



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: SUNNYSIDE UNION SCHOOL DISTRICT

CDS Code: 54721816054407

School Year: 2023-24

LEA contact information:

STEVEN TSUBOI

Superintendent--Principal

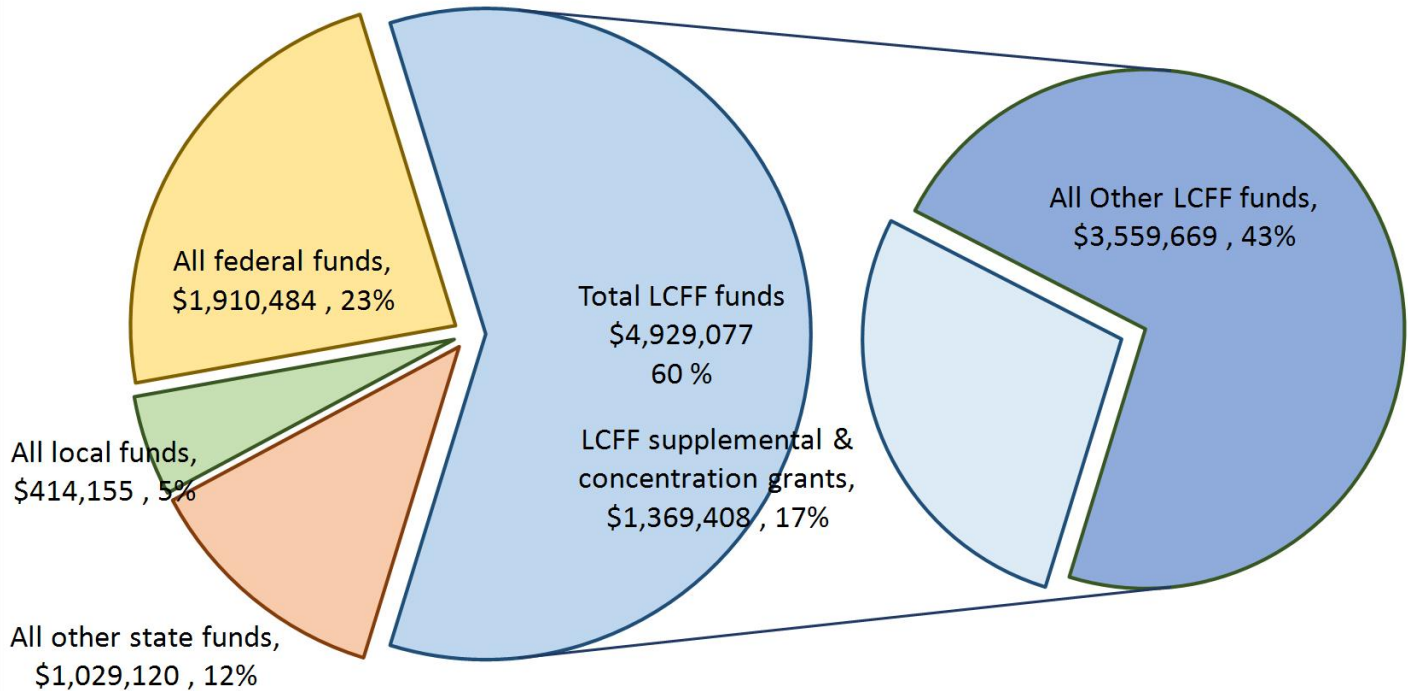
stsuboi@sunnysideunion.com

559-568-1741 x208

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

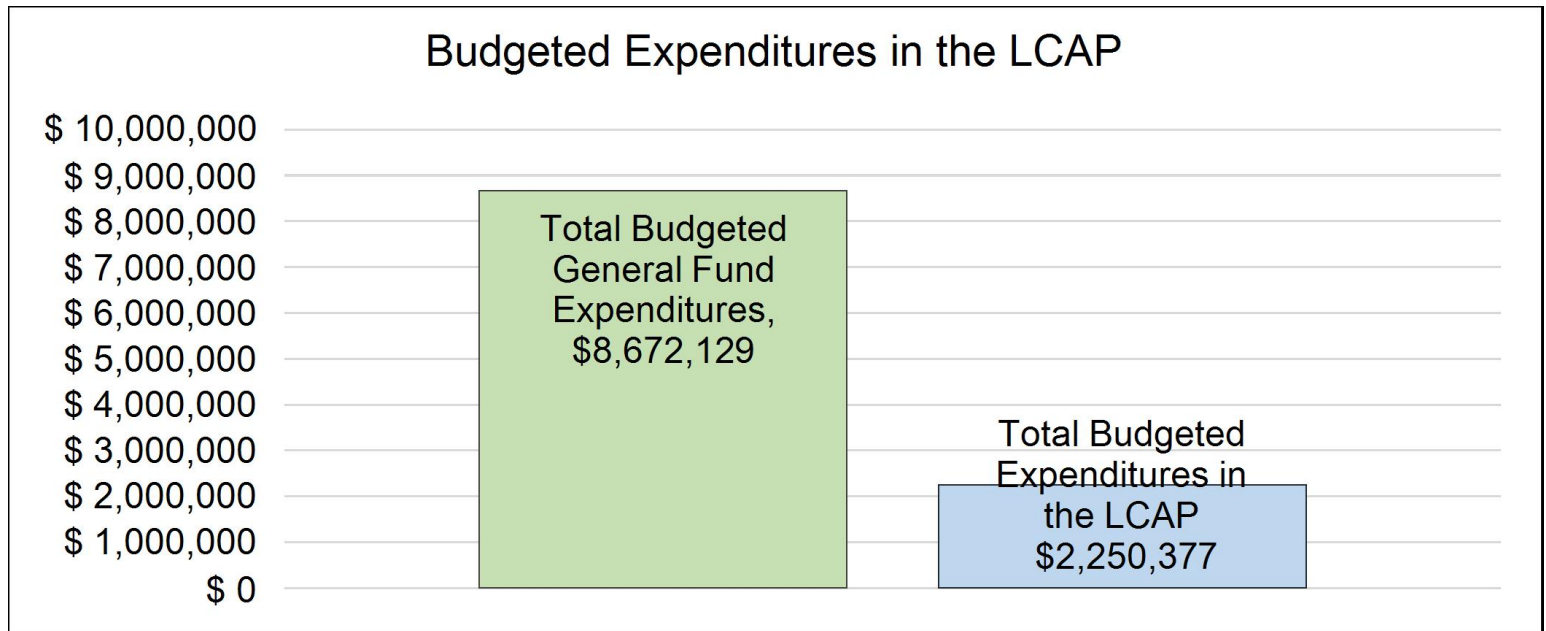


This chart shows the total general purpose revenue SUNNYSIDE UNION SCHOOL DISTRICT expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for SUNNYSIDE UNION SCHOOL DISTRICT is \$8,282,836, of which \$4929077 is Local Control Funding Formula (LCFF), \$1029120 is other state funds, \$414155 is local funds, and \$1910484 is federal funds. Of the \$4929077 in LCFF Funds, \$1,369,408 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 SUNNYSIDE UNION SCHOOL DISTRICT plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

