a 97.84% on-premises uptime for the District's wireless network for the 2021-2022 school year. | Maintained a 99.69% on-premises uptime for the District's wireless network for the 2022-2023 school year. | Maintained a 98.89% on-premises uptime for the District's wireless network for the 2023-2024 school year. | Maintain at least a 95% on-premises uptime for the District's wireless network. |
| (Action 6 and 7) Annual student and staff survey | District will implement a survey to track: <ul style="list-style-type: none"> 90% of students have access to a computer at home (100% in grades 6-8) and 98% of students have access to internet access at home. 85% Percentage of staff that agree they use instructional technology to improve | A baseline was established in the Spring of 2022 to measure student access to a computer and/or internet access at home. Instructional Technology Staff Survey not administered due to the impact of COVID. Staff Survey will resume in 22-23 school year. 78.3% of responding teachers implemented the curriculum during the 21-22 school year. 100% of staff members provided a | As of April 2023: 97.6% of students have access to internet at home (Fall 2022) 93.5% of certificated staff agree they use instructional technology to improve student outcomes. 72.5% of responding teachers implemented the curriculum during the 22-23 school year. 100% of staff members provided a laptop within the District's refresh cycle | As of May 2024: 97% of students have access to internet at home. Instructional Technology Staff Survey not administered this year. 85.7% of responding teachers implemented the curriculum during the 23-24 school year. 100% of staff members provided a laptop within the District's refresh cycle | 95% of students have access to a computer and internet connection at home. 80% of certificated staff that agree that they use instructional technology to improve student outcomes 100% agree that they covered all Common Sense Media cyber-safety curriculum 100% of staff members provided a laptop within the District's refresh cycle. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|---|---|--|---|
| | <p>student outcomes</p> <ul style="list-style-type: none"> 50% Percentage of staff that agree that they covered all Common Sense Media cyber-safety curriculum <p>100% of staff members provided a laptop within the District's refresh cycle</p> | laptop within the District's refresh cycle | | | |
| (Action 8) Williams Uniform Complaint Process - Facilities | All schools are ranked "Good" based on the Office of Public School Construction's Facility Assessment Tool (FIT) | Over the 2021-2022 school year all of our schools have maintained a Good classification based on the FIT. | Over the 2022-2023 school year all of our schools have maintained a Good classification based on the FIT. | Over the 2023-2024 school year all of our schools have maintained a Good classification based on the FIT. | All schools have maintained a Good classification based on the FIT |
| (Action 9) K-8 special education teachers will have an adopted supplemental math intervention curriculum and associated supports and training. | 33% of grades (3-5) have access to a uniform supplemental math intervention curriculum | As of May 15,2022 49% of K-5 and 29% of 6-8 special education staff have an adopted supplemental math intervention curriculum and associated supports and training. | As of May 31, 2023, 100% of 3-5 special education staff have an adopted supplemental math intervention curriculum and associated supports and training. | As of April 2024, In grades K-5, 100% of staff are trained and implementing supplemental curriculum. In grades 6-8, 100% of 6-8th grade self contained classrooms | 53% of grades (3-5) have access to the supplemental math intervention curriculum. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|--|---|---|
| | | | | have supplemental Math curriculum. | |
| (Action 9) K-8 special education teachers will have an adopted ELA supplemental intervention curriculum and associated supports and training. | Currently supplemental ELA intervention in grades K-5 partially support small group vocabulary or comprehension needs. At Middle school we have minimal implementation of developmentally appropriate adopted supplemental ELA intervention curriculum. | <p>During 2021-22 school, K-5, 84% of staff are trained in curriculum that focus on phonologic processes and meets the dyslexia intervention guidelines.</p> <p>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.</p> <p>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</p> | <p>During 22-23 school year, K-5, 100% of staff are trained and implementing supplemental curriculum.</p> <p>In grades 6-8, 55% of 6-8th grade classrooms have supplemental ELA curriculum</p> | <p>As of April 2024, In grades K-5, 100% of staff are trained and implementing supplemental curriculum.</p> <p>In grades 6-8, 100% of 6-8th grade self contained classrooms have supplemental ELA curriculum.</p> | 100% for grades K-8 of the supplemental ELA intervention curriculum aligned with CCSS, providing equitable access for all students. |

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

Goal Analysis

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

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

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

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

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

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

The district has remained focus and targeted with expenses.

1.1 The increased funding to hire permanent subs to support when long term absences and critical needs arise which has allowed classrooms to be covered by credentialed teachers.

1.3 Less funding needed for science materials as classrooms did not require as many materials as anticipated for the 2023-2024 school year.

1.4 Less funding needed for additional pilot curriculum materials were not required as planned.

1.11 Less funding needed for sexual health curriculum.

1.12 Less funding used in current year as pilot is continuing through 2024-2025 school year.

1.13 District increased funding to Transitional Kindergarden in order to provide additional resources needed in current classes and in setting up new classes during 2023-24.

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

Measuring and Reporting Results

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

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

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

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|--|--|---|--|
| <ul style="list-style-type: none"> ELs SED Foster Youth Hispanic/Latino/a Students with disabilities <p>Update, May 2023</p> <ul style="list-style-type: none"> Students with disabilities discontinued from this metric. New metric added below. | <p>SBAC ELA ELs: 5% met standard</p> <p>SBAC Math ELs: 11% met standard</p> <p>SBAC ELA SED: 33% met standard</p> <p>SBAC Math SED: 22% met standard</p> <p>SBAC ELA Hispanic: 32% met standard</p> <p>SBAC Math Hispanic: 21% met standard</p> <p>SBAC ELA SWD: 6% met standard</p> <p>SBAC Math SWD: 4% met standard</p> <p>SBAC ELA Native Hawaiian: 43% met standard</p> <p>SBAC Math Native Hawaiian: 25%</p> <p>SBAC ELA American Indian: 45% met standard</p> <p>SBAC Math American Indian: 38%</p> | 2023 LCAP annual update. | <p>SBAC Math All students: 49%</p> <p>SBAC ELA ELs: 10%</p> <p>SBAC Math ELs: 8%</p> <p>SBAC ELA SED: 31%</p> <p>SBAC Math SED: 19%</p> <p>SBAC ELA Hispanic: 28%</p> <p>SBAC Math Hispanic: 15%</p> <p>SBAC ELA Native Hawaiian: 37%</p> <p>SBAC Math Native Hawaiian: 15%</p> <p>SBAC ELA American Indian: 40%</p> <p>SBAC Math American Indian: 23%</p> | <p>SBAC Math All students: 49%</p> <p>SBAC ELA ELs: 15%</p> <p>SBAC Math ELs: 13%</p> <p>SBAC ELA SED: 32%</p> <p>SBAC Math SED: 22%</p> <p>SBAC ELA Hispanic: 28%</p> <p>SBAC Math Hispanic: 17%</p> <p>SBAC ELA Native Hawaiian: 32%</p> <p>SBAC Math Native Hawaiian: 15%</p> <p>SBAC ELA American Indian: 38%</p> <p>SBAC Math American Indian: 29%</p> | <p>from the baseline: ELA: 70%; Math: 64%</p> <p>EL, SED, SWD and Hispanic groups will improve proficiency by 20% from the baseline.</p> |
| Metric 6 Local measures ELA | 2020-2021 school year (Reading overall proficiency 2nd-8th): | 2021-2022 Trimester 2 (Reading overall proficiency 2nd-8th): | 2022-2023 Trimester 2 (Reading overall proficiency 2nd-8th): | 2023-2024 Trimester 2 (Reading overall proficiency 3rd-8th): | Reading overall proficiency 2nd-8th: 75% of all students in |

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

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|--|--|--|--|
| <p>positive experience working with their coach on instructional practice</p> <p>Data Source: Coaching survey</p> <p>Update: May, 2022 Clarified data source</p> | <p>with their coach helped improve their instructional practice</p> | <p>restructure, coaching program surveys were administered later in the school year. Data is currently being collected.</p> <p>This will be a lagging indicator.</p> | <p>with their coach helped improve their instructional practice</p> <p>96% of teachers can see that engaging in coaching cycles lead to improved student outcomes.</p> <p>**This will be updated by 5/26/23</p> | <p>cycles led to improved student outcomes</p> | <p>100% of teachers articulate that working with an instructional coach improved their instructional practice.</p> <p>100% of teachers can see that engaging in coaching cycles lead to improved student outcomes.</p> |
| <p>Metric 8 Special Assignment (SEO TOSAS)</p> <p>Update May 2022: These grade levels were highlighted as they related specifically to student gains connected to Support for Equitable Outcome Teachers on Special Assignment (SEO TOSAs)</p> | <p>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</p> <p>1st grade EL percent proficient reading: 53% 1st grade Low SES percent proficient reading: 34% 2nd grade EL percent proficient reading: 51%</p> | <p>Trimester 2 percent proficient Source: 1st grade reading - F&P BAS 1st grade math - NWEA 6th grade reading/math - NWEA</p> <p>1st grade EL reading: 31% 1st grade low SES reading: 27% 2nd grade EL reading: 47% 2nd grade Low SES reading: 42% 1st grade EL math: 32% 1st grade Low SES math: 7%</p> | <p>Metric discontinued due to inability to capture the data, measurements, and desired results as an accurate reflection of intervention work.</p> <p>New metric added that measures DSS ToSA work.</p> | <p>n/a</p> | <p>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</p> |

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

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

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|----------------|----------------|--|--|
| | Math Goal Met, EL: 100% (33/33) | | | of these interventions, data collection following this metric would not accurately reflect student progress. | <p>ELA Goal Met, EL: 100% (__/__ students, number of students TBD based on year)</p> <p>Math Goal Met, EL: 100% (__/__ students, number of students TBD based on year)</p> |
| <p>Metric 11 Smarter Balanced ELA % for ELA and Math data Spring, Trimester 2.</p> <ul style="list-style-type: none"> Students with disabilities | <p>Spring, Trimester 2, March 2023</p> <p>SBAC ELA SWD: 23% (Illuminate pulled SBAC - Special Ed filter) SBAC Math SWD: 20% (Illuminate pulled SBAC - Special Ed filter)</p> <p>All SBAC data is pulled from Illuminate. Special Ed note was made for internal use for consistency of data report use moving forward.</p> | n/a | n/a | <p>Spring, Trimester 2, April 2024</p> <p>SBAC ELA SWD: 19% (Illuminate pulled SBAC - Special Ed Filter) SBAC Math SWD: 16% (Illuminate pulled SBAC - Special Ed Filter)</p> | SWD will improve proficiency by 10% from the baseline. |

Goal Analysis

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

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

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

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

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

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

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

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

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

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

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

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

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

Actions 2.1, 2.2, 2.3, 2.4, 2.9- These actions were effective in building our capacity to analyze data collaboratively and through a lens of equity. Through our continually improving data analysis with teachers and administrators (Actions 2.1, 2.2, 2.3), we have identified continued areas of growth, as well as some areas of gaining strengths:

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

English Learners (metric 5) : this group continues to be a focus, although we have seen gains in both SBAC ELA and Math: 5-15% and 11-13% proficiency respectively

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------------------------------|--|--|--|--|--|
| Metric 3.1 Chronic absenteeism | The 2019 California Dashboard indicates that district-wide, chronic absenteeism is in the Yellow, with 5.6% chronically absent. Three groups are in Orange: African American (10.9%), Students With Disabilities (SWD, 10.1%), and Low Income students (LI, 8.7%). | To date the 2021-22 Dashboard has not become available, however, local data indicates that districtwide, chronic absenteeism is 9%. This number jumped from 3% to 9% following the January-February COVID rise. African American (29%), Students with disabilities (22%), and Low Income students (24%). | To date the 2022-23 Dashboard has not become available, however, local data indicate that districtwide, chronic absenteeism is 15.63%. African American (14.5%), Students with disabilities (22.63%), and Low Income students (31.07%). | As of April 2024 the current year to date Chronic Absenteeism rate for Sunnyvale School District is 13%. African American (10%), Students with disabilities (19%), Low Income students (3%), MKV(28%) | Reduce chronic absenteeism rates district-wide to 1%. Reduce chronic absenteeism rates for the identified student groups to the following: <ul style="list-style-type: none"> African American: 5% SWD: 5% LI: 4% MKV 25% |
| Metric 3.2 Attendance rate | In 2019-20, the average daily attendance was 95% and in 2020-21 was 97% (this number may | During the 21-22 school year, average daily attendance was 94.7%. Part of the drop is attributable to | During the 22-23 school year, average daily attendance was 94.34%. | As of April 2024 average daily attendance is 94.69%. | Maintain attendance rates at 95%. Reduce Chronic Absenteeism among |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|----------------------------|--|--|--|--|--|
| | not fully account for being present each day during distance learning). | COVID-related absences, with significant absences occurring following the December break. Before the spike in January the ADA was at 95+%. | | | students receiving MKV services. Work toward further alignment of Site Attendance improvement procedures with district supports. |
| Metric 3.3 Suspension Rate | The 2019 California Dashboard indicates that, district-wide, 1.4% of students are suspended at least once per school year. Discrepancies were demonstrated for some of our primary student groups, including foster youth (6.7%), African American students (4.3%), Hispanic students (2.9%), and Low Income students (2.6%). Total suspensions 134 Hispanic 4 | To date the 2021-22 Dashboard has not become available, however our 2021-22 local data indicates that, district wide, 1.0% of students are suspended at least once per school year. Foster Youth (<1%), African American Students (2%), Hispanic Students (2%), and Low Income students (2%) Total Suspensions 43 Hispanic 25 | For the 22-23 school year to date, 2.3 % of students were suspended at least once per school year. Foster Youth (0%), African American Students (4%), Hispanic Students (9.5%), Low-Income students (2%), and Students qualifying for McKinney Vento Services (6.94%). Total Suspensions 103 Hispanic 90 | As of April 2024 fewer than 1% of students have been suspended at least once. Foster Youth (0%), African American Students (5%), Hispanic Students (1%), Low-Income students (9%), and Students qualifying for McKinney Vento Services (2%). Total Suspensions: 71 Hispanic: 28 | Reduce suspension to 1.4% or below. Reduce suspension rates for the following student groups to the following: <ul style="list-style-type: none"> • Foster Youth 1.4% • African American student: 1.4% • Hispanic students: %1.4 • LI: 1.4% • Given the critical increase in suspension rates, reduce out-of-school suspension for students qualifying for |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|---|--|---|---|
| | | | | | MKV services to 2.3% or lower. |
| Metric 3.4 Number of Expulsions & Drop outs | In 2019-2020, 0 Expulsions. 0 Drop Outs | During 2021-22 the district continues to demonstrate low rates of expulsions, but due to significant emotional needs one student was expelled and the district continued with 0 drop out rates. | During the 2022-23 school year to date, the district experienced an increase in mandatory expellable offenses to a total of five. Four of the five incidents were able to be resolved with a Stipulated Agreement, and the affected school site is participating in a review of preventative SEL/MTSS supports along with a Climate Improvement plan for the 23-24 school year. Middle school dropouts were stable at 0. | April 2024 mandatory expellable offenses have mark reduced, with two expulsions (both of which proceeded to Stipulated Agreement) and zero drop outs. | Maintain 0 expulsions & Drop outs per year |
| Metric 3.5 Referral Rate | 2019-20 School Year: <ul style="list-style-type: none"> 16.7 per 100 students at our 8 elementary schools 46 per 100 students at | 2021-22 School Year: <ul style="list-style-type: none"> 24.5 per 100 students at our 8 elementary schools 20.5 per 100 students at | 2022-23 School Year: <ul style="list-style-type: none"> 21.9 per 100 students at our 8 elementary schools 25.5 per 100 students at | April 2024 <ul style="list-style-type: none"> 8.7 per 100 students at our 8 elementary schools 21 per 100 students at | Reduce overall average referral rates to: <ul style="list-style-type: none"> 10 per 100 students across the 8 elementary schools |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|--|--|---|---|
| | <p>our 2 middle schools</p> <p>Referral risk ratios:</p> <ul style="list-style-type: none"> African American students: 6.3% Hispanic students: 3.5% <p>(Compared to the district ratio of 1.88%.)</p> <p>2018-19 School Year:</p> <ul style="list-style-type: none"> 26.6 per 100 students at 5/8 elementary schools 49.5 per 100 students at 2 middle schools | <p>our 2 middle schools</p> <p>Referral risk ratios:</p> <ul style="list-style-type: none"> African American students: 5.7% Hispanic students: 4.3% <p>(Compared to the district ratio of 2.13%)</p> | <p>our 2 middle schools</p> <p>Referral risk ratios:</p> <ul style="list-style-type: none"> African American students: 1.4% Hispanic students: 2.7% <p>(Compared to the overall district risk ratio of 1.6%)</p> | <p>our 2 middle schools</p> <p>Referral risk ratios:</p> <ul style="list-style-type: none"> African American students: 2.23% Hispanic students: .721% <p>(Compared to the overall district risk ratio of 1.54%)</p> | <ul style="list-style-type: none"> 20 per 100 students across the 2 middle schools <p>Reduce district-wide average referral risk ratios for the following student groups:</p> <ul style="list-style-type: none"> 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. <p>Maintain 0 expulsions and dropouts per year.</p> |
| Metric 3.6 PBIS Tiered Fidelity Inventory | In 2019, 7/10 schools were implementing features of Tier 1 | 2021-22 School Year: 5/10 schools assessed are implementing features | 2022-23 School Year: 7/9 schools assessed thus far are implementing features | The Fidelity Integrity Assessment (FIA) process, completed in May of 2023, | 10/10 schools will be implementing Tier 1 with at least 80% |

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

Goal Analysis

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 4 | Foster a welcoming and inclusive environment for all parents, families and community members as partners in the education and support of all students' success in school. |

Measuring and Reporting Results

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

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

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|--|--|---|
| | | | appreciated an opportunity to make changes when needed during the year. This practice will be continued as we move forward to expand partnerships in the future. | | |
| <p>Metric 4.5 Percentage of families will report communications invite their thoughts.</p> <p>Note change of Metric Spring 2022</p> <p>91% satisfaction rating.</p> | <p>In 2019-2020, out of 517 responses, 389 answered that communications invite their thoughts, that's 75.24%.satisfaction rating.</p> <p>Update: May 2022 Updated baseline metric for accuracy.</p> <p>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.</p> | <p>n/a</p> <p>Baseline established in the 2021-22 school year.</p> <p>Year 1 outcomes will therefore be measured in Year 2 column.</p> | <p>In the Spring 2023 Survey, 94% of families reported feeling valued in their school.</p> | <p>In the Fall 2023 Survey, 96% of families reported feeling valued in their school.</p> | <p>90% of parents will report that they feel valued by their school site.</p> |

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

Measuring and Reporting Results

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

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|--|--|---|---|
| | <p>testing granted in response to COVID-19.</p> <p>Update: May, 2022 Clarified metric.</p> <ul style="list-style-type: none"> • Use of local data due to state granted flexibility for ease of reader. • Added baseline CAASPP data from 2018-2019 school year | | | | |
| <p>Percent of all English Learner students who are reclassified as English Proficient in grades TK-8th</p> <p>Data source: District housed data</p> | <p>Spring, 2020-2021 11% of all TK-8th grade English Learners were reclassified.</p> <p>Update: May, 2022 Clarified metric for ease of reader</p> | <p>Spring, 2021-2022 17% of all TK-8th grade English Learners were reclassified.</p> <p>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.</p> | <p>Spring, 2022-2023 14% of all Tk-8th grade English Learners were reclassified.</p> <p>Students who will be eligible for reclassification based on Summative ELPAC scores from Spring of 2023 will be reclassified at the beginning of the 2023-2024 school year.</p> | <p>As of December 2023, 18% of all TK-8th grade English Learners were reclassified.</p> <p>This includes students who were eligible for reclassification based on Summative ELPAC scores from Spring of 2023.</p> | <p>20% of English Learners are reclassified on an annual basis.</p> |

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

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|--|--|--|
| <p>Percent of English Learner students who have made progress towards English Proficiency on the Summative ELPAC.</p> <p>Data Source: Summative ELPAC</p> | <p>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.</p> <p>Update: May, 2022 Corrected error in baseline metric from 50% to 5%. Clarified measurement for ease of reader.</p> | <p>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.</p> <p>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.</p> | <p>Spring, 2021-2022 Summative ELPAC 17% of TK-8th grade English Learners made progress towards proficiency as measured by one "band" of overall growth on the assessment.</p> | <p>Spring, 2022-2023 Summative ELPAC 20% of TK-8th grade English Learners made progress toward proficiency as measured by one "band" of overall growth on the assessment</p> | <p>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.</p> |

Goal Analysis

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

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

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

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

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

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

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

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

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

Action 5.6- Additional funding was not needed to support New Comer Tool kits that was not covered in other areas of the plan.

Action 5.8- Additional funding was added in order to increase the hours of bilingual paras. The bilingual paras were added to support the increase number of new comers and to increase language and transition support to families.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

2024-2027 Local Control and Accountability Plan Summary

Sunnyvale's LCAP has been designed to outline how our district & school sites will utilize state funds to meet local educational goals and improve student performance. It has been organized in a way that emphasizes transparency and based on the input from parents, teachers, students, and other community members. It has also been aligned with our 6 year Strategic Plan, so there is alignment across areas of focus for the district.

Base Services and Staffing:

- **Base Resources & Services:** These are the foundational services provided to all students to ensure a minimum standard of education and support across the district. Base services typically include core academic programs, general student support services, and basic operational functions like facilities maintenance.
- **Base Staffing:** This includes the essential staff required to run the school effectively for all students. Examples include classroom teachers, school administrators, custodians, and general support staff such as school nurses and counselors.

Targeted Services and Staffing:

- **Targeted Resources & Services:** These services are additional supports aimed at specific groups of students who may need extra help to achieve academic success. Targeted services often focus on students from low-income families, English learners, foster youth, and other historically underserved groups.
- **Targeted Staffing:** This includes specialized staff who provide additional support to students with greater needs. Examples include bilingual educators, specialized instructional aides, School Outreach Coordinator, School Outreach Assistants.

GOAL 1: Students experience inclusive and nurturing environments

Goal one is one of four high priority goals from our Sunnyvale Community. Our community has indicated the need to provide spaces where every student will experience a sense of belonging, trusting relationships with teachers and staff, and access to timely supports. Based on our data, we have students who are not experiencing the level of success they need to experience. This goal was established to ensure our learning environments create conditions for optimal learning by promoting emotional well-being, fostering positive relationships, encouraging diversity of thought, and empowering students to reach their full potential.

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| <p>ACTION 1.1</p> | <p>Inclusive and nurturing environments base staffing</p> <p>Foster an inclusive and nurturing environment for all students takes a great number of staff of various classifications. The goal of creating and maintaining a standardized, district-wide system focused on social-emotional health and wellness of all students, including common curriculum, designated instructional time, proven social emotional practices, and ongoing training and support for all students and families requires we bring staff together with a cohesive, connected vision. This includes everyone from teachers to custodians, bus drivers to para educators playing their various roles in order to support all of our students in ensuring that every student will experience a sense of belonging, trusting relationship and timely access to supports for emotional, behavioral, mental, and physical health.</p> |
| <p>ACTION 1.2</p> | <p>Inclusive and nurturing environments targeted staffing</p> <p>While all of our staff actively support our students in their various areas of expertise, we also make dedicated staffing decisions with the primary intention of benefiting our unduplicated pupils. Some of the ways our staff do this work is through strengthening home-school connections by providing opportunities aligned to each unduplicated students' needs and interests, embracing each family's cultural and language background as assets, and promoting anti-racist and anti-bias mindset and behaviors.</p> |
| <p>ACTION 1.3</p> | <p>Inclusive and nurturing environments base resources & services</p> <p>In addition to the staff required to serve all our students, a certain baseline of resources needs to be allocated to all of our schools to ensure we create a shared vision of an inclusive and nurturing environment. Outlined below are a couple aspects of resources - professional learning opportunities, and a social-emotional cultural survey - that help us understand our district families and train our staff in best meeting their needs.</p> |
| <p>ACTION 1.4</p> | <p>Inclusive and nurturing environments targeted resources & services</p> <p>In addition to the staff required to serve all our students, and the baseline of resources needs to be allocated to all of our schools, we also dedicate targeted resources that are primarily directed at serving our unduplicated pupils. Similar to our base resources, this can come in the form of professional development, family surveys, or support networks and summits designed to particularly understand and serve our unduplicated pupils:</p> <p>Unconscious bias and Anti-Racist training equips our staff with the tools to recognize and mitigate the impact of unconscious biases on student learning.</p> |

GOAL 2: Students receive equitable opportunities for growth

Goal two is one of the four high priority goals for our Sunnyside Community. Our community has indicated the need to ensure every student will receive the personalized assistance (both academic and non-academic) necessary to grow at a pace that closes opportunity, language, and achievement gaps. In particular, our English Learners, Hispanic students, Homeless and Foster Youth, socioeconomically disadvantaged families, and Students with Disabilities. The academic indicators for all of these groups lagged significantly behind their peers. Our goal of ensuring equitable opportunities for growth acknowledges that we need to do better in providing all students, regardless of background or circumstances, with the resources and support necessary to reach their full potential. By focusing on equity, we aim to bridge these gaps and ensure that all students have a level playing field for academic success.

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| <p>ACTION 2.1</p> | <p>Equitable opportunities base staff</p> <p>In order to have a variety of experiences for our students in our school system which ultimately lead to academic growth, we need a variety of staff on our workforce that are able to serve all students.</p> <p>Arts and Music Staff champion equity through artistic expression. Their programs empower all students, fostering creativity and collaboration regardless of background. The arts bridge cultural divides, promoting understanding and respect. This holistic approach levels the playing field, ensuring equitable opportunities for all to thrive.</p> |
|------------------------------|---|

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| ACTION 2.2 | Equitable opportunities targeted staff In addition to our baseline of staff that serve all of our students, some staff are hired with a particular targeted focus on unduplicated pupils. Having staff dedicated to serving unduplicated individuals assists us in achieving our commitment to ensuring that every student will receive personalized academic and non academic assistance necessary to grow at a pace that closes the opportunity, language, and achievement gaps. Supports will be provided during and after school. |
| ACTION 2.3 | Equitable opportunities base resources and services All students need resources in order to assist them on their journey of growth in our schools. Outlined below are resources provided to all of our students: <ul style="list-style-type: none"> ● Catalog of SEL Supports ● Arts and Music Programs ● STEM Program ● Intervention Practices Training ● Inclusion Plan |
| ACTION 2.4 | Equitable opportunities targeted resources and services To create an environment that fosters equitable opportunities for growth, certain student groups may require resources that differ from their peers. This is because students come from diverse backgrounds and experiences, and a one-size-fits-all approach can leave some behind. |

GOAL 3: Students demonstrate responsibility for learning

This goal is one of two goals of high priority to our Sunnyvale Community. This goal aligns with the community's goal to ensure that every student will be an active partner in their learning process, share ownership for achieving their learning goals, and contribute meaningfully in their school and community.

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| ACTION 3.1 | Student responsibility for learning base staffing To offer the various experiences where student voices are heard more often in their educational decisions, we will need the staff to provide multiple pathways for students to develop the skills to express their voice, including student-led discussions, and advocating for opportunities. |
| ACTION 3.2 | Student responsibility for learning targeted staffing Staff support students to strengthen their ownership of learning by engaging each student in setting and monitoring their academic and non-academic goals in age and developmentally appropriate ways. |
| ACTION 3.3 | Student responsibility for learning base resources and services Certain resources will be required to support our efforts to increase student responsibility for their learning. In order to provide all our students and schools this support, staff will need professional development, materials, curricular supports, and other resources to create a baseline standard of student responsibility for learning. |
| ACTION 3.4 | Student responsibility for learning targeted resources and services Provide targeted resources that are primarily directed towards our unduplicated pupils. <ul style="list-style-type: none"> ● Student Leadership of Underrepresented Students ● Parent/guardian Education Programs ● Professional development/coaching opportunities for teachers on strategies to solicit voice, and embrace student engagement |

GOAL 4: Students achieve mastery of core content area

This goal aligns with the community's goal to ensure that every student will demonstrate continuous academic growth at a rate that will lead to mastery of core standards and skills at key transitional grade levels.

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| ACTION 4.1 | Student achieve mastery base staffing For all students to achieve mastery in core content areas, a certain baseline of staffing is required. With this baseline of staffing, we are able to continue the work of ensuring that every student will demonstrate continuous academic growth at a rate that will lead to mastery of core standards and skills at the key transitional levels. |
| ACTION 4.2 | Student achieve mastery targeted staffing For some students to achieve core content mastery, we will also need dedicated staff who are primarily targeted at meeting their individual needs. Examples of these staff include: Bilingual Para Educators: our bilingual para educators bridge the language gap for English Learnings (EL) families and families with socioeconomically disadvantaged backgrounds, providing them with additional supports to navigate our educational systems and connect with the individual resources families need to be successful. |
| ACTION 4.3 | Student achieve mastery base resources and services Our staff and students require a baseline of resources designed to meet their needs and to increase student learning. Some of those resources include: <ul style="list-style-type: none">● Standard Aligned Curriculum● Provide professional development opportunities● Student Progress Monitoring |
| ACTION 4.4 | Student achieve mastery targeted resources and services While the baseline resources often meet many student needs, we need specialized resources and training to further close observed opportunity gaps. This comes in many forms, but is often through professional development, specialized curriculum and other resources designed with our unduplicated pupils in mind. <ul style="list-style-type: none">● Best Practices English Learners Professional Development● Newcomer Curriculum● Supplemental ELD Curriculum |



Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

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

Nestled at the heart of Silicon Valley, Sunnyvale School District (SSD) supports & educates about 5800 students annually, offering a robust standards-based curriculum delivered through high-quality instruction across our 10 schools. Our student body, ranging from preschool to eighth grade, mirrors the rich diversity of our region, with 34% eligible for free or reduced-price meals and approximately 29% being English Learners. With 50 languages spoken among our students, diversity is a cornerstone of our district.

Sunnyvale's core mission is to equip each student with a solid foundation in academic, behavioral, and social-emotional skills, empowering them to thrive in an ever-evolving world. We take pride in our prudent resource management, synergizing district assets with strategic community collaborations to ensure every child receives the opportunities necessary for optimal growth academically and emotionally. This commitment extends to enriching classroom experiences with practical community engagements, proven to enhance learning outcomes.

As Sunnyvale School District rolls out this new 3 year LCAP our focus remains steadfast on equity, a multi-tiered support framework, and innovation to enhance instructional effectiveness and student welfare. Our leadership structures integrate an equity and anti-racist perspective, fostering ongoing reflection on optimizing student support, dismantling barriers to learning, and strengthening overall support systems. Continuous coaching and training for our leadership teams are integral components of our commitment to constant improvement and student success. As we enter this new 3 year plan we will have the additional guidance of our strategic plan where we are focused on a promise that every student is known by name, strength and need, ready to excel in high school and beyond, and to lead a life of joy and purpose.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Our review of the 2023 Dashboard, and the areas where we received the lowest performance level, identified several areas where we need to focus our efforts to improve student achievement and well-being. Below are the outlined areas designated "lowest performing" on the CA Dashboard.

Districtwide "lowest performing":

Chronic absenteeism: We observed high rates of chronic absenteeism across several ethnicities (African American, Asian, Hispanic, White).
Students with disabilities (SWD): SWD achievement in ELA and math requires improvement as measured by CAASPP
Homeless Youth: This student group experiences high rates of chronic absenteeism

Specific Schools' "lowest performing":

Several schools have student groups performing in the lowest levels on specific indicators, which warrant additional resources and continued support:

Bishop: Focus on improving ELA achievement for Socioeconomically Disadvantaged (SED) students, and achievement in ELA and Math for Students with Disabilities (SWD). Additionally, address chronic absenteeism among Asian and Hispanic students.