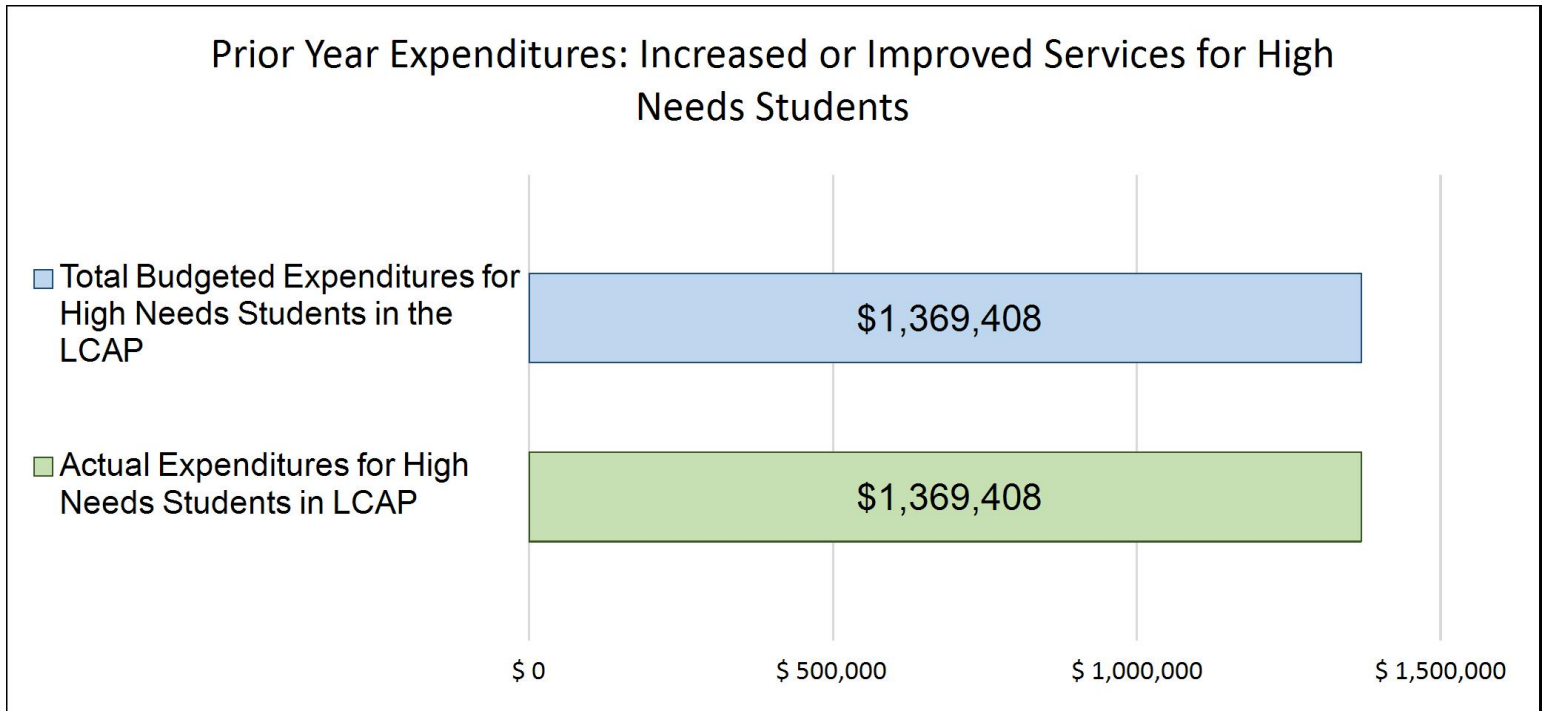
The text description of the above chart is as follows: SUNNYSIDE UNION SCHOOL DISTRICT plans to spend \$8672129 for the 2023-24 school year. Of that amount, \$2250377 is tied to actions/services in the LCAP and \$6,421,752 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2023-24, SUNNYSIDE UNION SCHOOL DISTRICT is projecting it will receive \$1,369,408 based on the enrollment of foster youth, English learner, and low-income students. SUNNYSIDE UNION SCHOOL DISTRICT must describe how it intends to increase or improve services for high needs students in the LCAP. SUNNYSIDE UNION SCHOOL DISTRICT plans to spend \$1658142 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what SUNNYSIDE UNION 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 SUNNYSIDE UNION SCHOOL DISTRICT estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, SUNNYSIDE UNION SCHOOL DISTRICT's LCAP budgeted \$1369408 for planned actions to increase or improve services for high needs students. SUNNYSIDE UNION SCHOOL DISTRICT actually spent \$1369408 for actions to increase or improve services for high needs students in 2022-23.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
SUNNYSIDE UNION SCHOOL DISTRICT	STEVEN TSUBOI Superintendent--Principal	stsuboi@sunnysideunion.com 559-568-1741 x208

Plan Summary [2023-24]

General Information

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

THE DISTRICT. Sunnyside Union School District is a single school district located in the community of Strathmore It is located approximately one mile west off of the Highway 65 corridor between Porterville and Lindsay, in the agriculturally section of Southeastern Tulare County. The district is currently surrounded by Citrus Groves on all sides of the campus. The district serves learners from Preschool through Eighth Grade.

HISTORY. Sunnyside Elementary was founded in 1908 and became unionized in 1937. Unionization occurred with the combining of Sunnyside Elementary and Alta Robles School. Lula Cox was the principal of Sunnyside when these two districts combined. In 1946, Harmony and Prairie Center Schools joined the district. (Source: Prairie Center, Harmony and Sunnyside Schools In Pictures and Story by Bryce Fisher).

DEMOGRAPHICS. The school is currently in declining enrollment. The following data is as of March 31, 2023. **ENROLLMENT:** State Preschool – 24 Students. Transitional Kindergarten through Eighth Grade: 332 Students. **GENDER (TK-8):** 172 Males/160 Females. **LANGUAGE FLUENCY:** English Only 149/44.88%, Initially Fluent English Proficient (IFEP) 6/1.8%, English Learner 126/37.95%, and Redesignated Fluent English Proficient 43/12.95%. **DISTRICT OF RESIDENCE:** In-District 255/76.8%. Out of District 77/23.19%.

STUDENT AND FAMILY MAKE-UP. The demographics of the school reflect the community. Many of the students are of the Hispanic-Latino heritage. According to the California School Dashboard 2022 (Based on 344 students). **SOCIOECONOMICALLY DISADVANTAGED:** 81.7%. **ENGLISH LEARNERS:** 39.2%. **HOMELESS:** 4.4%. **STUDENTS WITH DISABILITIES:** 6.1%. **ASIAN:** 0.3%. **FILIPINO:** 0.3%. **HISPANIC:** 85.5%. **WHITE:** 13.7%.