Cherry Chase: Here, chronic absenteeism is a concern for Students with Disabilities and Hispanic students

Columbia Middle School: We will target math performance for Socioeconomically Disadvantaged students and improve ELA achievement for Students with Disabilities

Ellis: Additional work is needed to address chronic absenteeism among English Learners (EL), Socioeconomically Disadvantaged students, Students with Disabilities, and Asian and Hispanic students as it is in the lowest performing category. In addition, students with disabilities showed ELA and Math as the greatest areas for growth.

Fairwood: Chronic absenteeism is a concern for Socioeconomically Disadvantaged students, Students with disabilities, and Hispanic students as they are in the lowest performing category.

Lakewood: EL proficiency as measured by ELPI, ELA achievement for Hispanic students, and overall performance for Students with Disabilities (ELA/Math) require improvement.

San Miguel: Math performance needs improvement for Students with Disabilities. We will also address chronic absenteeism in this student group

Sunnyvale Middle School: A comprehensive approach is needed to address math achievement, suspension rates, and chronic absenteeism among White students and English Learners (as well as Chronic Absenteeism for students overall). Additionally, Socioeconomically Disadvantaged students experience high suspension rates and chronic absenteeism. We will also target improved outcomes for Students with Disabilities (ELA/Math/chronic absenteeism) and Hispanic students facing suspension and chronic absenteeism.

Vargas: Chronic absenteeism is a concern for Asian students as they are in the lowest performing category. Math achievement also requires improvement for Hispanic students. We will pay close attention to the Two or More Races student group experiencing chronic absenteeism.

Chronic Absenteeism:

While chronic absenteeism emerged as a major concern across all student groups and schools, we are actively implementing solutions. Comprehensive preventative attendance teams at each school site, including social workers, administrators, and outreach staff, are now in place to proactively address potential attendance issues. We've also sharpened our focus on the Student Attendance Review Board (SARB) process at both the school and district levels, along with data tracking to identify students most at risk. In addition, improved and expanded district-level transportation ensures students who need it most can get to school. These combined efforts aim to significantly reduce chronic absenteeism.

African American Students:

While the district serves about 100 identified African American families annually we see a need to provide greater equity and inclusion of African American students and their families. During the strategic planning and community conversations it is critical that we ensure all students, regardless of numbers have equal access to educational resources and opportunities. Creating a school environment where African American students feel valued, respected, and part of the community. Providing targeted academic support to help African American students excel and close achievement gaps will be included in the district's targeted anti-racist work.

English Learners:

English Learners continue to be a focus student group for our district, as indicated by both local and state measures. Districtwide, our English Learners were in the second highest performance level (green) as indicated by the CA Dashboard's ELPI indicator, and five out of ten schools were either in the highest (blue) or second highest (green) performance level. Only one school was in the lowest performance level for English Learners, three were in orange (second lowest performance level), and one school was in the yellow (mid performance level). We've continued to see some progress with English Learners on CAASPP, moving from 5-15% proficiency in math and 11-13% proficiency in English Language Arts over the past three years. Some of these gains may be due to our professional development around designated and integrated English Language Development (ELD), ELD instructional walkthroughs we've conducted, and English Learner progress monitoring meetings we conduct each year.

Students with Disabilities:

Students with disabilities continue to be a focus student group for our district, as indicated by local and state measures, in both ELA and math. During our 2023 Equity Summit, support for our students with disabilities surfaced in several ways from students, families, and staff: increase student voice in their learning, continue inclusion for students with disabilities and co-teaching opportunities, and introduce texts and lessons to support culturally responsive teaching.

Students who are Unhoused:

The district continues to support the higher number of students who are enrolled and have various challenges with housing. We continue to provide targeted case management to support students as often our students are facing significant emotional and social challenges. Its through the case management that we are able to minimize the negative impact of homelessness on their academic performance due to lack of resources and frequent school changes. We work to foster a supportive positive environment that enables the students to thrive and meet their goals.

Student Voice and Ownership of Learning:

Through our 2023-2024 Strategic Planning process, it became evident that a consistent theme was emerging of involving students in their own learning and providing more opportunities for students to take ownership of their educational experience. We also believe involving students to a greater degree in their educational experience will benefit the district population with respect to the above-mentioned focus areas. By providing students more opportunities to give input on their learning experience, we hope to increase student engagement, attendance, and ultimately academic achievement. By providing students with opportunities to shape their learning, like participation in IEP and goal-setting meetings for SWDs, or contributing to classroom discussions and activities for all students, we aim to increase their investment in their education. This, in turn, can lead to a decrease in chronic absenteeism – a problem affecting most student groups in our district. For ELs, ownership can come through choice in learning activities or materials that reflect their cultural backgrounds. For SWDs, involvement in IEP and SST meetings fosters a sense of agency and empowers them to participate actively in their learning journey. By fostering student voice and ownership across the board, we aim to improve educational experiences and achievement for all students.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

NA

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s) | Process for Engagement |
|---------------------------|--|
| Students | Middle school students, and elementary school students were actively engaged in LCAP and Strategic Planning development through meetings tailored to their age-level. In total, 140 students attended these sessions, ensuring that their voices were heard in the planning process. LCAP review also occurred at the Equity Summit series of events when the district invited 4th to 8th grade students to engage in a day of interactive discussions and activities addressing issues within their school communities. Sixty students attended this event. Student meetings were held on 1/9, 1/30, 2/9, 2/13, and student input was also captured during the Superintendent's Student Leadership Luncheon on March 20, 2024. |
| Parent Advisory Committee | The district conducted a series of nine parent-specific meetings, bi-weekly through the Winter, to help shape the direction of SEDD schools over the next six years. These meetings were a chance for parents to get involved, share their thoughts, and make sure our plans represent the diverse voices and backgrounds of our community. These meetings were held in the evenings, both online and in person at Bishop, Cherry Chase, San Miguel, and the District Office. Some meetings were open to all families in the district, and all were advertised through School Messenger, email, and social media, while others were tailored to specific groups (such as families of students in special education or Latino and African American families). School Outreach Assistant staff also directly reached out to families to encourage them to participate. On average, around 20 to 25 parents attended each meeting. Some of parents' primary concerns were |

| Educational Partner(s) | Process for Engagement |
|--------------------------------|--|
| | <p>around seeking to expand after school learning opportunities (specifically in the area of math tutoring). Parents and families also continually sought a primary grade focus on phonics and reading acquisition. Other areas of focus for parents included expressing a desire for continued socio-emotional and mental health support, with a desire for the District to continue to explore reliable metrics to measure progress in these areas. Families were able to participate throughout the year starting with a district-wide forum on September 9, 2023. Meetings were held 12/4, 1/16, 1/17, 1/18, 1/22, 2/9, 2/13, and 3/27.</p> |
| Community | <p>The district fostered a broad-based approach to crafting its Local Control and Accountability Plan (LCAP). Public meetings were a cornerstone of this effort. Held in both virtual and in-person formats, these sessions ensured accessibility for the wider community. Specific outreach efforts were undertaken to engage non-traditional participants, with School Outreach Assistants proactively reaching out to families. Additionally, promotional materials were disseminated widely through electronic channels and social media. This commitment to inclusivity ensured that the LCAP development process incorporated the perspectives of the general, non-educational community. Community Forums were also held on 12/4, 1/22, & 2/12.</p> |
| Teachers/Instructional Coaches | <p>Teachers were included as both community members and bargaining unit representatives with District leadership at district-level Strategic Planning teams. This ensured that the perspectives and concerns of teachers and support staff were integrated into the decision-making process for LCAP. Meetings were held on 12/4, 12/5, 1/29, 3/25.</p> |
| Bargaining Units (SEA/CSEA) | <p>The district fostered strong partnerships with employee unions like the Sunnyvale Education Association (SEA) and the California School Employees Association (CSEA). By integrating union members and leaders into district-wide strategic planning teams, the district valued the voices of teachers and support staff. This teamwork increased transparency, communication, and ultimately created a shared sense of responsibility and ownership for achieving the district's educational objectives. Meetings were held on 11/27, 1/22, 2/15, and 2/26.</p> |
| Instructional Leadership Team | <p>The Instructional Leadership Team (a consortium of Principals, Assistant Principals, Managers, Coordinators and Directors along with members of the Superintendent's Cabinet) included LCAP work on its</p> |

| Educational Partner(s) | Process for Engagement |
|-------------------------------------|---|
| | monthly agenda, revisiting creating goals and actions regularly for input and review. |
| Classified Staff | The district acknowledged the importance of comprehensive input during the LCAP creation process, and the collaborative effort to engage employee voices through their bargaining units ensured that the voices of Classified staff, a vital component of the school district's operation, were considered in shaping the future direction of Sunnyvale's schools through the LCAP. This extended beyond teachers to encompass Classified Staff, members of the California School Employees Association (CSEA). Targeted sessions included 2/12, 2/15, & 2/26. |
| SELPA | The district collaborated with SELPA on 5/16/2024. There was a recommendation to consider adding students with disabilities to the actions and this along with input from families lead to organizing the plan in a way where additional details are included in this plan. In addition, the LCAP will guide some of our actions, but not all that have been outlined in our Strategic Plan. For example one of our major strategies will be to accelerate support for students with IEPs. The Director of Special Education meets monthly and provides critical information to inform decisions and voices from the special education community. |
| English Language Advisory Committee | The district's collaboration with educational partners extended to include the District English Learner Advisory Committee (DELAC) and site English Learner Advisory Committees (ELACs). ELACs met onsite monthly, and DELAC met four times across the school year. These committees served as vital forums for sharing progress in Strategic Planning and eliciting feedback on the specific needs of English Learners during their regularly scheduled meetings. The district meets at a minimum of monthly and more often for topics and needs that require additional planning and collaboration time. |

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The Sunnyvale School District's approach to engaging educational partners in the development of the LCAP was marked by a commitment to inclusivity and collaboration at every stage of the process. Leveraging the necessity to craft a new LCAP, the district opted to concurrently draft a six-year Strategic Plan, ensuring a comprehensive and forward-thinking approach to educational planning. The district embarked on a journey that prioritized the voices of its diverse community members, including specific parent groups such as underserved parents, parents

of English Learner (EL) students, and parents of students receiving Special Education services. Additionally, middle school parents, elementary school parents, middle school students, and elementary school students were actively engaged, ensuring a broad representation of perspectives throughout the decision-making process. The district conducted a series of nine meetings to help shape the direction of our schools over the next six years. These meetings were a chance for parents to get involved, share their thoughts, and make sure our plans represent the diverse voices and backgrounds of our community. These meetings were held in the evenings, both online and in person at Bishop, Cherry Chase, San Miguel, and the District Office. Some meetings were open to all families in the district, and all were advertised through School Messenger, email, and social media, while others were tailored to specific groups (such as families of students in special education or Latino and African American families). School Outreach Assistant staff also directly reached out to families to encourage them to participate. On average, around 20 to 25 parents attended each meeting. Students were not neglected! – separate meetings were held for 4th to 8th graders, with after-school sessions for 4th and 5th graders and visits to ELD and flex classrooms for 6th to 8th graders. In total, 140 students attended these sessions, ensuring that their voices were also heard in the planning process.

In addition to soliciting input through traditional channels, such as meetings and open forums, the district implemented innovative strategies to foster relationships with underrepresented families. The creation of a four-part equity series of events served as a platform for meaningful dialogue and engagement, specifically targeting underrepresented communities. The district collaborated with Quetzal Consulting to organize a comprehensive series. In the Fall, the district hosted an Equity Summit, inviting 4th to 8th grade students to engage in a day of interactive discussions and activities addressing issues within their school communities. The Summit took place at the Sunnyvale Community Center, where families were provided with breakfast and lunch. Sixty students attended this event. In the winter, there were two events that took place: the first an art class tailored for 6th to 8th graders, where they translated the topics explored during the fall summit into a poster. Facilitated by community artist Eduardo Valadez, this workshop, attended by 10 students (5 from each middle school), took place at Columbia Middle School. The resulting artwork was showcased at the Fiesta Kermes, our second winter event, which celebrated the accomplishments of the fall summit with approximately 150 attendees at Bishop Elementary School. Festivities included a parent-owned taco truck, performances by mariachi bands and folkloric dance groups made up of students attending the district, and an opportunity for students to share the significance of their creations through brief speeches. Wrapping up the equity series, we organized Noche de Padres (Parents Night Out), a special evening tailored for parents and guardians, with around 100 attendees at the Hilton Garden Inn in Sunnyvale. The hotel provided a buffet-style three-course meal which many families heavily enjoyed. Students within the district put together a folklorico dance performance, a game was played that was centered on equity initiatives in the district, and the night ended in a dance party with Columbia Middle School's very own principal as the DJ. Crucial to the success of these events were the School Outreach Assistants. They played a pivotal role in the parent participation for each event. The district also utilized School Messenger, email, and traditional paper invitations as publicity efforts.

These events provided opportunities for community members to share their experiences, insights, and aspirations, thereby informing the development of long-term district initiatives. By centering equity in its outreach efforts, the district demonstrated a deep commitment to addressing disparities and fostering a more inclusive educational environment for all students.

Furthermore, the district's collaboration with educational partners extended beyond just parents and students to encompass various advisory committees, including the District English Learner Advisory Committee (DELAC) and site English Learner Advisory Committees (ELAC). These committees served as vital forums for sharing progress in Strategic Planning and eliciting feedback on the specific needs of English Learners. Moreover, the district actively engaged with members of bargaining units such as the Sunnyvale Education Association (SEA) and California School Employees Association (CSEA). By including bargaining unit members and leadership on District-level Strategic Planning

teams, the district ensured that the perspectives and concerns of teachers and support staff were integrated into decision-making processes. This collaborative approach enhanced transparency, communication, and ultimately fostered a sense of collective ownership and accountability in advancing the district's educational goals.

The engagement process has allowed for meaningful engagement, strengthened understanding, increased appreciation and commitment to the work ahead. The process included 10 separate teams. The teams met from October through April and included over 35 planning sessions with over 415 participants including staff & family sessions and 4 community forums. The opportunities contributing to the development of all 4 goals. In addition, success from last year with family engagement has also lead to how the district can have greater impact on student engagement. Conversations with students lead to the importance of a goal 3 to focus on increasing student voice.

As a whole, student discussions highlighted a desire for more personalized learning. This feedback directly shaped LCAP Goal 1: "Students receive equitable opportunities for growth," focusing on providing all students with the resources and support they need to thrive.

The Parent Advisory Committee emphasized the need for after-school programs teacher support. This feedback directly influenced LCAP Goal 2: "Students receive equitable opportunities for growth." The goal aims to address concerns about individual student support and provide enriching programs outside the traditional school day.

Community feedback highlighted the importance of student ownership in their learning journey. Phrases like "Student Participation in Student Meetings" and "Recognition and celebration of student growth" echoed throughout the discussions. This community input directly shaped LCAP Goal 3: "Students demonstrate responsibility for learning." The goal focuses on empowering students to take an active role in their education and celebrate their achievements along the way.

Bargaining unit representatives, instructional coaches, and members of the Instructional Leadership Team emphasized the need for a well-rounded approach to student academic and emotional growth. Their feedback on LCAP Goal 2, "Students receive equitable opportunities for growth," centered on providing targeted support. They identified the need for Social-Emotional Learning (SEL) Supports to address non-academic needs, Tier 2 Interventions for students requiring additional academic assistance, using Rapid Data Cycles to monitor instruction, and a revision of the Multi-Tiered System of Supports (MTSS) process to ensure its effectiveness. Additionally, they highlighted the importance of dedicated support for newcomers and English Language Learner (EL) students. This combined feedback ensures Goal 2 focuses on creating a comprehensive support system that empowers all students to reach their full potential.

ELAC members played a key role in shaping LCAP Goal 3: "Students demonstrate responsibility for learning." Their feedback championed two crucial areas: fostering student leadership and empowering parents/guardians. Specifically, they advocated for increased inclusion of underrepresented students in leadership roles through initiatives like "Student Leadership of Underrepresented Students". They also emphasized the importance of "Parent/Guardian Education Programs" delivered in multiple languages. These programs aim to equip parents/guardians with the knowledge and tools to support their children's ownership of learning.

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 1 | Students Experience Inclusive and Nurturing Environments | Broad Goal |

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Sunnyvale School District engaged in a strategic planning process in order to align and engage the entire community. It was decided that this would inform our LCAP for the next three years with the approved strategic plan guiding the goals for the district ahead. This process has allowed for meaningful engagement, strengthened understanding, increased appreciation and commitment to the work ahead. The process included ten separate teams meeting from October through April and including over thirty-five planning sessions with over four hundred participants. This process included six family sessions and four community forums. Goal one is one of four high priority goals from our Sunnyvale Community. Our community has indicated the need to provide spaces where every student will experience a sense of belonging, trusting relationships with teachers and staff, and access to timely supports. Based on our data, we have students who are not experiencing the level of success they need to experience. This goal was established to ensure our learning environments create conditions for optimal learning by promoting emotional well-being, fostering positive relationships, encouraging diversity of thought, and empowering students to reach their full potential.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|----------------|----------------|---|----------------------------------|
| 1.1 | Chronic absenteeism (source: CA Dashboard) | The 2023 California Dashboard indicates the following groups in | | | Chronic absenteeism in each significant subgroup is 10% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|------------------|---|----------------|----------------|---|----------------------------------|
| | | <p>the lowest performance level district wide:</p> <p>Students with Disabilities: 18.8% Homeless Youth: 47.1% African American: 20.8% Asian: 10.1% Hispanic/Latino: 21.4% White: 10.2% Socioeconomically Disadvantaged: 19.9% English Learners: 18% Two or More Races: 11.1% All Students: 14.8%</p> | | | | |
| 1.2 | Attendance Rates | <p>2023-24 YTD % of students who are on track for attendance (attendance is at 90% or greater)</p> <p>As of 5/2024: Students with Disabilities: 86% Homeless Youth: 72% African American: 77% Asian: 91% Hispanic/Latino: 85% White: 88% Socioeconomically Disadvantaged: 86% English Learners: 85% Two or More Races: 89%</p> | | | Ninety percent of each significant student subgroup are attending 90% or more of the school days. | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|------------------------------|---|----------------|----------------|---|----------------------------------|
| | | All Students: 89% | | | | |
| 1.3 | Middle School Drop Out Rates | <p>For 2023-24 zero middle school students have dropped out</p> <p>Students with Disabilities: 0 Homeless Youth: 0 African American: 0 Asian: 0 Hispanic/Latino: 0 White: 0 Socioeconomically Disadvantaged: 0 English Learners: 0 Two or More Races: 0 All Students: 0</p> | | | <p>Zero middle school students have dropped out</p> <p>Students with Disabilities: 0 Homeless Youth: 0 African American: 0 Asian: 0 Hispanic/Latino: 0 White: 0 Socioeconomically Disadvantaged: 0 English Learners: 0 Two or More Races: 0 All Students: 0</p> | |
| 1.4 | Student Suspension Rates | <p>For 2023-24 students receiving one or more days of suspension within the school year:</p> <p>Students with Disabilities: 29 Homeless Youth: 4 African American: 4 Asian: 8 students 12 Hispanic/Latino: 50 White: 12</p> | | | <p>Students with Disabilities: below 16 Homeless Youth: below 2 African American: below 2 Asian: below 32 Hispanic/Latino: below 44 White: below 22</p> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|------------------------------|---|----------------|----------------|--|----------------------------------|
| | | Socioeconomically Disadvantaged: 44 English Learners: 33 Two or More Races: 7 All Students: 128 | | | Socioeconomically Disadvantaged: below 45 English Learners: below 32 Two or More Races: below 9 | |
| 1.5 | Student Expulsions | For 2023-24 Students with Disabilities: 1 Homeless Youth: 0 African American: 0 Asian: 0 Hispanic/Latino: 2 White: 0 Socioeconomically Disadvantaged: 0 English Learners: 0 Two or More Races: 0 Total Students: 2 | | | The District expels zero students. | |
| 1.6 | Student Discipline Referrals | For 2023-24 YTD % of students "on track for behavior" (i.e., receiving referrals on less than 3% of days) Students with Disabilities: 97% Homeless Youth: 98% African American: 96% Asian: 99.7% Hispanic/Latino: 98% White: 99% | | | YTD percentage of students "on track for behavior" (i.e., receiving referrals on less than 3% of days) is above 95% for all significant subgroups. | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|--|----------------------------------|
| | | Socioeconomically Disadvantaged: 99% English Learners: 99% Two or More Races: 99% All Students: 99% | | | | |
| 1.7 | Survey Findings - Staff | Baseline to be collected in Fall 2024 | | | Positive staff responses (Neutral to Very Satisfied) to target survey questions will be at or above 80%. | |
| 1.8 | Survey Findings - Families | Baseline to be collected in Fall 2024 subgroups will include : EL Socioeconomically Disadvantaged Homeless Youth | | | Positive family responses (top two metrics from each answer array) to target survey questions will be at or above 80%. | |
| 1.9 | Survey Findings - Students | Baseline to be collected in Fall 2024 EL Socioeconomically Disadvantaged Homeless Youth | | | Positive student responses (defined as a "yes" response) to target survey questions will be at or above 80%. | |
| 1.10 | Williams Uniform Complaint Process - Facilities | Baseline April 2024 10/10 schools are ranked "Good" based on the Office of Public School Construction's | | | 10/10 schools are ranked "Good" based on the Office of Public School | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|--------------------------------|----------------|----------------|---|----------------------------------|
| | | Facility Assessment Tool (FIT) | | | Construction's Facility Assessment Tool (FIT) | |

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|-----------------|--------------|
| 1.1 | Inclusive and Nurturing Environments Base Staffing | Foster an inclusive and nurturing environment for all students takes a great number of staff of various classifications. The goal of creating and maintaining a standardized, district-wide system focused on social-emotional health and wellness of all students, including common curriculum, designated instructional time, proven social emotional practices, and ongoing training and support for all students and families requires we bring staff together with a cohesive, connected vision. This includes everyone from teachers to custodians, bus drivers to para | \$20,721,201.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|---|-------------|--------------|
| | | <p>educators playing their various roles in order to support all of our students in ensuring that every student will experience a sense of belonging, trusting relationship and timely access to supports for emotional, behavioral, mental, and physical health.</p> <p>This action also addresses the lowest performing area in the CA Dashboard of Chronic Absenteeism: Districtwide (Students experiencing homelessness, African American, Asian, Hispanic, and White), Bishop (Asian), Cherry Chase (students with disabilities & Hispanic students), Ellis (English Learners, Socioeconomically disadvantaged students, students with disabilities, Asian, Hispanic, and All students), Fairwood (socioeconomically disadvantaged, students with disabilities, Hispanic, and all students), San Miguel (students with disabilities), SMS (English Learners, socioeconomically disadvantaged, students with disabilities, Hispanic, White), Vargas (Asian, two or more races) and addresses the lowest performing area of suspensions in the following sites: SMS (Hispanic, socioeconomically disadvantaged, all students)</p> <p>A dedicated Assistant Principal is allocated to each Elementary school as a base staffing need. Middle schools receive at least two Assistant Principals as a base and can gain more support as needs increases. The Assistant Principal leads the work being done for many student supports. Assistant Principals can manage 504 plans coordinating necessary accommodations for students to eliminate barriers to learning. They also coordinate vital services such as the social emotional supports necessary for our students. Extra curricular activities, conflict resolution, connecting with families, attendance monitoring, counseling, guidance, and appropriate behavior management are a few of the services our Assistant Principals provide, all with the goal of promoting a more inclusive and nurturing environment for our students.</p> <p>Attendance Clerks and Attendance Technicians maintain our attendance tracking, creating crucial data which fuels several key initiatives. It allows for early intervention with students facing chronic absenteeism, improves school funding allocation, and informs future planning through identified trends. Attendance clerks also bridge communication between schools, families, and social services, ensuring student success.</p> | | |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|---|-------------|--------------|
| | | <p>Bus Drivers support by eliminating barriers to attendance and tardiness. All students who live a certain distance from school are offered transportation to and from school. Bus drivers are usually the first adult certain students will interact with and works to foster a feeling of connectedness. They also are in charge of ensuring students are demonstrating appropriate and safe behaviors with each other..</p> <p>Custodial staff, our Groundskeepers, and Skilled Maintenance Workers all help provide a clean, functioning, and safe facility for students to thrive in. The care being put into the facilities our students use is a direct message to our students regarding how important we adults think they are. Well maintained facilities help cultivate a student's sense of importance so keeping our facilities in good shape is another vital component to the success of this goal.</p> <p>Child Nutrition employees provide a nutritious and nurturing meal to students. The district adopted a focus of using healthier ingredients and is very close to accomplishing 100% scratch cooking. Students have been more involved in giving feedback in the quest for more exciting menus and recipes that our students enjoy. Staff has implemented student surveys with kid friendly language to elicit feedback and engagement, sending the message that the student voice is valued.</p> <p>Campus Assistant and Noon Duty staff support by providing supervision during breaks and lunch. They often are the first line of defense in keeping the playground behaviors appropriate and conducive to the inclusive and nurturing environment we seek to provide our students. Many challenges can arise from the activities during play time, so these employees are a vital component in the supports necessary for success.</p> <p>Health Assistants and Nurses: Our nurses and health assistants are the heart of our school health system, ensuring a safe and healthy environment for all students to thrive. They provide essential care, from administering first aid to managing chronic conditions, allowing students to focus on learning without worry. Their expertise also extends to identifying and addressing potential health concerns that might otherwise hinder academic progress. Nurses and health assistants work collaboratively with families and school staff to develop personalized health plans, fostering a</p> | | |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|----------------|--------------|
| | | supportive network that prioritizes student well-being. In this way, they play a vital role in creating a foundation for academic success. | | |
| 1.2 | Inclusive and Nurturing Environments Targeted Staffing | <p>While all of our staff actively support our students in their various areas of expertise, we also make dedicated staffing decisions with the primary intention of benefiting our unduplicated pupils. Some of the ways our staff do this work is through strengthening home-school connections by providing opportunities aligned to each unduplicated students' needs and interests, embracing each family's cultural and language background as assets, and promoting anti-racist and anti-bias mindset and behaviors.</p> <p>Behavior Intervention Services Supervisor: Our Behavior Intervention Services Supervisor acts as a champion for individualized student success, particularly for those with unique learning needs. They lead a team of specialists who develop and implement behavior intervention plans tailored to address the specific challenges faced by each student. This targeted support empowers students to overcome obstacles that might otherwise hinder their academic journey and social development.</p> <p>Behavior specialists are critical adults in our classrooms, working tirelessly to unlock the potential of every student, particularly those with unique learning and social-emotional needs. They act as detectives, observing student behavior, identifying underlying causes of challenges, and then implementing individualized plans to promote positive behavior and foster a successful learning environment. Their expertise allows them to implement targeted interventions, from social-emotional learning strategies to positive reinforcement techniques. This tailored support empowers students to overcome obstacles that might otherwise hinder their academic achievement and social participation.</p> <p>Our Mental Health and Wellness Associates serve as emotional guides for our students, particularly those navigating challenges that might impact their academic and social well-being. Through individual and group counseling sessions, they provide a safe space for students to express their concerns, develop coping mechanisms, and build resilience. The</p> | \$6,046,787.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|----------------|--------------|
| | | <p>associate's expertise allows them to address a variety of issues, from anxiety and depression to social-emotional learning and grief. By providing this targeted support, they empower students to manage their emotional well-being, fostering a sense of self-awareness and emotional regulation. This, in turn, allows students to participate more fully in the learning environment, ultimately contributing to their academic success and overall well-being.</p> <p>School social workers are the bridge builders within our schools, weaving a vital support network for students, particularly those facing challenges that extend beyond the classroom. They act as advocates, counselors, and liaisons, working directly with students, families, and community resources to address social, emotional, and environmental barriers to learning. Their expertise allows them to navigate complex situations, from family crises to bullying prevention, ensuring a safe and supportive school environment. By connecting students with necessary services and resources, school social workers empower them to overcome obstacles and reach their full potential. This holistic approach fosters a sense of well-being and belonging, ultimately contributing to a more inclusive and successful learning experience for all students.</p> | | |
| 1.3 | Inclusive and Nurturing Environments Base Resources & Services | <p>In addition to the staff required to serve all our students, a certain baseline of resources needs to be allocated to all of our schools to ensure we create a shared vision of an inclusive and nurturing environment. Outlined below are a couple aspects of resources - professional learning opportunities, and a social-emotional cultural survey - that help us understand our district families and train our staff in best meeting their needs.</p> <p>Social-emotional learning (SEL) and Trauma-informed Practices work in tandem to cultivate a supportive and responsive learning environment for all students. SEL equips students with the skills to manage emotions, build healthy relationships, and make responsible decisions. This sets the stage for academic achievement by fostering self-awareness, focus, and resilience. Trauma-informed practices recognize the impact of past experiences on learning. By creating a safe and predictable classroom environment, teachers can support students who have experienced</p> | \$1,646,626.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|--|-------------|--------------|
| | | <p>trauma, allowing them to feel comfortable taking risks and engaging fully in the learning process. Together, SEL and trauma-informed practices build a strong foundation for student success, empowering them to reach their full potential.</p> <p>Social-emotional cultural surveying provides a vital lens into the hearts and minds of our students. These surveys go beyond academics, exploring students' social and emotional well-being within the context of their cultural backgrounds. The data gleaned allows us to identify areas of strength and areas where we can provide additional support. This can include recognizing students who might be thriving in a particular social-emotional learning program or identifying cultural nuances that impact student engagement. By providing this valuable data, social-emotional cultural surveys empower us to create a more inclusive and responsive learning environment, ultimately fostering student success for all.</p> <p>Pacific Clinics Counselors serve as guiding lights for our students, navigating the academic, social, and personal challenges that can impact their learning journey. They wear many hats – advocates, advisors, and confidantes – providing individual and group counseling to address a wide range of concerns. From academic goal setting to social conflict resolution and managing anxieties, school counselors empower students with the tools they need to thrive.</p> <p>Our after-school partnerships with outside vendors such as Valley Sports, FORXA and the City of Sunnyvale fuel student potential beyond the classroom. These programs ignite a love for arts and sports, offering a platform for exploration and hidden talent development. Alongside academic support that strengthens core skills, these enriching activities foster critical thinking, teamwork, and perseverance. This collaborative approach promotes equity, ensuring all students can participate in a vibrant after-school landscape, ultimately empowering them to discover their strengths and thrive in all aspects of their development.</p> <p>The NWEA ELA Reading Fluency program acts as a window into our students' reading proficiency. This assessment efficiently measures foundational reading skills, including oral reading fluency and comprehension. The data gleaned allows us to identify students who</p> | | |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|----------------|--------------|
| | | <p>might need additional support in developing fluency and accuracy. Early intervention, informed by NWEA results, empowers us to provide targeted instruction that strengthens critical reading skills. This, in turn, fosters a strong foundation for future academic success and a lifelong love of reading.</p> | | |
| 1.4 | <p>Inclusive and Nurturing Environments Targeted Resources & Services</p> | <p>In addition to the staff required to serve all our students, and the baseline of resources needs to be allocated to all of our schools, we also dedicate targeted resources that are primarily directed at serving our unduplicated pupils. Similar to our base resources, this can come in the form of professional development, family surveys, or support networks and summits designed to particularly understand and serve our unduplicated pupils:</p> <p>Unconscious bias and Anti-Racist training equips our staff with the tools to recognize and mitigate the impact of unconscious biases on student learning. These biases, often unintentional, can influence interactions and expectations in the classroom. By participating in this training, staff gain valuable self-awareness and develop strategies to ensure all students are treated fairly and have an equal opportunity to succeed. This not only promotes equity in the classroom but also fosters a more inclusive learning environment where all students feel valued and respected.</p> <p>School buses are more than just a ride to and from school; they are the wheels of opportunity for student learning. By providing reliable transportation to vulnerable, they ensure all students have equal access to education, regardless of their distance from school. This promotes equity and removes a potential barrier to academic achievement. Ultimately, school buses play a vital role in creating a foundation for student success by ensuring access to education and fostering important life skills.</p> <p>Creating multiple channels for parents to access formal and informal support networks, potentially including multilingual parent ambassadors at each school site, parent affinity groups, school-based family forums and celebrations, and participation in school decision-making is an important</p> | \$2,279,963.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|---|-------------|--------------|
| | | move toward providing equitable access and advocacy for high needs, under-represented families. | | |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| 2 | Students receive equitable opportunities for growth | Broad Goal |

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The district engaged in a strategic planning process in order to align and engage the entire community. We decided this would inform our LCAP for the next three years with the approved strategic plan guiding the goals for the district. This process has allowed for meaningful engagement, strengthened understanding, increased appreciation and commitment to the work ahead. The process included ten separate teams who met from October through April and included over thirty five planning sessions with over four hundred participants including six family sessions and four community forums. Goal two is one of the four high priority goals for our Sunnyvale Community. Our community has indicated the need to ensure every student will receive the personalized assistance (both academic and non-academic) necessary to grow at a pace that closes opportunity, language, and achievement gaps.