MANAGEMENT. Sunnyside is led by a five-member governing board consisting of five distinct trustee areas. Trustee areas were reconfigured/updated in January 2022 following the latest census. Sixty percent (60%) of the board has Hispanic-Latino roots. The school district is currently managed by a Superintendent-Principal, Vice Principal/Categorical Manager and a Business Manager.

CLASSROOMS NUMBERS. There are currently 18 in classroom teachers (Transitional Kindergarten - Fifth Grade Self-Contained: 10 teachers, Single Subject: 7 teachers, Resource (TCOE): 1 teacher, and Teacher on Special Assignment: Reading-Literacy: 2 certificated staff). All TK-5 classrooms received additional support staff assistance. Certificated has a mixture of staff from around the State of California,

but are predominantly from the local area including former Sunnyside graduates. The school maintains both Food Services and Transportation for its learners. Breakfast and Lunch are provided daily and are prepared on campus. Transportation routes are currently run in the morning (4 routes), at Kindergarten Dismissal (2 routes), and at regular dismissal (4 routes). Sunnyside also transports students with health-physical needs daily. The district has two drop-off points in the morning for students arriving by vehicle. These drop-off points are utilized as pick up points in the afternoon. All students are generally picked up within 10 minutes of dismissal. Bus routes are also provided in the late afternoon for afterschool program such as interventions and athletics. In the 2023-2024 School year Sunnyside anticipates providing a Late-Late Bus route for any Extended Learning Opportunity Programs that are part of the district.

AVERAGE DAILY ATTENDANCE (ADA). Average Daily Attendance (ADA) has significantly declined following the COVID -19 Pandemic. Whereas prior to the pandemic, ADA hovered in the 96-97% range, ADA during the 2022-2023 school year 91 -94%. The district follows all COVID guidelines related to illness/potential illness.

THE COMMUNITY. The community functions around its agriculturally rich background. Within the vast geographical boundaries, you will find citrus, almonds, row crops, dairies, nurseries, and small convenience stores. Many of the families are employed by farms, dairyman and other agriculturally related fields. Many of the landowners in the district no longer have school aged children.

FACILITES AND BONDS. In November 2020, on short notice, the district was able to easily pass a two million dollar facilities bond. The funds from the community landowners (\$30 per \$100,000 assessed value) will be used to upgrade Sunnyside facilities into the 21st century. Many of the classrooms and facilities, although well maintained, are severely outdated. The junior high wing is built with portable classrooms that are beginning to show their age, and thus during the 2022-2023 school year the junior high was moved back to the main campus. Most of the portables serve as support service and extended learning facilities. Over the past year there have been roofing upgrades and small projects associated to the Bond. Beginning in the summer of 2023, the district will begin its final modernization/upgrade project of filling in large windows and replacing backdoor units on Primary Wing B.

CLASS SIZES. Sunnyside has been fortunate to keep classes very small in comparison to other districts. Most classes are in the mid-teens to low 20's and grade levels generally range from 36-45 students. All grade levels from Transitional Kindergarten thru fifth grade are self-contained. The junior high (grades 6-8) consists of a six period core rotation, plus one elective, with single subject teachers.

OTHER OFFERINGS. Prior to the COVID 19 Pandemic the district had just begun to build a Jazz Band. The district employed a full-time art teacher. The art teacher remains vacant and the district is back to building up its music program. We currently offer vocal music one day per week to Transitional Kindergarten through Third Grade, beginning instrumental music for grade four and five, advanced band and guitar electives for grades six through eight. The district also offers a Folkloric Dance which performs at both on and off campus events.

ATHLETIC PROGRAMS. The district offers the following after school sports: Flag Football, Volleyball, Cross Country, Soccer, Basketball, Track and Field, Softball and Baseball. The school participates in the very competitive Tulare County Rural Schools League. Additionally, the district has recently been taking student-athletes to the Junior Track and Field Championships at Buchanan High School, in Clovis.

SUPPORT PROGRAMS. Sunnyside has a full-functioning School Site Council who meets on a monthly basis. It also has a Sunnyside Connect program who provides support for our community via the school. This organization was formed by a former student in the Class of 2019. Additionally, Save the Children is a fixture on our campus. Three full-time employees hold the following positions: Early Steps to Success, Kindergarten Readiness and Community Ambassador. These programs provide and assist in Early Learning and Community Outreach.

TULARE COUNTY OFFICE OF EDUCATION SUPPORT. Sunnyside works with the Tulare County Office of Education for many support services. This includes a County Nurse (approximately 40 days per year), a Resource Specialist (full time), a Special Services Aide (part-time), speech services (one day per week), social worker (one day per week), a social worker intern, and a school psychologist (one day per week) along with a variety of instructional consultants were brought on campus throughout the year. Sunnyside is also a CHOICES After School Site. This is a 180 day year/3 hour per day program.

TRADITIONS. Through the years Sunnyside has established a handful of traditions. This includes, but is not limited to the following: Fall Carnival, Winter Concert, Turkey Trot, Grandparent's Day, the Annual Flower Show, the Annual Talent Show, Athletic Teams (Tulare County Rural School League), 8th grade graduation and 8th grade awards-dinner night. The district also provides a cycle (across grade spans) of major learning trips so students can be exposed to as many experiences as possible. Sunnyside works with outside agencies, including Porterville College (junior college), Migrant Region VIII, and the Save the Children International Program. Eighth grade students graduating from the school generally enter into the Porterville Unified School District. The home school is Strathmore High School but many choose to attend the different career pathways throughout Porterville Unified. A majority of the students choose to attend Harmony Magnet Academy which is focused on Architecture and Performing Arts. This campus is physically connected to Strathmore High School.

EXTENDED LEARNING. Sunnyside will begin implementing its Extended Learning Program in the 2023-2024 school year. At this point the program will consist of 15 Saturday learning and extended experience opportunities, plus 15 days of summer enrichment taking place in June of 2024.

SMALL READING GROUPS. Through its newly formed (2022-2023) school year Leadership Instructional Cabinet, Sunnyside was able to implement Small Reading Groups in Grades 1 through Grade 5. In first grade each classroom consists of reading rotations based on needs that is supported by 3-4 staff, including 2 certificated teachers in each room (classroom teacher + TOSA + Support Staff). In second through fifth grade students are deployed to different classrooms based on student needs. Again each classroom has multiple certificated and support staff members.

PAIDEIA. In the Spring of 2022, Sunnyside embarked on a journey to establish a safe environment where students could engage in intellectual conversations. Over the past year Sunnyside has been working with the National Paideia Center to address this need. This has done wonders for our classrooms, has allowed us to begin networking with schools across the country. The district is also working with Jeremy Spielman, Assistant Director of the Paideia Institute on developing student voice and rigorous conversation in the classroom.