Additionally, our review of both local data and the California Dashboard data indicates that certain student groups did not achieve at the same rate as others. In particular, our English Learners, Hispanic students, Homeless and Foster Youth, socioeconomically disadvantaged families, and Students with Disabilities. The academic indicators for all of these groups lagged significantly behind their peers. Our goal of ensuring equitable opportunities for growth acknowledges that we need to do better in providing all students, regardless of background or circumstance, with the resources and support necessary to reach their full potential. By focusing on equity, this goal aims to bridge learning & opportunity gaps and ensure that all students have a level playing field for academic success.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|----------------|----------------|---|----------------------------------|
| 2.1 | ELPI Performance Source: CA Dashboard ELPI indicator & Local ELPI Dashboard for specific student groups | <p>Baseline 2024</p> <p>ELPI Status: 51.9% of EL students made progress towards English language proficiency, as defined by: Percent of English Learners who increased at least one ELPI level from the previous year, or maintained a Summative '4' from one year to the next.</p> <p>Socioeconomically disadvantaged ELs ELPI Status: 47.4% of SED EL students made progress towards English language proficiency</p> <p>Foster Youth ELs ELPI Status: NA (sample size too low)</p> | | | 100% of EL students made progress towards English language proficiency, as defined by: Percent of English Learners who increased at least one ELPI level from the previous year, or maintained a summative '4' from one year to the next. | |
| 2.2 | Student perception of access to mental health resources when needed | <p>Baseline to be collected in Fall 2024</p> <p>EL:</p> <p>Foster Youth:</p> <p>Socioeconomically Disadvantaged:</p> | | | Positive student responses (Very Easy, Somewhat Easy and a selection of at least two "comfortable talking about it" adults selected) in | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|----------------|----------------|--|----------------------------------|
| | | | | | survey questions will be at or above 80%. | |
| 2.3 | Performance on local assessments in math-percent of students proficient | <p>Baseline 2024</p> <p>Students with disabilities: 23.12%</p> <p>Socioeconomically disadvantaged: 21.81%</p> <p>Hispanic: 18.73%</p> <p>English Learners: 17.42%</p> | | | <p>Students with disabilities: 50%</p> <p>Socioeconomically disadvantaged: 50%</p> <p>Hispanic: 48%</p> <p>English Learners: 47%</p> | |
| 2.4 | Percent of time students with an IEP spent in general education courses in the elementary schools | <p>2023-2024</p> <p>Elementary districtwide percent of students with IEPs who are over 80% in Gen Ed: 66% (343/520)</p> <p>Source: SIRAS</p> | | | 80% of students with an IEP are mainstreamed into general education courses for at least 80% of the instructional minutes. | |
| 2.5 | Extent to which pupils have access to and are enrolled in: a broad course of study | <p>Baseline 2024</p> <p>Percent of middle school students who are taking VPA: 76.86%</p> <p>Percent of middle school students who are taking STEM elective: 23.73%</p> <p>Visual Performance Arts- Electives Demographics Makeup:</p> | | | VPA and STEM elective demographics will mirror the middle schools' demographic makeup within a 10% variance. | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|--|----------------|----------------|---------------------------|----------------------------------|
| | | <p>English Learners: 22% Hispanic: 40.87% Socioeconomically disadvantaged: 37.55% African American: 2.03% Homeless Youth: .65% Asian: 27.95% White: 26.75</p> <p>Science Technology Engineering Math (STEM) Electives Demographics Makeup: English Learners: 16% Hispanic: 22.72% Socioeconomically disadvantaged: 22.47% African American: 1.98% Homeless Youth: 0% Asian: 40% White: 32.84%</p> <p>Middle school demographic makeup: English Learners: 21% Hispanic: 40% Socioeconomically disadvantaged: 36% African American: 2% Homeless Youth: <1% Asian: 27% White: 27%</p> | | | | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|----------------|----------------|---|----------------------------------|
| 2.6 | Inclusive Afterschool Enrichment Survey Question Source: Survey | Baseline to be collected in Fall 2024 EL: Foster Youth: Socioeconomically Disadvantaged: | | | 100% of our students responded favorably to the survey question regarding barriers for afterschool enrichment | |

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------------|---|----------------|--------------|
| 2.1 | Equitable Opportunities Base Staff | <p>In order to have a variety of experiences for our students in our school system which ultimately lead to academic growth, we need a variety of staff on our workforce that are able to serve all students.</p> <p>Arts and Music Staff champion equity through artistic expression. Their programs empower all students, fostering creativity and collaboration regardless of background. The arts bridge cultural divides, promoting understanding and respect. This holistic approach levels the playing field, ensuring equitable opportunities for all to thrive.</p> <p>Our Communications Coordinator serves as a bridge for understanding and equity. The coordinator amplifies student achievements and perspectives across all media platforms, ensuring all voices are heard and valued. Complex educational jargon and district initiatives are translated into clear, accessible language, empowering all educational partners to understand programs and resources available to students. Moreover, the Communications Coordinator celebrates the district's rich diversity through storytelling and media representation, fostering a sense of belonging and inclusivity where all students see themselves reflected in the school community. This effective communication builds a foundation of equity, ensuring a welcoming environment where all students can flourish.</p> <p>The Director of Student Support Services champions equity by ensuring all students have the resources they need to thrive. This leadership fosters a comprehensive support system that addresses the diverse needs of our student body. This includes prioritizing early intervention to identify and address challenges early, preventing learning gaps from widening and leveling the playing field. Furthermore, the Director oversees the development of individualized support plans, tailoring resources to each student's unique situation. Finally, this Director cultivates strong collaboration with families and community partners, ensuring all available resources are leveraged to bridge any gaps in services and propel student success. Through this multifaceted approach, the Director of Student Support Services plays a vital role in creating an equitable learning environment where all students have the opportunity to flourish.</p> <p>Social workers champion equity, addressing student needs and bridging social barriers. They connect students to resources, build trust, and</p> | \$2,428,280.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|----------------|--------------|
| | | <p>advocate for support. This holistic approach levels the playing field, ensuring all students have the opportunity to thrive.</p> | | |
| 2.2 | Equitable Opportunities Targeted Staff | <p>In addition to our baseline of staff that serve all of our students, some staff are hired with a particular targeted focus on unduplicated pupils. Having staff dedicated to serving unduplicated individuals assists us in achieving our commitment to ensuring that every student will receive personalized academic and non academic assistance necessary to grow at a pace that closes the opportunity, language, and achievement gaps. Supports will be provided during and after school.</p> <p>Bilingual School Outreach Assistants serve as a lifeline for equitable opportunity, particularly for Foster youth, English Learners, and students from Low-Income Families. They bridge cultural divides, fostering a welcoming environment where diverse backgrounds feel understood. Outreach Assistants ensure clear communication between families and educators, empowering all parents to participate actively in their child's education. For Foster youth experiencing disruption, they provide a stable and familiar presence, helping them feel supported in their new school environment. Through this multifaceted approach, Bilingual School Outreach Assistants ensure all students have the chance to thrive.</p> <p>The Community Outreach Supervisor bridges the gap between schools and community, fostering support for all students. They build partnerships with organizations, creating a network of resources for students in need. Outreach programs empower families, especially those from low-income backgrounds, to participate in their child's education. This comprehensive approach ensures all students have the support to succeed.</p> <p>The "Kids Learning After School" Site Coordinator extends equitable learning beyond the classroom, particularly for Foster youth, English Learners, and students from Low-Income Families. This program offers a safe haven for academic support, strengthening core skills and addressing learning gaps for all students. Beyond academics, it fosters creativity, teamwork, and social-emotional development, especially valuable for</p> | \$2,380,123.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|----------------|--------------|
| | | <p>English Learners building confidence in a welcoming environment. The program also provides a consistent routine and a sense of community for all students, offering stability for Foster youth and a sense of belonging for everyone regardless of background. By enriching learning and fostering connection, the Site Coordinator plays a vital role in leveling the playing field and ensuring all students have the opportunity to flourish.</p> <p>"Kids Learning After School" after-school Site Paraprofessionals champion individualized support for all students, especially those needing extra help. They mentor students, tailoring their approach to close learning gaps and support language acquisition. This fosters a welcoming environment where all students feel valued and have a chance to thrive.</p> | | |
| 2.3 | Equitable Opportunities Base Resources & Services | <p>All students need resources in order to assist them on their journey of growth in our schools. Outlined below are resources provided to all of our students:</p> <p>Catalog of SEL Supports: Develop a catalog of effective social, emotional, and cultural supports for students, including classroom lessons and small-group interventions. SEL supports for students, including classroom lessons and small-group interventions will benefit students in the long-term academically, as well as socio-emotionally. When students have their social-emotional needs met and are supported with culturally affirming pedagogy, academic achievement gains will also improve.</p> <p>Arts and Music Program Develop a vision for a comprehensive arts and music program, Prekindergarten-Grade 8.</p> <p>STEM Program Pilot a comprehensive STEM program, Prekindergarten-Grade 8. We have seen prior increased engagement with students in the areas of math and science when schools have held STEM night events, Math Olympics events, or other STEM-related events. Hour of Code is another STEM</p> | \$1,069,111.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|--|-------------|--------------|
| | | <p>event that each school site has participated in, to some degree, and teachers have reported the levels of engagement in their math block have increased when students are also able to include coding activities in their day. Having an intentional comprehensive STEM program will increase engagement and ultimately academic achievement in math. Our school sites that currently have a lowest performing area in math on the CA Dashboard are: Bishop (Students with disabilities), CMS (socio-economically disadvantaged), Ellis (students with disabilities), Lakewood (students with disabilities), San Miguel (students with disabilities), SMS (English Learners), and Vargas (Hispanic students)</p> <p>Intervention Practices Training: Provide training for teachers and paraprofessionals on effective classroom intervention practices, tailored to meet the needs of our diverse students. Providing training on effective implementation of classroom interventions districtwide will help close academic achievement gaps and support the classroom in their tier one instruction as well. As indicated on the CA Dashboard, several schools had ELA and/or Math as a lowest performing area with multiple student groups: Bishop (socioeconomically disadvantaged, students with disabilities, Hispanic - ELA. Students with disabilities- math), CMS (socioeconomically disadvantaged- math, students with disabilities- ELA), Ellis (students with disabilities- ELA/math), Lakewood (students with disabilities- ELA/math, Hispanic- ELA), San Miguel (students with disabilities- math), SMS (EL- math, students with disabilities- ELA/math), and Vargas (Hispanic- math).</p> <p>Inclusion Plan Implement a district-wide inclusion plan for students with an Individualized Education Plan (IEP). Current research has pointed to the academic benefits gained by both students with and without disabilities in classes that are co-taught or generally classes that are more integrated between students with and without disabilities. When special education teachers and general education teachers work together in planning instructions, there is often higher achievement among all students in the classroom. On the CA Dashboard, we continue to have room for improvement with our students with disabilities in the area of ELA and Math districtwide. Individual sites that also had the lowest performing area of students with disabilities in ELA</p> | | |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|--------------|--------------|
| | | <p>or Math included: Bishop, CMS, Ellis, Lakewood, San Miguel, SMS. In addition, the CA Dashboard indicated that some of our schools had students with disabilities as a lowest performing area as it relates to chronic absenteeism: Cherry Chase, Ellis, Fairwood, San Miguel, SMS</p> <p>Rapid Data Cycles: Institute timely monitoring of student progress through professional learning communities (PLC), rapid data cycles, and targeted strategies. Progress monitoring through rapid data cycles allows us to respond in a more timely manner to student areas for growth. While all schools in the district will benefit from this action, this is particularly directed to schools who had the lowest performing area of either ELA or Math on the CA Dashboard, which include: Bishop, CMS, Ellis, Lakewood, San Miguel, SMS, and Vargas.</p> | | |
| 2.4 | Equitable Opportunities Targeted Resources & Services | <p>To create an environment that fosters equitable opportunities for growth, certain student groups may require resources that differ from their peers. This is because students come from diverse backgrounds and experiences, and a one-size-fits-all approach can leave some behind. For instance, English Learners might benefit from graphic organizers or visual aids to support comprehension alongside their peers. Foster Youth, who may experience emotional upheaval due to their living situation, can benefit from schools offering trauma-informed practices, mentorship programs, or flexible attendance policies. Social workers or counselors can further help them address emotional challenges and navigate the school system. For students from low-income families, resources like free or reduced-priced meals, after-school transportation, or access to mental health services can address challenges outside of school that might impact learning. Schools can also connect families with community resources that tackle social determinants of learning, such as food insecurity or unstable housing.</p> <p>Some examples of resources targeted towards our unduplicated pupils are:</p> | \$734,605.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|---|-------------|--------------|
| | | <p>An annually reviewed and revised "Multi-Tiered Systems of Support" process.</p> <p>Expanded After School Programs.</p> <p>An Inclusive After School Enrichment</p> | | |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| 3 | Students demonstrate responsibility for learning. | Broad Goal |

State Priorities addressed by this goal.

| |
|--|
| Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) |
|--|

An explanation of why the LEA has developed this goal.