GRANTS AND OTHER OPPORTUNITIES. Sunnyside is working in partnership with Pleasant View Elementary to seek additional funding to support community growth and outreach, and to provide enhanced learning opportunities and experiences. The two districts have currently

received a \$200,000/2 years Community Schools Planning Grant with the hopes of receiving a \$3,000,000 Federal Grant and/or \$500,000 state grant once the planning has grant has successfully being implemented. The district is also working with Pleasant View and Woodville on an Innovative Approaches to Literacy Program Grant in the about of \$750,000 per year for five years.

VISIBLE LEARNING. Sunnyside has focused most recently on the work of John Hattie and the influences of impact. The staff has continued to train with Steve Ventura, working on teacher collective efficacy, Learning Intentions and Success Criteria. A small team of teachers worked with Steve Ventura throughout the year focusing on Learning Intentions, Success Criteria, Collective Teacher Efficacy and Pre-Post Assessments. This included consistent student interviews about learning. A second team was put together at the conclusion of the school year. The district will send a contingent of about 14 certificated members to the Advance Collaborative Solutions – Achievement Teams Training in the Summer of 2023.

TECHNOLOGY. Sunnyside is technology rich with devices, 3-Dimensional printers, drones and a variety of other technologies. During the Pandemic our staff worked diligently to build up their technology toolbox. The district finished the school year operating simultaneous teaching through ZOOM and SWIVL technologies. The entire staff both certificated and classified amped up its technological game. Sunnyside is excited to see where it is headed next in the realm of technology, based on its high usage during the Pandemic. The district envisions endless opportunities of engagement. During the end of the 2022-2023 school year Sunnyside reopened a modified version of its Tech Lab. In addition, more and more classrooms are beginning to implement video technology into their classrooms.

PANDEMIC REFLECTION. As the district reflects back on the past year, the Pandemic allowed us and our entire learning community to see the value of Sunnyside Elementary. Staff at Sunnyside took on any role that was necessary to see that our students were provided a quality education. The staff developed/sponsored community events in a safe manner (community parades, a Halloween drive thru, virtual flower show, etc.) to benefit its students. Each day students were greeted with smiles (behind masks) on a daily basis. Support staff became very familiar with the families. The staff functions as family...helpful to one another and at times engaging in collaborative discourse to ensure that the needs of students are met and that students' best interest is at the heart of every decision.

PANDEMIC EXPOSURE. The Pandemic also exposed areas that Sunnyside needs to work on as we proceed into unknown times. How to develop relationships with ALL students, and at the same time not to over nurture and make students overly reliant on the adults around them. The district also needs to continue working towards meeting the academic and social needs of those students who have special needs, including but not limited to students with Individualized Education Plans, but students whose background and experiences are not what many of us ourselves have encountered. Sunnyside needs to support its students better in developing resiliency.

MINDSET. The goal is not to only change the mindset of our learners from attending school because they have to, but attending because they are provided an engaging and meaningful education. At the same time, it is also our responsibility to change the adult mindset of being the owners of information to designers of innovative learning. Sunnyside has taken a huge leap of faith in implementing game changing strategies (PAIDEIA, VISIBLE LEARNING, TEACHER DRIVEN Professional Development, Etc.) and is beginning to soar as both a culture and in student engagement, enrichment, voice and overall growth.

Reflections: Successes

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

Reclassified English Learner Distance from Standard (DFS) are significantly less than English Only scores in both English Language Arts and Mathematics. In other words, English Learners that are designated as Reclassified Fluent English Proficient perform at higher levelson the state CAASPP assesement.

Reclassified ELD
Language Arts 61.5
Math 89.9

English Only
Language Arts 105.1
Math 120.3

SB 98 and AB 130 suspended the reporting of performance indicators in the 2020 Dashboard and the 2021 Dashboard. Therefore, for the 2022 Dashboard, there is only one year of data available. This means only statusis displayed on the 2022 Dashboard, but change is not. While the instructions for this section refer to colors on the Dashboard, there are no colors provided on the 2022 Dashboard. Instead, status will be reflected usingstatus bars (look like cell phone bars) that range from "very low" to "very high."

Sunnyside Union School District found success and growth in many areas during the 2021-2022 school year. From the local perspective, data from our Developmental Reading Assessments in the primary grade levels is indicating increases. Areas (or grade levels) that should significant growth were in the following areas TK-K: 83% of the students grew "at least" one grade level on their DRA and 76% are at grade level. The second-third combination class has 91% of their students reading at grade level, while 74% of the straight fifth grade classroom are reading at grade level. Small group reading was occurring across at grade levels and classrooms. This includes to TOSA - Reading Literacy teachers and multiple support staff in each classroom. Deployment in grade spans two-three and four-five was also occurring.

Based upon local data the district is being severely impacted by declining enrollment. The district is down thirty (30) plus students from pre pandemic times. Average daily attendance has been significantly reduced especially at the early grade levels. The team has identified chronic abseentism as as its target area for Differentiated Assistance.

The 2022-23 school year was considered a success. Many minor behavioral disturbances schoolwide. The 8th grade class led the way exhibiting a stronger work ethic then the previous year(s). Our small sixth grade (30 students or so) was split into two sections and provided the most drama and challenge for our staff. The district did have a variety of students who need extra assitance due to eloping and our behaviors that impacted the students.

The district chose to take the 2021 State CAASPP Test. The results were as expected. The district chose to work on getting students reengaged and back to liking and enjoying school and did not focus on the statewide test results. Distance learning by choice, due to illness, and/or quarantine (due to close contact) again impacted the students negatively. Data during these on again – off again learning environments provided very convoluted data and does not measure student academic growth clearly. Again, the district focused on the Social Emotional growth and getting students to engage in the classroom.

Here are some of the Success Stories based upon observations, implementations and surveys: (a) TEACHER CLARITY ROSE, (b) IMPLEMENTATION OF LEARNING INTENTIONS AND SUCCESS CRITERIA WAS EVIDENT BUT STILL NEEDS GROWTH; (c) PAIDEIA SEMINARS GREW TREMENDOUSLY IN POCKETS; (d) COLLECTIVE TEACHER EFFICACY WAS ON THE RISE; (e) TEACHER MORAL IMPROVED SIGNIFICANTLY; (f) LEARNER OF THE YEAR IS BECOMING A FIXTURE; and (G) SUMMER ENGAGEMENT SESSIONS CONTINUE TO BE A HIT.

The district was able to implement its TOSA-Reading Literacy Program (INCLUDING TWO TEACHERS) with great success as demonstrated by DRA scores. It was also able to bring on a Psychologist Intern who developed many social emotional successes with students. All educational partners were in agreement that the school needs to invest in a full-time school psychologist (which it did for the 2023-24 school year).

At mid year the district shifted from off campus talent to on campus talent in providing parent engagement experiences. The site found success in having simultaneous parent and student activities.

Reflections: Identified Need

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

SB 98 and AB 130 suspended the reporting of performance indicators in the 2020 Dashboard and the 2021 Dashboard. Therefore, for the 2022 Dashboard, there is only one year of data available. This means only status is displayed on the 2022 Dashboard, but change is not. While the instructions for this section refer to colors on the Dashboard, there are no colors provided on the 2022 Dashboard. Instead, status will be reflected using status bars (look like cell phone bars) that range from "very low" to "very high".

Based upon review of the 2022 Dashboard here are the areas of need:

AREA 1 - ACADEMIC GROWTH - Results on the 2022 State Assessment clearly indicate that the district needs to find solutions to chronic low test scores. Students in the following subgroups English Language Learners, Hispanic and Socioeconomically Disadvantaged scored in

the Very Low Range in Language Arts and Mathematics. The Dashboard performance status for the "All Students" group, as well as for all other significant student groups was "Very Low" in the areas of English Language Arts and Math. The data is as follows:

English Language Arts (Distance from Standard): English Learners 120.5 (Very Low) - Hispanic 109.8 (Very Low) - Socioeconomically Disadvantaged 111.4 (Very Low) - All Students 112.6 (Very Low)

Mathematics (Distance from Standard): English Learners 137.1 (Very Low)- Hispanic 128.7 (Very Low)- Socioeconomically Disadvantaged 128.5 (Very Low)- All Students 129.2 (Very Low)

Although no one subgroup appears to be impacted significantly more than another, scores are low. The minimal differential between subgroups probably lies in the fact that the student population falls into multiple sub-demographics, resulting in the majority of the students are represented in all groups.

Steps taken/began in the 2022-2023 School Year:

1. Sunnyside implemented an Instructional Cabinet to develop, plan and coordinate all Professional Development activities that focus on grade level/span needs.
2. The Instructional Cabinet developed the concept of small group reading instruction in Grades 1-5. This includes regular assessments, groups/individuals assigned by need, teacher collaboration, deployment of students across grade level based upon needs and ability.
3. The district develop(ing) ten math power standards with coordinating Learning Intentions and Success Criteria to ensure that essential standards are taught PRIOR to the state assessment.
4. After School Support for English Language Learners
5. Junior High Reading Intervention during elective period.
6. Implementation of PAIDEIA Launch and Seminars activities to promote and create a learning atmosphere around intellectual dialogue focusing on text.
7. Introduction and Implementation of English Language Development strategies including, but not limited to

AREA 2 - CHRONIC ABSENTEEISM

The 2022 Dashboard status result for Chronic Absenteeism was "Very High" for the "All Students" group and every significant student group as well. 39.7% of Sunnyside students were designated as chronically absent in the 2021-22 school year.

Junior High 6th-8th Grade ADA from 8-11-22 to 3-28-23 (93.8%) - Data on the 2022 indicate a significant rise in the chronic absenteeism for during the 2021-2022 school year. The data is as follows:

Overall Chronic Absenteeism Schoolwide: August 12, 2021 to June 9, 2022 was 89.94% (Elementary) and 89.51% (Junior High)

Below are the ADA percentages by grade level:

Transitinal K 92.02

Kindergarten 91.3

First	87.15
Second	90.64
Third	89.62
Fourth	89.86
Fifth	90.98
Sixth	92.54
Seventh	85.07
Eighth	91.94

Currently the Average Daily Attendance for August 11, 2022 through April 5, 2023 is 91.82% (Elementary) and 93.88% (Junior High)

All grade levels except TK have increased ADA from 2021-2022. Eighth grade group has significantly improved from the seventh grade percentage (+7.99%)

Transitional K	86.08
Kindergarten	89.2
First	92.54
Second	92.85
Third	93.53
Fourth	91.07
Fifth	92.88
Sixth	94.40
Seventh	94.46
Eighth	93.06

A lot of student absences were created based upon the district's stance to sternly enforce all COVID guidelines for cases, high contacts and those exhibiting symptoms.

Questions

1. Asking the following questions by all educational partners:

- What ideas or solutions can be formulated to address Parent Education about absenteeism (long term, family trips, etc.).
- What solutions or best practices are available to getting students to COMPLETE Independent Study?
- Should there be a standalone attendance incentive, attendance + other criteria, periodic recognition, and/or end of year recognition?
- Why does TK have the lowest ADA

2. Steps taken/began in the 2022-2023 School Year:

- The district has reached out to educational partners (staff and parents), School Site Council and Governing Board to establish a short and long term reward for attendance beginning in the 2023-24 school year.

AREA 3 - SUSPENSION RATES

Data from the 2021-2022 school year indicate the significance in suspensions. The 2022 Dashboard results indicated that 5.3% ("High" status) of Sunnyside students were suspended at least once during the 2021-22 school year." The data is based on 360 students.

1. 19 students were suspended at least once.
 - a. White = 8
 - b. English Language Learner = 8
 - c. Hispanic = 11
 - d. Socioeconomically Disadvantaged = 14
 - e. Homeless = 1

Current totals as of March 28, 2023

- a. 12 off campus suspensions
- b. 2 in house suspensions
- c. White = 1
- d. Hispanic = 13
- e. Redesignated Fluent English Proficient = 4
- f. English Language Learner = 3
- g. English Only = 7

In order to close to the state average, the district would need to reduce the number of suspensions from 19 to 11.

2. Steps/Solutions/Thoughts taken/began in the 2022-2023 School Year:

- a. Looking at different ways to address repetitive behaviors.
- b. Using a Three Step Behavior Response Matrix beginning in the 2023 -2024 school year.

LCAP Highlights

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

Below are key features and focus areas in the 2023-24 Local Control and Accountability Plan 2023. Educational partners were clearly focused during the development of the 2023-24 LCAP on Mental Health Supports, Student Attendance and Parent Engagement.

GOAL/ACTION 1.1 - The computer technician position continues to be an integral part of the functioning of the school district. In addition to providing daily technical support for classrooms and district operations the position also developed a small laboratory for small group learning

focused around technology, 3-D printing, video and photography. This will provide more opportunities for students to demonstrate their knowledge and skill set.

GOAL/ACTION 1.2 – The district continues to provide one-to-one devices in the classroom. The cost for units has increased significantly. Multi-funding programs and hardware will be necessary to meet the needs of any district. This year, many of the Chromebook stopped updating. Software applications purchased for both student and staff use during online learning need to be reviewed for effectiveness. Tracking what applications are available is essential to eliminate “automatic” renewals. The district eliminated hot spots as they were a significant cost and parred down the ZOOM Accounts as they were no longer needed.

GOAL/ACTION 2.1 – Continued support of the Save the Children program is essential to maintain a high level of impact on both young learners and the community at large. This program tripled in size from one position to three positions during the 2022-2023 school year and district support is definitely necessary if we want to address early learning issues prior to them becoming a problem.