The district engaged in a strategic planning process in order to align and engage the entire community. It was decided that this would inform our LCAP for the next three years with the approved strategic plan guiding the goals for the district ahead. This process has allowed for meaningful engagement, strengthened understanding, increased appreciation and commitment to the work ahead. The process included 10 separate teams. The teams met from October through April and included over 35 planning sessions with over 415 participants including over 6 family sessions and 4 community forums. This goal is one of 2 goals of high priority to our Sunnyvale Community. This goal aligns with the community's goal to ensure that every student will be an active partner in their learning process, share ownership for achieving their learning goals, and contribute meaningfully in their school and community.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|----------------|----------------|--|----------------------------------|
| 3.1 | Student perception of student voice, leadership, participation in student leadership roles, and involvement in making the school community better | Baseline to be collected in Fall 2024 Foster Youth: English Learners: Socioeconomically disadvantaged: | | | Positive student responses to target survey questions will be at or above 80%. | |
| 3.2 | Distance from standard (DFS) in Math for the following student groups: Students with disabilities | Baseline 2024 Students with disabilities Math | | | Students with disabilities Math Distance from | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|---|----------------------------------|
| | Socioeconomically Disadvantaged English Learners Homeless Youth Foster Youth Source: CA Dashboard | Distance from standard (DFS): -114.2 Socioeconomically Disadvantaged Math Distance from standard (DFS): -75.3 English Learners: -64.5 Homeless Youth: -153.4 (30 students) Foster Youth: NA (sample size too small) All students: -4.8 | | | standard (DFS): -94.2 Socioeconomically Disadvantaged Math Distance from standard (DFS): -55.3 English Learners: -44.5 Homeless Youth: -133.4 (30 students) Foster Youth: NA (sample size too small) All students:16 | |
| 3.3 | Distance from standard (DFS) in ELA for the following student groups: Students with disabilities Socioeconomically Disadvantaged English Learners Homeless Youth Foster Youth Hispanic Source: CA Dashboard | Baseline 2024 Students with disabilities ELA Distance from standard (DFS): -93.8 Socioeconomically disadvantaged ELA Distance from standard (DFS): -49.9 English Learners: -49.1 Homeless Youth: -132.7 (30 students) Foster Youth: NA (sample size too small) Hispanic DFS: -59.3 | | | Students with disabilities ELA Distance from standard (DFS): -73.8 Socioeconomically disadvantaged ELA Distance from standard (DFS): -29.9 English Learners: -29.1 Homeless Youth: -112.7 (30 students) Foster Youth: NA (sample size too small) Hispanic DFS: -39.3 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|----------------|----------------|---|----------------------------------|
| 3.4 | Total number of parent engagement/parent education opportunities offered centrally and at school sites. | Baseline to be collected in Fall 2024 Site by site parent education event inventory. The District Office hosted seven Districtwide parent education opportunities in 2023-24. | | | Each school site will hold at least three parent engagement opportunities. DO will host seven or more districtwide parent education opportunities. | |
| 3.5 | CAST Science Performance | Baseline 2023-2024 5th grade percent proficient: 45% 8th grade percent proficient: 38% | | | 5th grade percent proficient: 65% 8th grade percent proficient: 58% | |

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| 3.1 | Students responsibility for learning Base Staffing | <p>To offer the various experiences where student voices are heard more often in their educational decisions, we will need the staff to provide multiple pathways for students to develop the skills to express their voice, including student led discussions, and advocating for opportunities.</p> <p>Students have also been more involved in giving feedback in the quest for more exciting menus and recipes they enjoy. Staff has implemented student surveys with kid friendly language to elicit feedback and engagement, sending the message that the student voice is valued.</p> <p>Costs from this action are captured in Goal 1 Action 1.</p> | \$0.00 | No |
| 3.2 | Students responsibility for learning Targeted Staffing | <p>As with any educational endeavor to make change systemwide, we will need staff who have a primary goal of serving our unduplicated pupils .</p> <p>Staff support students to strengthen their ownership of learning by engaging each student in setting and monitoring their academic and non-academic goals in age and developmentally appropriate ways.</p> <p>Teachers, social workers, and outreach assistants will collaborate to explore options to support students in developing advocacy skills and resilience to overcome challenges.</p> | \$10,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|-------------|--------------|
| 3.3 | Students responsibility for learning Base Resources & Services | <p>Certain resources will be required to support our efforts to increase student responsibility for their learning. In order to provide all our students and schools this support, staff will need professional development, materials, curricular supports, and other resources to create a baseline standard of student responsibility for learning.</p> <p>Student Advocacy & Resiliency: Expand opportunities for student-to-student and student-to-staff interactions focused on developing advocacy skills, and building resilience.</p> <p>Learning Student Voice Provide professional development for teachers and staff on strategies to solicit and respond to student voice.</p> <p>Student Goal Setting Incorporate student goal-setting and reflection into structures such as small-group instruction, teacher conferences, Open House, student portfolios, Back-to-School Night.</p> <p>Student Achievement Celebrations Recognize and celebrate student growth and achievement at multiple intervals during the school year.</p> <p>Student Participation in Student Meetings: Increase student participation in developmentally appropriate discussions about Student Success Teams (SST), 504 meetings, Individualize Education Plans (IEP), disciplinary meetings, etc. Students who participate actively in meetings which determine educational goals and supports, such as 504 or IEP meetings, often have better academic outcomes when compared to similar students who are not involved in these meetings. On the CA Dashboard, both districtwide and at the following sites, students with disabilities were listed as a lowest performing area in both ELA and/or Math: Bishop, CMS, Elis, Lakewood, San Miguel, SMS</p> <p>Costs from this action are captured in Goal 1 Action 3.</p> | \$0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|-------------|--------------|
| 3.4 | Students responsibility for learning Targeted Resources & Services | <p>As with any systemwide effort to make change and provide opportunities for growth in all student groups, we must, in addition to our baseline resources, provide targeted resources that are primarily directed towards our unduplicated pupils.</p> <p>Student Leadership of Underrepresented Students: Increase inclusion and participation rates of underrepresented students in student leadership roles and create additional options for those students to extend their schooling experiences.</p> <p>Parent/guardian Education Programs Provide parent/guardian education programs, in multiple languages, to enhance their knowledge, skills, and confidence regarding learning expectations, standards-based assessments, grading, and age-appropriate methods for building student ownership of their learning.</p> <p>Professional development/coaching opportunities for teachers on strategies to solicit voice, and embrace student engagement.</p> | \$20,000.00 | Yes |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| 4 | Students achieve mastery of core content areas. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The district engaged in a strategic planning process in order to align and engage the entire community. It was decided that this would inform our LCAP for the next three years with the approved strategic plan guiding the goals for the district ahead. This process has allowed for meaningful engagement, strengthened understanding, increased appreciation and commitment to the work ahead. The process included 10 separate teams. The teams met from October through April and included over 35 planning sessions with over 415 participants including over 6 family sessions and 4 community forums. This goal is one of 2 goals of high priority to our Sunnyside Community. This goal aligns with the community's goal to ensure that every student will demonstrate continuous academic growth at a rate that will lead to mastery of core standards and skills at key transitional grade levels.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|---|----------------------------------|
| 4.1 | 100% of students have access to standards aligned materials | Baseline 2024 100% of students have access to standards aligned materials | | | 100% of students have access to standards aligned materials | |
| 4.2 | Appropriately credentialed teachers. | Baseline 2024 | | | 100% of assigned teachers are appropriately credentialed | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|----------------|----------------|---|----------------------------------|
| | | 100% of assigned teachers are appropriately credentialed | | | | |
| 4.3 | Demographic make up of Algebra 1 course | <p>Baseline 2024</p> <p>The algebra 1 courses are comprised of the following:</p> <p>Hispanic: 14.83% (35 students) Socioeconomically disadvantaged: 17.8% (42 students) Students with disabilities: 7.2% (17 students)</p> | | | <p>Algebra 1 courses comprised of the following demographic makeup:</p> <p>Hispanic: 34% Socioeconomically disadvantaged: 37% Students with disabilities: 27%</p> | |
| 4.4 | <p>RFEP student proficiency on state ELA test</p> <p>Source: Illuminate CAASPP Report filtered for RFEP</p> | <p>Baseline 2024</p> <p>63% of RFEP students met on the Smarter Balanced ELA (level 3 & 4)</p> | | | 80% of RFEP Students met on the Smarter Balanced ELA (level 3 & 4) | |
| 4.5 | Hispanic Student performance on local ELA assessments | <p>Baseline 2024</p> <p>Trimester 2, percent proficient in local ELA</p> | | | <p>20% increase from baseline in each grade level:</p> <p>3rd: 43% 4th: 42% 5th: 40%</p> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|--|----------------------------------|
| | | assessment, Hispanic students: 3rd: 23% 4th: 22% 5th: 20% 6th: 15% 7th: 23% 8th: 16% | | | 6th: 35% 7th: 243% 8th: 36% | |
| 4.6 | English learner reclassification rate | Baseline 2022-2023 school year District English Learner reclassification rate: 18.2% District Socioeconomically Disadvantaged English Learner reclassification rate: 47% | | | Maintain or increase our reclassification to 20% or more | |
| 4.7 | Percentage of English learner students making progress towards English language proficiency as measured by those who increase an ELPI level or maintain ELPAC Level 4. ELs SED ELs Source: CA Dashboard ELPI & Local ELPI | Baseline 2024 ELPI Progress: 51.9% Socioeconomically disadvantaged ELs ELPI Progress: 47.4% | | | ELPI Progress: 80% Socioeconomically disadvantaged ELs ELPI Progress: 80% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|---|----------------------------------|
| | Dashboard (for SED ELs) | | | | | |
| 4.8 | Extent to which pupils have access to and are enrolled in: programs and services developed and provided to individuals with exceptional needs | Baseline 2024 68.47% of students with disabilities are in general education classes 80% or more of the time. | | | 73% of students with disabilities are in general education classes 80% or more of the time. | |
| 4.9 | The local indicator rubric is as follows: 1=Exploration and Research Phase 2=Beginning Development 3=Initial Implementation 4=Full Implementation 5=Full Implementation and Sustainability | Baseline 2024 measurement of the implementation of state standards is as follows: ELA=4 ELD=3 Math=4 Next Generation Science Standards=4 History/Social Science=4 | | | Implementation of state standards: ELA=5 ELD=5 Math=5 Next Generation Science Standards=5 History/Social Science=5 | |

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|-----------------|--------------|
| 4.1 | Students Achieve Mastery Base Staffing | <p>For all students to achieve mastery in core content areas, a certain baseline of staffing is required. With this baseline of staffing, we are able to continue the work of ensuring that every student will demonstrate continuous academic growth at a rate that will lead to mastery of core standards and skills at the key transitional levels.</p> <p>Highly qualified teachers: ensure that students have access to highly qualified teachers who are credentialed and trained in their designated subject, content or focus area.</p> <p>Highly qualified support staff: Para educators are an essential component of support throughout our schools and support student access.</p> <p>Highly qualified librarian: ensuring our libraries continue to be a central learning hub for our schools, offering a diverse collection of books and other resources, and being a place where additional learning and exploration can occur benefits from having a credentialed librarian to work with our learning resource specialists in each of our libraries.</p> <p>Highly qualified administrators: Provide strategic vision and leadership for the entire school district, ensuring alignment between district goals, state standards, and student needs. They oversee the development and</p> | \$81,831,131.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|----------------|--------------|
| | | <p>implementation of district-wide programs and initiatives that improve student learning outcomes.</p> <p>Highly qualified administrative assistants: Provide essential administrative support that frees up administrators and program directors to focus on strategic initiatives and student success, ensuring the smooth operation of departments and programs, maintaining efficient systems that benefit student learning.</p> <p>Highly qualified support providers: Provide specialized services to meet the individual needs of students with disabilities or developmental delays. They collaborate with teachers, families, and other support staff to create a comprehensive support system that promotes academic success, social-emotional well-being, and overall development (examples include: speech language pathologist, psychologist, occupational therapists)</p> | | |
| 4.2 | Students Achieve Mastery Targeted Staffing | <p>For some students to achieve core content mastery, we will also need dedicated staff who are primarily targeted at meeting their individual needs. Examples of these staff include:</p> <p>Bilingual Para Educators: our bilingual para educators bridge the language gap for English Learners (EL) families, Long Term English Learner (LTEL) families and families with socioeconomically disadvantaged backgrounds, providing them with additional supports to navigate our educational systems and connect with the individual resources families need to be successful .</p> <p>District Teachers on Special Assignment (with a focus on English Learners): Empower teachers with research-based strategies and best practices specifically designed to support English Learners (EL) students. They provide ongoing coaching and professional development, ensuring effective instruction that meets the unique needs of EL learners and accelerates their academic achievement.</p> | \$5,771,498.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|--------------|--------------|
| | | | | |
| 4.3 | Students Achieve Mastery Base Resources & Services | <p>Our staff and students require a baseline of resources designed to meet their needs and to increase student learning. Some of those resources include:</p> <p>Standard Aligned Curriculum Ensure each student access to standards-aligned curriculum and materials, including curriculum for designated English Language Development; effective tiered instructional practices, including Universal Design for Learning (UDL) and research-validated strategies for targeted student-groups; authentic assessments of student progress; and standards-based continuous professional learning.</p> <p>Provide professional development opportunities Administrators, teachers, and staff all benefit from ongoing professional development opportunities. These opportunities are often led by teacher leaders, instructional coaches, and outside consultants. Examples of planned outside consultants include: Kelly Boswell (Writers’ Workshop), and Silicon Valley Math Initiative (SVMI), Stanford’s Graduate Study of Education, Mathematics Institute of Wisconsin (MIW) In addition to these example of outside consultants, with a number of recent adoptions, there will also be professional development provided by the curriculum companies. Some of these examples include: Amplify (middle school ELA & Math), FOSS (middle school science), GetReady GetReading (middle school ELD curriculum)</p> <p>Student Progress Monitoring Develop a culture of continuous improvement of professional practices through authentic assessments of student progress, consistent engagement in collaborative cycles of inquiry (i.e., “data cycles”) that include instructional planning, monitoring, and evidence-based reflection (e.g., “data summit”).</p> <p>Access to Instructional Technology Tools:</p> | \$196,287.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|--------------|--------------|
| | | <p>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.</p> <p>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, and staff will continue to receive digital security awareness training to protect against data breaches and other cyber security vulnerabilities.</p> | | |
| 4.4 | Students Achieve Mastery Targeted Resources & Services | <p>While the baseline resources often meet many student needs, we need specialized resources and training to further close observed opportunity gaps. This comes in many forms, but is often through professional development, specialized curriculum and other resources designed with our unduplicated pupils in mind. In both our local data and CA Dashboard, we continue to have room for improvement with our English Learner performance. In particular, Lakewood elementary had ELPI performance as a lowest performing area on the CA Dashboard.</p> <p>Best Practices English Learners Professional Development: Identify common best practices for English learners, provide training to build teacher capacity, and conduct regular instructional walk-throughs to ensure disciplined implementation.</p> <p>Newcomer Curriculum Implement a research-validated Newcomer curriculum for students during their first year of schooling.</p> <p>Supplemental ELD Curriculum:</p> | \$222,956.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|---|-------------|--------------|
| | | Implement a Designated English Language Development (ELD) curriculum at the elementary level. | | |

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

| | |
|---|--|
| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
| \$5,229,500 | \$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 |
|---|-----------------------------|-------------------------|---|
| 8.765% | 0.000% | \$0.00 | 8.765% |