GOAL/ACTION 2.2 – The ParentSquare program has helped out immensely in providing staff and parents timely information and communication form the classroom, school and district. It is the belief of the district that all Educational Partners truly value this tool.

GOAL/ACTION 2.3 – This split funded position allows the district to continue to track attendance for all students. Post pandemic attendance is a challenge and issue. In order to provide students, the best opportunity to succeed with their education, they need to be here on a regular basis. The district intends to continue to support this action in order to engage students more in the learning process.

GOAL/ACTION 2.4 – The school website and secondary communication system needs to be reexamined to see what needs to be done to increase traffic flow on the site. The PIO has done a better job updating the site but the Educational Partners need to examine why it is not being accessed more. Does there need to be a better marketing push? Is it not user friendly?

GOAL/ACTION 2.5 – Parent Involvement this year had its ups and downs. The district provided parents with the opportunity to work with Steve Ventura multiple times and the amount spent was not justified by the number of parents attending and being involved. At mid-year the district took a turn and went down a different road ... staff lead parent involvement nights, with the focus on a student activity (45 minutes) and parent learning (15 minutes). The initial feedback for this has been positive with better turnout. The takeaway is that you need to develop something to engage and interest students so that parents are persuaded to attend.

GOAL/ACTION 2.6 – The Family ID program was found to be ineffective in assisting parents. The program will not be renewed.

GOAL/ACTION 2.7 – The behavior support aides played a significant role in helping challenged students be on campus more often and in a functional manner. This position is hard to fill and the longevity of employees in this high stress position will always be an issue. These positions will need to be assessed on an annual basis as the number of students who need support changes regularly.

GOAL/ACTION 2.8 - This new position has provided more exposure to student activities that our students are involved in, at all grade levels. As this position is new to the district, this year was a learning curve of what works, what does not, and what needs to be done moving

forward. A new goal or metric for this action will be establishing a number of outside media contacts promoting positive activities on campus. For example, the goal might be to be in the local newspaper six times during the year and on local television twice per year.

GOAL/ACTION 3.1 – The county health nurse contracted through the Tulare County Office of Education played an essential role in providing health support to our onsite Health Team and providing student instruction in the many areas. The position also supported individual classroom needs along with support with Individualized Educational Plans. Sunnyside has a high number of high-risk health issues in relation to our small enrollment.

GOAL/ACTION 3.2 – The district invested in more security cameras and is now up to approximately 28 cameras campus wide. Another 2-3 cameras could be installed in the future to get full coverage. The district is working in conjunction with the Tulare County Office of Education ActVnet program to provide greater security enhancements on campus. The camera installed overlooking the pick-up/drop-off point in the parking lot will be utilized extensively.

GOAL/ACTION 3.3 – The district has done significant work on trying to change the culture of the campus to be more welcoming and engaging. This year the district worked on making the junior high area its focus. This included creating an engaging area for before school, break time and occasional lunch gatherings. In the upcoming years this focus will move down into the elementary grade levels. The district is working to create a culture that students are proud of.

GOAL/ACTION 3.4 – Sunnyside continues to have a high number of students who need extra social emotional support. We were fortunate enough to get an additional intern social worker along with our contracted one. In the future the district may look at options, including but not limited to; sharing a social worker with neighboring district(s) and/or funding from a different source (i.e. grants funds).

GOAL/ACTION 3.5 – The district is fortunate enough to have a very effective Licensed Vocational Nurse full-time. This split funded position takes on the role as the leader in all things health on our campus. They have ensured that our students are safe and healthy. This position is invaluable as the number of high health risks cases on our campus continues to climb. They also monitor all pandemic related student issues.

GOAL/ACTION 4.1 – The English Language Development position ended up being funded through Title III. If the position continues it will most likely continue to be funded using that source.

GOAL/ACTION 4.2 – The Designated ELD Teacher in junior high has worked out well. They continue to provide both integrated and designated ELD time to the students and language support to all non-ELD students. This position will also be evaluated on the number of ELD, especially LTEL students who are annually Redesignated as Fluent English Proficient.

GOAL/ACTION 5.1 – The Instructional Cabinet proved to be very successful. The team was able to design and implement a more productive and efficient professional development program at Sunnyside. The cabinet allowed the district to take full ownership of our learning. It has helped changed the mindset that failure is okay as long as we use failure to improve student outcomes. The site now has a

fully functioning team based program. The cabinet will continue to spearhead adult learning and is planning a full staff learning opportunity to become Achievement Team certified through Advanced Collaborative Solutions.

GOAL/ACTION 5.2 – The TK-Physical Education program has really taken off. It is something that is enjoyed by students and admired by fellow staff members. Students get 20-25 minutes of daily physical activity. Instruction includes clear learning intentions and success criteria.

GOAL/ACTION 5.3 – The transitional kindergarten split funded position (combo class) is effective and meets the needs of our district. We currently do not have the numbers to fill one full class of TK students. As Universal Pre-K rolls out there may be other funding opportunities to relieve some of the fiscal pressure put on the LCAP for this position.

GOAL/ACTION 5.4 – Learning experiences were modified this year as the district got back into the swing of things. Breaking down the K-1 and 2-3 into separate trips helped out tremendously. Also, shorter but more trips have helped out especially in the lower grades. Upper grades (6-8) broke their trips into shorter but one grade only trips. The goal next year is to look as spans again. Costs for travel have increased significantly.

GOAL/ACTION 5.5 – The two TOSA positions have changed the entire climate and trajectory of our early reading and literacy programs. The two team members were able to develop small reading groups in First –Fifth Grade that has addressed the individual needs of each student. Test scores will reflect the growth that the students have made. They have also been able to tie the culture of teaching together/collective efficacy for the classroom teachers.

GOAL/ACTION 5.6 – The district has been able to expand its elective course offerings to include multiple dance classes, band, guitar, gardening, etc. The music program, along with guitar has created a resurgence in interest with music. The district will analyze the educational partner feedback in LCAP surveys to see what other areas of interest they might have.

GOAL/ACTION 5.7 – The district was able to reopen its library by using the position of library clerk to oversee its implementation. Lower grades have been using the library more regularly. The district is currently in the process of applying for literacy related grants to might help increase service and times for the students.

GOAL/ACTION 5.8 – A majority of the funding went to training with Steve Ventura with Advanced Collaborative Solutions. This training will for the most part come to an end with a different presenter/facilitator taking over in the 2023-24 school year. The training over the past years and changed the culture of learning at Sunnyside. We are now focused on the LEARNER.

GOAL/ACTION 5.9 - This year we used a former teacher to coordinate all ELD testing. The system set up well and relieved administration as acting as the coordinator. This action was funded at an hourly rate and may be reduced in hours as the district moves forward and begins training on-campus employees to eventually takeover the position.