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|---|
| 1.2 | <p>Action: Inclusive and Nurturing Environments Targeted Staffing</p> <p>Need: Dashboard, behavioral referral, and classroom data emphasize the need for improved attendance rates and referrals for English Learners, Foster Youth and Low socioeconomically disadvantaged students. This will be accomplished as we train staff to</p> | Support targeted students to navigate the school day and school in general successfully. Assist students to to feel supported and included in their classes, in activities, and during social interactions. While there is a greater need across campuses, the need across the district and a need to target the work school to school is also critical in order to have the level of impact expected in outcome data | 1. - chronic absenteeism, 1.2 - attendance rates, 1.3 - middle school drop outs |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|------------------------------------|
| | <p>be more skilled to understand and support students so they are better able to ensure a holistic approach to supporting the social emotional, and cultural needs of students and families. In addition, student and family sessions of strategic planning held from October 2023-April 2024 indicated a need for greater voice and awareness of their needs.</p> <p>Scope: LEA-wide</p> | <p>Social Workers for Foster Youth: For foster youth, social workers provide a sense of stability and support during a time of immense upheaval as they transition within the foster care system. They connect them with essential resources, advocate for their educational needs in the foster care system, and help them navigate the complexities of school enrollment and record transfers.</p> <p>Social Workers for English Learners: For English learners, social worker bridge the gap between cultures and languages. They connect students with language acquisition programs, cultural competency training for teachers, and translation services for families. This ensures English learners feel welcome and supported as they navigate the challenges of a new language and education system.</p> <p>Social Workers for Socioeconomically Disadvantaged students: For students from low-income families, social workers help address the social and emotional factors that can impact academic achievement. They connect families with social services, food banks, or healthcare resources, alleviating burdens that might otherwise hinder a student's ability to focus on learning.</p> <p>Behavior Intervention Services Supervisor and Behavior Specialists for Foster Youth: For foster youth, the supervisor understands the challenges of disruptions in routine and potential emotional upheaval. Behavior intervention plans consider these factors, promoting stability and predictability in the classroom, allowing foster youth to focus on learning and build positive relationships.</p> | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|------------------------------------|
| | | <p>Behavior Intervention Services Supervisor and Behavior Specialists for English Learners: For English learners, the supervisor recognizes that language barriers can manifest as behavioral concerns. The Behavior Intervention team develops plans that incorporate language acquisition strategies and cultural sensitivity, fostering a more inclusive environment where English learners feel supported and empowered to participate fully.</p> <p>Behavior Intervention Services Supervisor and Behavior Specialists for Socioeconomically Disadvantaged students: Students from low-income families may face social-emotional stressors related to poverty that can impact behavior. The supervisor ensures behavior intervention plans address these potential root causes, collaborating with social workers and community resources to alleviate burdens and allow students to focus on academic success.</p> <p>Mental Health and Wellness Associates for Foster Youth: For foster youth, who often experience emotional upheaval due to disruptions in their lives, Mental Health and Wellness Associates provide a safe space to express concerns, develop coping mechanisms, and build resilience. This emotional support system can be a crucial factor in helping them adjust to their new environment and thrive in school.</p> <p>Mental Health and Wellness Associates for English Learners: English learners navigating a new language can face anxiety and isolation.</p> | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|---|
| | | <p>Mental Health and Wellness Associates can help them address these concerns, develop stress management strategies, and act as cultural liaisons, fostering a sense of belonging and understanding within the school community.</p> <p>Mental Health and Wellness Associates for Socioeconomically Disadvantaged students: Social-emotional stressors related to poverty can significantly impact a student's well-being, especially for students from low-income families. Mental Health and Wellness Associates work with these students to address challenges like food insecurity or unstable housing situations. By providing emotional support and connecting them with necessary resources, they empower students to focus on their mental health and academic success.</p> | |
| <p>1.4</p> | <p>Action: Inclusive and Nurturing Environments Targeted Resources & Services</p> <p>Need: Data on discipline referrals displays a disproportionate number of referrals with English Learners. Unconscious bias and racism allows structural inequities in a system to remain unidentified. Unduplicated pupils are especially susceptible to the effects of unconscious bias, and need education specifically focused on eliminating barriers to accessing curriculum in the classroom.</p> | <p>Unconscious bias & Anit-Racist training supporting English Learners: For English learners, unconscious biases can sometimes manifest as lowered expectations or misinterpretations of behavior. By being trained to recognize these biases, educators can create more culturally sensitive learning experiences and provide targeted support that empowers English learners to thrive.</p> | <p>1.8 - Survey Findings - Families 1.1 - Chronic absenteeism (source: CA Dashboard), 1.2 Attendance Rates, 1.6 - Student Discipline Referrals, 1.7 - Survey Findings - Staff</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|---|
| | <p>Because of the language barrier, school programming and decision-making can often occur without critical, consistent feedback from families of English Learners. A process for regularly including EL family input is needed to address this inequity.</p> <p>Scope: LEA-wide</p> | | |
| 2.2 | <p>Action: Equitable Opportunities Targeted Staff</p> <p>Need: Dashboard and benchmark data continue to show the district is not serving targeted students in a way that is leading to greater proficiency levels. Data collected during strategic planning, informal and summative assessments indicates additional co-teaching, Tier 2 small group instruction and formalized tutoring is needed for students to accelerate their learning and for gaps to be closed.</p> <p>Scope: LEA-wide</p> | <p>For English Learners navigating a new language and culture, Bilingual School Outreach Assistants act as invaluable guides. They bridge the communication gap between students and educators, ensuring clear and understandable interactions within the classroom. Outreach Assistants can also provide targeted support for language acquisition, helping English Learners feel confident and empowered to participate fully in their education. By fostering a culturally sensitive environment, they create a safe space for English Learners to ask questions, make mistakes, and embrace the learning process.</p> <p>Bilingual School Outreach Assistants serve as a lifeline for Foster youth experiencing disruption and potential emotional upheaval. They bridge cultural and linguistic divides, creating a sense of familiarity and stability in a new school environment. Since Outreach Assistants often share a first language with Foster youth, they can effectively communicate and understand cultural nuances, fostering a sense of security and</p> | 2.1-ELPI, 2.3-Local Assessments Math, 2.4-Course of Study |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|--|------------------------------------|
| | | <p>belonging. This welcoming presence helps Foster youth feel supported as they adjust to their new school community.</p> <p>Bilingual School Outreach Assistants empower families from low-income backgrounds to be active participants in their child's education. They bridge communication gaps, ensuring clear understanding of school programs and resources available to students. Outreach Assistants can also connect families with essential community resources that address social determinants of learning, such as food insecurity or unstable housing. By fostering a welcoming and inclusive environment, they empower families to advocate for their child's needs and become active partners in their child's academic success.</p> <p>For English Learners, the Outreach Supervisor ensures clear communication between families and educators. This empowers parents to be active participants in their child's education, even if they face language barriers.</p> <p>For Foster Youth experiencing disruption, the Outreach Supervisor's team provides a stable and familiar presence. Outreach Assistants who share a first language can effectively communicate and understand cultural nuances, easing the transition to a new school environment.</p> <p>The Community Outreach Supervisor also ensures Outreach Assistants connect students from Low-Income Families with essential community resources. This might include addressing social determinants of learning, like food insecurity or</p> | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|------------------------------------|
| | | <p>unstable housing, so students can focus on academic success.</p> <p>The "Kids Learning After School" program provides targeted English language support beyond the classroom. Through engaging activities and conversation practice, "Kids Learning After School" staff help English Learners develop confidence and fluency in a fun and supportive environment.</p> <p>"Kids Learning After School" also offers stability and routine, which can be especially comforting for Foster Youth experiencing disruption. Staff build positive relationships, offering a sense of belonging and mentorship that can be crucial during a challenging time.</p> <p>Finally "Kids Learning After School" staff bridge the gap by providing access to enrichment activities that may not be readily available at homes of our vulnerable students in socioeconomically disadvantaged homes. This can include academic support, exposure to the arts, or opportunities for physical activity. Additionally, the KLAS program can help address social determinants of learning by providing a safe space and healthy meals for students who may face food insecurity.</p> | |
| 2.3 | <p>Action: Equitable Opportunities Base Resources & Services</p> <p>Need:</p> | | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|---|
| | Scope: | | |
| 2.4 | <p>Action: Equitable Opportunities Targeted Resources & Services</p> <p>Need: In addition to reviewing the dashboard and benchmark data, input and conversations during the strategic planning process from October 2023-April 2024 a few areas were identified as needs and areas that may better support the needs of unduplicated students.</p> <p>Unduplicated student perception of access to mental health</p> <p>Unduplicated students' access to after school offerings at the same rate as same-aged peers</p> <p>Unduplicated student participation in after school offerings and the need to reduce barriers of access.</p> <p>Scope: LEA-wide</p> | <p>MTSS, reviewed annually, empowers all students to access the services they need, especially English Learners, Foster Youth, and low-socioeconomic students. Early intervention prevents minor issues from becoming major ones. The program tailors support - language programs for English Learners, social-emotional learning for Foster Youth, and academic help or resources for low-socioeconomic students. Data ensures resources go where needed, and the program adapts to changing needs. Collaboration among teachers, specialists, and families further supports these vulnerable groups. This ongoing process creates a more equitable learning environment where all students can flourish.</p> <p>Expanded After School Programs and Inclusive After School Enrichment for English Learners: English Learners can receive additional instruction, vocabulary building exercises, and conversation practice in a supportive environment. After school programs can also bridge the gap between classroom learning and home life, offering access to technology or resources unavailable at home to continue language acquisition outside of school hours.</p> <p>Expanded After School Programs and Inclusive After School Enrichment for Foster Youth: Expanding after school programs will offer a safe and stable environment, especially important for Foster Youth experiencing emotional upheaval or</p> | <p>2.2- Student perception of access to mental health resources</p> <p>2.1- ELPI Performance Level</p> <p>2.7- Favorable survey response to no barriers in afterschool enrichment</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|------------------------------------|
| | | <p>disruptions. Positive interactions with peers and mentors build self-confidence, a sense of belonging, and provide crucial social-emotional support. These programs can incorporate social-emotional learning activities that equip Foster Youth with coping mechanisms, communication skills, and emotional regulation tools – essential for managing challenges, building relationships, and achieving academic success.</p> <p>Expanded After School Programs and Inclusive After School Enrichment for Students from Low-Socioeconomic Households: After school programs offer enrichment activities that spark curiosity, exploration, and a love for learning, fostering a well-rounded education that may not be readily available at home due to limited resources. They also provide access to resources and technology that can help close the achievement gap and ensure all students have the tools they need to succeed academically. Additionally, these programs offer academic help beyond the regular school day, addressing potential learning gaps and offering a supportive environment for focused study. This overall support empowers students from low-socioeconomic backgrounds to reach their full potential.</p> <p>By focusing on unduplicated student participation in after school opportunities, after-school programs can reach more English Learners who might not have participated before due to limited space or feeling overwhelmed in large groups. This ensures English Learners have a fair chance to benefit from after-school language support and social interaction opportunities.</p> | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|--|
| | | <p>A focus on unduplicated student participation allows after-school programs to reach more Foster Youth who might not have previously participated due to disruptions in their lives or feelings of isolation. This ensures they have access to a safe and stable environment with positive adult role models.</p> <p>Unduplicated student participation in after school programming also ensures a wider range of students from low-socioeconomic backgrounds benefit from after-school programs. This levels the playing field by providing them with access to academic enrichment activities, technology, and resources that might not be readily available at home.</p> | |
| <p>3.2</p> | <p>Action: Students responsibility for learning Targeted Staffing</p> <p>Need: Parent education programs are crucial for families of ELs, foster youth, and socioeconomically disadvantaged families. These programs empower parents with the knowledge and confidence to navigate their child's educational journey. This understanding bridges the gap between home and school, allowing parents to become active partners in their child's academic success. By demystifying these concepts, parents can be equipped to support their children's learning at</p> | <p>Targeted staffing is needed in order to best provide these parent education programs that are crucial for our unduplicated pupils.</p> <p>Setting goals helps students stay motivated and engaged in their learning. When students have clear, achievable objectives, they are more likely to take an active role in their education. Goals give students a sense of purpose and direction, which can increase their interest and enthusiasm for their studies. For students who have more challenges, like unduplicated and students with disabilities this becomes a life changing skill for students. The process of setting and working towards goals helps students develop critical skills, such as planning, problem-solving, and self-assessment. These skills are not only valuable for academic</p> | <p>3.3 & 3.4- Distance from standard (DFS) in Math and ELA</p> <p>3.1 - Student perception of student voice, leadership, participation in student leadership roles, and involvement in making the school community better</p> <p>3.5 - Total number of parent engagement/parent education opportunities offered centrally and at school sites.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|--|
| | <p>home, but also boost their confidence to advocate for their children's specific needs within the school system.</p> <p>During student forums students expressed the need to be heard and some students expressed the desire and need to better understand how to get support when needed. This included how to interact and work with their teachers, especially at the middle school level.</p> <p>Scope: LEA-wide</p> | <p>success but also for personal and professional growth later in life.</p> | |
| <p>3.4</p> | <p>Action: Students responsibility for learning Targeted Resources & Services</p> <p>Need: Parent education programs are crucial for families of ELs, foster youth, homeless youth, and socioeconomically disadvantaged families. These programs empower parents with the knowledge and confidence to navigate their child's educational journey. This understanding bridges the gap between home and school, allowing parents to become active partners in their child's academic success. By demystifying these concepts, parents can be equipped to support their children's learning at home, but also boost their confidence to advocate for their children's specific needs within the school system.</p> | <p>Student Leadership of Underrepresented Students: Unduplicated students face unique challenges regarding student leadership. They may be unfamiliar with opportunities, or lack confidence compared to established peers.</p> <p>Parent/Guardian Education Programs for EL, Foster Youth, Homeless Youth, Socioeconomically Disadvantaged: Language barriers can make it difficult for EL families to communicate effectively with teachers and staff, leading to missed opportunities for collaboration and support. For foster, homeless youth, and socioeconomically disadvantaged families, frequent school changes can disrupt the family ability to grasp the school's structure and expectations. This lack of knowledge can unintentionally widen the achievement gap for these vulnerable student populations</p> | <p>3.3 & 3.4- Distance from standard (DFS) in Math and ELA</p> <p>3.1 - Student perception of student voice, leadership, participation in student leadership roles, and involvement in making the school community better</p> <p>3.5 - Total number of parent engagement/parent education opportunities offered centrally and at school sites.</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|------------------------------------|
| | <p>Students in general have many distractions and students with additional challenges can be even more distracted and also see themselves negatively. Goals help students prioritize their activities and focus on what is most important. Clear goals can reduce distractions and help students concentrate on the tasks that will most effectively help them achieve their objectives.</p> <p>Scope: LEA-wide</p> | | |
| 4.2 | <p>Action: Students Achieve Mastery Targeted Staffing</p> <p>Need: Our English Learners and students from socioeconomically disadvantaged backgrounds continue to be an area of concern as indicated on the CA Dashboard, in both ELA and Math.</p> <p>Scope: LEA-wide</p> | <p>In order to meet the diverse needs of ELs and students from socioeconomically disadvantaged background, targeted staffing whose primary intent is to serve these populations is required. For years we have led professional development around research-based instructional practices which benefit ELs, in both designated and integrated ELD. While we see some gains in local data, reclassification data, and ELPI performance, there is still a great need for increased performance with English Learners:</p> <p>Low SES and EL: Bilingual Para Educators: our bilingual para educators bridge the language gap for English Learners (EL) families and families with socioeconomically disadvantaged backgrounds, providing them with additional supports to navigate our educational systems and connect with the</p> | 4.7, 4.8 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|------------------------------------|
| | | <p>individual resources families need to be successful. Often the most successful outreach to our English Learner and socioeconomically disadvantaged families is through personal phone calls home with someone who intimately knows their family situation, and can be a constant point of contact for these families and someone they can rely on for a variety of information they need in our school system. Our bilingual para educators are often this person who our families rely on for the home to school connection.</p> <p>English Learners: District Teachers on Special Assignment (with a focus on English Learners): Empower teachers with research-based strategies and best practices specifically designed to support English Learners (EL) students. They provide ongoing coaching and professional development, ensuring effective instruction that meets the unique needs of EL learners and accelerates their academic achievement. With the adoption of newcomer curriculum and designated ELD curriculum, professional development on both curriculums will be ongoing with all teachers.</p> | |
| <p>4.4</p> | <p>Action: Students Achieve Mastery Targeted Resources & Services</p> <p>Need: Our English Learners continue to be an area of concern as indicated on the CA Dashboard, in both ELA and Math.</p> | <p>In order to meet the diverse needs of ELs, targeted resources whose primary intent is to serve these populations will need to be acquired and improved.</p> <p>Best Practices English Learners Professional Development: In order to effectively improve instruction and student learning as it relates to English Learners, we will provide training on supporting English</p> | <p>4.7, 4.8</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|-----------------------------------|---|------------------------------------|
| | <p>Scope: LEA-wide</p> | <p>Learners in the classroom. To include our site administrators in the process, and to support teachers in providing clear and aligned feedback on their instruction across sites, instruction walk-throughs with debriefs will be conducted across the district. In both our local data and CA Dashboard, we continue to have room for improvement with our English Learner performance. In particular, Lakewood elementary had ELPI performance as a lowest performing area on the CA Dashboard.</p> <p>Newcomer Curriculum: English Learners need differentiation in curriculum and supports based on their proficiency in English, which often correlates with the time a student has been in the United States school system. A student who recently arrived in the US, with limited English proficiency, would benefit from a different program than an English Learner who has been in the US for several years. In both our local data and CA Dashboard, we continue to have room for improvement with our English Learner performance.</p> <p>.</p> | |

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|------------------------------------|
|-------------------|--------------------|---|------------------------------------|

For any limited 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, as applicable.