GOAL/ACTION 5.10 – The district continues to offer an additional five work days to be used as Professional Development. The team has focused on PAIDEIA seminars which have worked out very positively for the district and its students. Educational partners who have had the opportunity to be part of the process are excited to see where this takes us.

GOAL/ACTION 5.11- Tutoring and interventions have always been asked for but never really utilized by those who ask. Intervention has gotten a lot further this year in being able to provide supplemental materials for our new reading groups. We were also able to use some of the intervention to start the reading intervention elective. This goal/action is needed but needs to have a clear vision and plan if kept.

GOAL/ACTION 5.12 – The band and music program is generating a lot of interest. It is exciting to see the number of students involved at the 4th-5th grade level. Also, to see classroom music (bells, vocals, recorders) at the primary level is only going to increase the interest. Future funding may be modified as other funding sources become available.

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.

Does Not Apply to Sunnyside

Support for Identified Schools

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

Does Not Apply to Sunnyside

Monitoring and Evaluating Effectiveness

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

Does Not Apply to Sunnyside

Engaging Educational Partners

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

The school district always tries to include as many educational partners as possible. From students to community members and all staff, the district values everyone's input. Student partners are surveyed asking likes, dislikes, feelings, etc. to determine if needs and engagement areas are being met. The district then uses this data to develop the LCAP and other spending plans to address areas of concern. This year the district used its SSC (The SSC functioned as the Parent Advisory Committee for purposes of LCAP development.) to act as the Parent Advisory Committee. School Site Council held active and engaging conversations focusing on Mental Health Support and Attendance. The Governing Board focused mostly on Mental Health Support. ELAC and SSC held a joint meeting in May of 2023.

Seeking Input

Board Meetings (specifically on agenda, usually discuss either current or next year's LCAP at every meeting: February 21, 2023, March 14, 2023, April 11, 2023, April 25, 2023, May 9, 2023, May 23, 2023, June 13, 2023 (Public Hearing) and June 27, 2023 (Approval)

Classified Staff Meeting: Electronic Survey - February 2023

Certificated Meeting: Electronic Survey - February 2023

Student Survey - Electronic Survey - February 2023

School Site Council: – Site Council Served as Our Parent Advisory Committee: Specific Meeting Dates for LCAP (January 30, 2023, February 27, 2023, March 27, 2023, May 22, 2023, Final Draft emailed June 15, 2023)

ELAC: May 22, 2023 – In conjunction with School Site Council Meeting Held on Same Date

Parent Activity Night - February 2023

Review of Final Drafts

CSEA Chapter 675: Emailed to Classified Staff June 15, 2023

CTA/STA: May 2023 (Parts of the LCAP were shared during Professional Development Days). June - Emailed to Certificated Staff June 15, 2023

Student Voice Groups - Small interview sessions with Steve Ventura and the Leadership Cabinet on learning at Sunnyside.

Informal Conversations with Parents during Parking Lot Duty (Superintendent-Principal)

Student Feedback, Interests and Safety Surveys

Tulare County Office of Education: Leadership Services: Phone Meetings with Leadership Services (Multiple Dates)

DOSE – SELPA Meetings

Small Schools SELPA Meeting - April 25, 2023

Instructional Cabinet - Ongoing formal and informal meetings to discuss student needs

Differentiated Assistance Team Meeting with Leadership Services at TCOE

Tulare County Superintendent Meetings (Throughout the Year)
Tulare County Small School District's Meetings (Throughout the Year)
Neighboring District Superintendent Conversations (Throughout the Year - Discussing Joint Opportunities and Services)

A summary of the feedback provided by specific educational partners.

Educational Partner Feedback:

STUDENT FEEDBACK - Sunnyside gives out an annual survey to students. The survey is optional. This year approximately 115 students responded to a variety of questions. Below are the highlights for our Student Educational Partners:

- 1- Activities Enjoyed: 44.3% athletics; 52.2% arts and crafts; 35.7% band and music; and 13.9% Performing Arts. There were numerous additional responses and "likes" but mostly very low single digit responses.
- 2- Student Safety: 46.1% student feel somewhat safe; 42.6% very safe - total of 88.7% felt somewhat or very safe
- 3- Adding Activities (Extended Learning) - The following areas were mentioned the most ... Sports Camps, Gaming Classes, Cupcake Decorating, Trips, Band, Photography
- 4- Something to Improve Outcomes - Playground equipment, courts, activities (including dances), helping Spanish speakers read, facilities and tutoring were mentioned the most or were found to be unique.
- 5- Subjects I Do Well In - 36% Physical Education; 30% Mathematics; 14% Reading; 10.4% Science; 6.1% Writing; and 3.5% History
- 6- Subjects I Struggle In - 36.5% Mathematics; 19.1% Writing; 19.1%; 19.1% History; 12.2% Science; 9.6% Reading; and 3.5% Physical Education.

PARENT FEEDBACK – Below are parent educational partner suggestions on how to improve student outcomes:

- 1 - Emotional Therapy Cave where all kids attending school site are able to go speak to a counselor about how they are feeling or anything the might be experiencing in the life's that may be affecting their learning and overall interaction with other peers and school staff.
- 2 - Provide a fun learning activity to help them think outside the box.
- 3 - Daily student activity they can engage in especially for bullied kids it's preventive care
- 4 - Some balls so they can play for the kinder
- 5 - School clubs
- 6 - Weekly fun learning activities like arts and crafts
- 7 - Do not allow cell phones to be carried
- 8 - Bullying prevention
- 9 - Swings in the playground
- 10 - Allow parent chaperones on field trips (more of them) to limit staff from being off campus
- 11 - Hooks for backpacks

STAFF FEEDBACK (Classified, Certificated, and Non Represented Employees)

- 1 - Academic Support for Struggling Students
- 2 - All day classes for special needs students, including behavior
- 3 - After school intervention
- 4 - Tutorial Supports at Work
- 5 - All Day SELPA class (Special Day Classes meeting the needs and environment for students who require special needs or services)
- 6 - A packet for incoming Spanish speaking that evaluates their reading, writing and math skills
- 7 - Character building and behavior consequences school wide.
- 8 - Mental health services.
- 9 - Tutoring.
- 10 - Better food served during breakfast and lunch. Survey students what they like.
- 11 - More Reading Aides in JH. Aide for every JH teacher.
- 12 - RSP Services and Counseling Services

SITE COUNCIL (acting as our PAC)

- 1 - Attendance Incentives
- 2 - Increase mental and psychological services

ELAC - There was no direct comments. All members of ELAC and SSC agreed upon stated actions and concerns.

SELPA

Districts need to start looking at how to address Special Service needs. Most likely beginning in the 2024-2025 school year districts will need to look providing their own services. Sunnyside is working with neighboring district to develop small schools consortiums for Community Day, Special Day and any other areas that allow us to pull funds to meet the needs of these students.