Additional Concentration Grant Funding

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.

| 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 | NA | NA |
| Staff-to-student ratio of certificated staff providing direct services to students | NA | NA |

2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|-----------|--|--|---|--|---|
| Totals | 59,663,976 | 5,229,500 | 8.765% | 0.000% | 8.765% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|-----------------|-------------------|----------------|----------------|------------------|------------------|---------------------|
| Totals | \$86,421,722.00 | \$31,718,632.00 | \$3,952,161.00 | \$3,266,053.00 | \$125,358,568.00 | \$119,189,020.00 | \$6,169,548.00 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|--|--|---|----------|--|-------------|-----------------------|-----------------|---------------------|-----------------|-------------------|----------------|---------------|-----------------|---|
| 1 | 1.1 | Inclusive and Nurturing Environments Base Staffing | All | No | | | | 2024-2025 School Year | \$20,721,201.00 | \$0.00 | \$17,759,775.00 | \$273,578.00 | \$2,687,848.00 | \$0.00 | \$20,721,201.00 | |
| 1 | 1.2 | Inclusive and Nurturing Environments Targeted Staffing | English Foster Low Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-2025 School Year | \$6,046,787.00 | \$0.00 | \$3,501,904.00 | \$2,544,883.00 | | | \$6,046,787.00 | |
| 1 | 1.3 | Inclusive and Nurturing Environments Base Resources & Services | All | No | | | | 2024-2025 School Year | \$0.00 | \$1,646,626.00 | \$980,494.00 | \$19,813.00 | \$246,319.00 | \$400,000.00 | \$1,646,626.00 | |
| 1 | 1.4 | Inclusive and Nurturing Environments Targeted Resources & Services | English Foster Low Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-2025 School Year | \$0.00 | \$2,279,963.00 | \$1,253,029.00 | | \$1,017,994.00 | \$8,940.00 | \$2,279,963.00 | |
| 2 | 2.1 | Equitable Opportunities Base Staff | All | No | | | | 2024-2025 School Year | \$2,428,280.00 | \$0.00 | \$1,921,889.00 | \$506,391.00 | | | \$2,428,280.00 | |
| 2 | 2.2 | Equitable Opportunities Targeted Staff | English Foster Low Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-2025 School Year | \$2,380,123.00 | \$0.00 | \$867,870.00 | \$1,512,253.00 | | | \$2,380,123.00 | |
| 2 | 2.3 | Equitable Opportunities Base Resources & Services | All | No | | | | 2024-2025 School Year | \$0.00 | \$1,069,111.00 | \$894,111.00 | \$175,000.00 | | | \$1,069,111.00 | |
| 2 | 2.4 | Equitable Opportunities Targeted Resources & Services | English Foster Low Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-2025 School Year | \$0.00 | \$734,605.00 | \$10,000.00 | \$724,605.00 | | | \$734,605.00 | |
| 3 | 3.1 | Students responsibility for learning Base Staffing | All | No | | | | 2024-2025 School Year | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | |
| 3 | 3.2 | Students responsibility for learning Targeted Staffing | English Foster Low Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-2025 School Year | \$10,000.00 | \$0.00 | \$10,000.00 | \$0.00 | \$0.00 | \$0.00 | \$10,000.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|--|--|---|----------|--|-------------|-----------------------|-----------------|---------------------|-----------------|-------------------|-------------|----------------|-----------------|---|
| | | | Low Income | | | Low Income | | | | | | | | | | |
| 3 | 3.3 | Students responsibility for learning Base Resources & Services | All | No | | | | 2024-2025 School Year | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | |
| 3 | 3.4 | Students responsibility for learning Targeted Resources & Services | English Foster Low Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-2025 School Year | \$0.00 | \$20,000.00 | \$20,000.00 | \$0.00 | \$0.00 | \$0.00 | \$20,000.00 | |
| 4 | 4.1 | Students Achieve Mastery Base Staffing | All | No | | | | 2024-2025 School Year | \$81,831,131.00 | \$0.00 | \$54,966,856.00 | \$24,871,027.00 | | \$1,993,248.00 | \$81,831,131.00 | |
| 4 | 4.2 | Students Achieve Mastery Targeted Staffing | English Low Learners Income | Yes | LEA-wide | English Learners Low Income | All Schools | 2024-2025 School Year | \$5,771,498.00 | \$0.00 | \$3,963,507.00 | \$944,126.00 | | \$863,865.00 | \$5,771,498.00 | |
| 4 | 4.3 | Students Achieve Mastery Base Resources & Services | All | No | | | | 2024-2025 School Year | \$0.00 | \$196,287.00 | \$196,287.00 | | | | \$196,287.00 | |
| 4 | 4.4 | Students Achieve Mastery Targeted Resources & Services | English Low Learners Income | Yes | LEA-wide | English Learners Low Income | All Schools | 2024-2025 School Year | \$0.00 | \$222,956.00 | \$76,000.00 | \$146,956.00 | | | \$222,956.00 | |

2024-25 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 |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| 59,663,976 | 5,229,500 | 8.765% | 0.000% | 8.765% | \$9,702,310.00 | 0.000% | 16.262 % | Total: | \$9,702,310.00 |
| | | | | | | | | LEA-wide Total: | \$9,702,310.00 |
| | | | | | | | | Limited Total: | \$0.00 |
| | | | | | | | | 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 (%) |
|------|----------|--|---|----------|--|-------------|--|---|
| 1 | 1.2 | Inclusive and Nurturing Environments Targeted Staffing | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$3,501,904.00 | |
| 1 | 1.4 | Inclusive and Nurturing Environments Targeted Resources & Services | Yes | LEA-wide | English Learners | All Schools | \$1,253,029.00 | |
| 2 | 2.2 | Equitable Opportunities Targeted Staff | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$867,870.00 | |
| 2 | 2.4 | Equitable Opportunities Targeted Resources & Services | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$10,000.00 | |
| 3 | 3.2 | Students responsibility for learning Targeted Staffing | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$10,000.00 | |
| 3 | 3.4 | Students responsibility for learning Targeted Resources & Services | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$20,000.00 | |

| 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 (%) |
|------|----------|--|---|----------|--------------------------------|-------------|--|---|
| 4 | 4.2 | Students Achieve Mastery Targeted Staffing | Yes | LEA-wide | English Learners Low Income | All Schools | \$3,963,507.00 | |
| 4 | 4.4 | Students Achieve Mastery Targeted Resources & Services | Yes | LEA-wide | English Learners Low Income | All Schools | \$76,000.00 | |

2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---------------|--|--|
| Totals | \$20,489,187.00 | \$20,328,658.15 |

| 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 | | \$562,181.00 | \$687,806.00 |
| 1 | 1.2 | Employee Recruitment and Retention with a Focus on Staff Diversity | No | \$646,000.00 | \$675,000.00 |
| 1 | 1.3 | Pilot and adoption of science materials at the middle school level | No | \$147,577.00 | \$16,622.00 |
| 1 | 1.4 | Pilot and adopt History Social Science materials for elementary schools | No | \$103,584.00 | \$17,095.00 |
| 1 | 1.5 | Math curriculum and materials | No | \$274,528.00 | \$260,000.00 |
| 1 | 1.6 | Access to Instructional Technology Tools | No | \$1,160,606.00 | \$1,235,000.00 |
| 1 | 1.7 | Digital Citizenship and the Appropriate Use of Technology | No | \$54,947.00 | \$54,947.00 |
| 1 | 1.8 | District Facilities | No | \$3,662,010.00 | \$3,783,612.00 |
| 1 | 1.9 | ELA and Mathematics intervention materials | No | \$99,291.00 | \$107,069.00 |
| 1 | 1.10 | Elementary Early Literacy Curriculum and Materials | No | \$176,776.00 | \$184,000.00 |
| 1 | 1.11 | 4th Grade Growth, Development, & Sexual Health Curriculum (GDSH) Curriculum | No | \$13,563.00 | \$12,090.00 |

| 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 | 1.12 | Middle School English Curriculum | No | \$319,126.00 | \$245,005.00 |
| 1 | 1.13 | Transitional Kindergarten (TK) | No | \$25,000.00 | \$62,976.00 |
| 2 | 2.1 | Content and grade level teacher leadership team meetings | Yes | \$95,630.00 | \$89,164.00 |
| 2 | 2.2 | Data driven decision making will help with targeted supports | No | \$0.00 | \$0.00 |
| 2 | 2.3 | Equity focused training | No | \$2,000.00 | \$2,000.00 |
| 2 | 2.4 | Professional development is offered to all staff | No | \$79,946.00 | \$79,350.00 |
| 2 | 2.5 | Professional development for TK-8 Teachers | No | \$31,562.00 | \$30,000.00 |
| 2 | 2.6 | Foundational Literacy Training | No | \$405,760.00 | \$438,647.00 |
| 2 | 2.7 | School libraries | No | \$1,218,940.00 | \$1,210,119.00 |
| 2 | 2.8 | Kindergarten Screening Tools | No | \$0.00 | \$0.00 |
| 2 | 2.9 | Formative Assessments in Math | Yes | \$389,176.00 | \$404,455.00 |
| 2 | 2.10 | Provide ample professional learning and planning opportunities | No | \$0.00 | \$0.00 |
| 2 | 2.11 | Direct Student Support (DSS) Teachers on Special Assignment (ToSAs) | Yes | \$1,230,351.00 | \$1,249,800.63 |
| 2 | 2.12 | Promote STEM programming | No | \$23,667.00 | \$25,000.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| | | | | | |
| 2 | 2.13 | Revising middle school schedules to provide equitable access | No | \$0.00 | \$0.00 |
| 2 | 2.14 | 5th Grade Science Camp | Yes | \$235,200.00 | \$245,905.01 |
| 2 | 2.15 | Transitional Kindergarten (TK) training and professional development | No | \$40,032.00 | \$39,500.00 |
| 3 | 3.1 | Equity and SEL-focused Training for Site Teams | Yes | \$34,328.00 | \$375,000.00 |
| 3 | 3.2 | SEL & Equity Coaches | Yes | \$424,273.00 | \$401,125.00 |
| 3 | 3.3 | Panorama Survey | No | \$307,220.00 | \$336,250.00 |
| 3 | 3.4 | Restorative Practices | Yes | \$2,200.00 | \$0.00 |
| 3 | 3.5 | MTSS Digital Portal | Yes | \$17,000.00 | \$0.00 |
| 3 | 3.6 | MTSS System | Yes | \$2,216,974.00 | \$941,924.00 |
| 3 | 3.7 | Community Partnerships | No | \$887,820.00 | \$1,233,638.00 |
| 3 | 3.8 | Consistent SEL/Culturally Responsive & Equity Curricula | No | \$81,000.00 | \$0.00 |
| 4 | 4.1 | Family Education & Training | Yes | \$500.00 | \$55,000.00 |
| 4 | 4.2 | Family Support Partnerships | Yes | \$395,237.00 | \$420,000.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| 4 | 4.3 | Annual Equity Summit | Yes | \$15,000.00 | \$0.00 |
| 4 | 4.4 | Engage families through Relevant Communication Channels | Yes | \$306,752.00 | \$283,178.00 |
| 4 | 4.5 | Survey to Meet Needs | No | \$41,850.00 | \$0.00 |
| 4 | 4.6 | Family Representation | No | \$0.00 | \$0.00 |
| 4 | 4.7 | SEL, CRT, & Equity Resources for Families | No | \$0.00 | \$0.00 |
| 5 | 5.1 | Improved instructional strategies in dELD and iELD | No | \$334,185.00 | \$518,171.51 |
| 5 | 5.2 | Professional development supporting best practices in ELD | No | \$0.00 | \$0.00 |
| 5 | 5.3 | ELAC and DELAC as advisory committees | Yes | \$1,003.00 | \$2,083.00 |
| 5 | 5.4 | Supporting at risk or identified Long term English Learners | No | \$54,022.00 | \$53,535.00 |
| 5 | 5.5 | EL site professional development and classroom observations | Yes | \$1,780,391.00 | 1,730,001.00 |
| 5 | 5.6 | Newcomer Toolkit Creation | Yes | \$2,134.00 | \$0.00 |
| 5 | 5.7 | Language Review Team Meetings | Yes | \$76,733.00 | \$76,467.00 |
| 5 | 5.8 | Bilingual paraprofessionals | No | \$472,179.00 | \$513,484 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| 5 | 5.9 | Bilingual Outreach Liaisons | No | \$0.00 | \$0.00 |
| 5 | 5.10 | Effective Extended learning opportunities for English Learners | Yes | \$2,016,397.00 | \$2,233,639 |
| 5 | 5.11 | Designated ELD lesson design | Yes | \$24,536.00 | \$0.00 |

2023-24 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) |
|--|---|---|--|--|--|--|
| \$5,264,509 | \$6,838,831.00 | \$8,507,741.64 | (\$1,668,910.64) | 0.000% | 0.000% | 0.000% |

| 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 | \$95,630.00 | \$89,164.00 | | |
| 2 | 2.9 | Formative Assessments in Math | Yes | \$389,176.00 | \$404,455.00 | | |
| 2 | 2.11 | Direct Student Support (DSS) Teachers on Special Assignment (ToSAs) | Yes | \$1,230,351.00 | \$1,249,800.63 | | |
| 2 | 2.14 | 5th Grade Science Camp | Yes | \$185,200.00 | \$245,905.01 | | |
| 3 | 3.1 | Equity and SEL-focused Training for Site Teams | Yes | \$34,328.00 | \$375,000.00 | | |
| 3 | 3.2 | SEL & Equity Coaches | Yes | \$424,273.00 | \$401,125.00 | | |
| 3 | 3.4 | Restorative Practices | Yes | \$2,200.00 | \$0.00 | | |
| 3 | 3.5 | MTSS Digital Portal | Yes | \$17,000.00 | \$0.00 | | |
| 3 | 3.6 | MTSS System | Yes | \$692,661.00 | \$941,924.00 | | |
| 4 | 4.1 | Family Education & Training | Yes | \$500.00 | \$55,000.00 | | |
| 4 | 4.2 | Family Support Partnerships | Yes | \$395,237.00 | \$420,000.00 | | |
| 4 | 4.3 | Annual Equity Summit | Yes | \$15,000.00 | \$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) |
|--------------------|----------------------|--|---|--|---|---|---|
| 4 | 4.4 | Engage families through Relevant Communication Channels | Yes | \$306,752.00 | \$283,178.00 | | |
| 5 | 5.3 | ELAC and DELAC as advisory committees | Yes | \$1,003.00 | \$2,083.00 | | |
| 5 | 5.5 | EL site professional development and classroom observations | Yes | \$1,706,234.00 | 1,730,001.00 | | |
| 5 | 5.6 | Newcomer Toolkit Creation | Yes | \$2,134.00 | \$0.00 | | |
| 5 | 5.7 | Language Review Team Meetings | Yes | \$76,733.00 | \$76,467.00 | | |
| 5 | 5.10 | Effective Extended learning opportunities for English Learners | Yes | \$1,239,883.00 | \$2,233,639 | | |
| 5 | 5.11 | Designated ELD lesson design | Yes | \$24,536.00 | \$0.00 | | |

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 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) |
|---|---|--|---|--|---|--|--|---|
| \$61,428,514 | \$5,264,509 | 0 | 8.570% | \$8,507,741.64 | 0.000% | 13.850% | \$0.00 | 0.000% |

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|--|--|---|---|--|--|
| Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric. | Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric. | Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then. | Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then. | Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric. | Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then. |

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

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

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

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

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

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

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

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **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 plus 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)**
 - 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).

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