BOARD

- 1 - Increase mental and psychological services

ADMINISTRATIVE PERSONNEL

The district consists of two administrators, both of which focused on student engagement and mental health support.

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

PSYCHOLOGICAL AND MENTAL HEALTH SERVICES – The main topic that all educational partners seemed to rally around this year is improving and providing more mental health services to our students and families. The LCAP includes an action of hiring a school psychologist either completely by the district or sharing with a neighboring district. Sunnyside will also continue its partnership with the Tulare County Office of Education Triage program by contracting one or two days of a social worker. Although not included in the LCAP it will be covered by ESSER funding. The district is also using ELOP, Emergency Learning Grant and COP funds to build a facility to support such services. The district currently struggles housing these support services.

ATTENDANCE - Multiple educational partners (staff, parents, advisory groups, board) felt attendance and chronic absenteeism is a significant issue and it is impacting learning. An action was directly written into the LCAP to provide funding to support ideas to improve attendance was a result of this. The Differentiated Assistance team also is using this topic to move the district forward. It is examining root causes AND which causes can be impacted by the district and which causes cannot. It is analyzing data on which demographics, grade levels, in district/out of district residence are impacting the high absenteeism rate the most.

PARENTAL INVOLVEMENT VIA INSTRUCTIONAL CABINET AND CERTIFICATED TEAM - The district instructional cabinet and certificated team through multiple discussions came to the conclusion that parents will attend different learning opportunities if (1) the staff develops the learning activity - parents respond to staff more than outsiders; (2) use our own staff to deliver the message; (3) create a student activity that coincides with the parent learning; (4) use the students as the "drivers" to get their parents to the activity. The district reduced its outside consultant and outside "program" costs to refocus using local strengths that are already on campus. Events were held in winter and spring of the 2023 and yielded much higher participation rates.

CAMPUS AND PLAYGROUND ENVIRONMENT- The district is using multiple funding sources to maintain and/or upgrade facilities around campus, including but not limited to the playgrounds and courts. Funding sources include ELOP funds for outdoor facilities. The district and educational partners firmly believe that the small improvements made over the past couple years have put some pride back into the students. The district focused on the junior high 6-8 level and sees the opportunity to focus on Kindergarten – Fifth Grade learning and social environments.

CREATING STUDENT EXPERIENCE. The district and educational partners see great benefit when students learn outside the daily learning environment. The staff has worked diligently to provide learning experiences for all students. Learning excursions are within grade levels and spans. Trips include specific learning intentions and success criteria (which are becoming more standardized and part of the Sunnyside culture) to more social development trips (8th grade to Cambria and Moonstone Beach). Educational partners believe it is essential to build all aspects, be it intellectual or social.

STUDENT ACHIEVEMENT: Many of the results from educational partner surveys also indicated a high desire for after school tutoring, from students, staff and other educational partner groups. Tutoring along with after school intervention funds have been allocated from the LCAP to address these desires. Although a small amount has been set aside, the district believes that funding can be found in the LCAP or other funding sources. It is also believed by educational partners that investing in the Leadership Cabinet, into Visible Learning and incorporating

PAIDEIA Seminars campus wide will lead to (1) higher proficiency on standardized testing; (2) engaged learners; (3) better citizens; and (4) a culture and environment that is friendly and inclusive of all educational partners, but most importantly students.

COMMUNICATION: The governing board understands that the district is currently facing enrollment and attendance issues. It is the belief of the board and administration that the district needs to market themselves better to those who live in the district but are attending other sites, especially those who never set foot on campus (move into the district but return to original district through work-related cause). Through the newly established position, PIO-Social Media person will be in charge of marketing events to all educational partners, producing material for those seeking outside agreements, and promoting the positive activities and opportunities that the district currently is involved in but is not known (sometimes within the campus itself). The district will embark on branding itself (i.e. Start-Live-Be "The Tradition") so that ALL educational partners are proud of the learning community, resulting in an increase in student proficiency.

WORKING WITH EDUCATIONAL PARTNERS OUTSIDE OF THE DISTRICT: This will allow the district and others to be able to provide activities and actions that one single district may not be able to fund. It is the goal at some point to enter into a MOUs and Contracts to allow this to occur. This would be similar to our current agreements with neighboring districts for psychological and technology services. Funds have been set aside in the LCAP to use as matching funds for a Community Grant (\$200,000) that was garnered in coordination with Pleasant View Elementary. Additionally, the two districts are working on building common methodologies to address parent and community needs. More grants are in the pipeline to assist in the concept of building success through families.

Goals and Actions

Goal

Goal #	Description
1	Provide and maintain internet connectivity, student access of devices, professional development, and deliverability of quality instruction that is continuous and uninterrupted for all students

An explanation of why the LEA has developed this goal.

If the district expands its educational program, devices and connectivity are essential. The district realized the importance of having an efficient and reliable computer technician. The district also believes the technician program should also be leading trainings and larger projects, and thus, the need for additional assistance to address general troubleshooting issues. Even with the return to on campus learning it was still a challenge to keep all students technological devices up and running. The technology team was able to maintain but was also focusing on larger projects that were starting to rollout on campus. Technnology is a driver of student engagement. The need for working and reliable hardware and internet connections is essential to 21st century learning. The district will continue to provide adequate and up to date technology so that learning can be maximized.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAFF SURVEY - TECHNOLOGY SERVICES SURVEY Survey Link: https://tinyurl.com/2xs666fu	To Be Established at the Conclusion of 2021 School Year	Survey Results (2021-22) 16 Superior 17 Good 1 Needs Improvement 2021-22: 2.44	Survey Results 22-23 Certificated Resposes (6) Classssified Responses (13) Other (1 (Superior) Above Average Scores: 11 (Good) Average Scores: 6 Needs Improvement: 3		The desired outcome will be based in the future on a 3 point scale. The goal is an average score of 2.75 or higher with zero (0) Needs Imprpovement

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Average Score on 3-Point Scale: 2.40		
PARENT SURVEY - TECHNOLOGICAL SERVICES Survey Link: https://tinyurl.com/rybancs	To Be Established at the Conclusion of 2021 School Year	2021-2022 3.025 Overall score on a scale of (4) Survey Results Link: https://tinyurl.com/z99pz5ws	2022-2023 Results LCAP Survey (12 Parent Surveys) 3.0 on a Scale of 4		An average score of greater than 3.5 a four point scale for overall opinion on Technology Access and Service
JUNIOR HIGH SURVEY (ADDED FOR THE 2022-23 SCHOOL YEAR) The survey will measure the overall experience with Technology Services. This component of the survey is part of an overall survey that is annually given out to our junior high students.	Baseline Established in May 2022 4.6 on a Scale of 5 Link: https://tinyurl.com/5n6s8hzh Awesome: 40 Almost Awesome: 5/61.5% Good: 6/9.2% Not So Good: 0 Poor: 1/1.5% Does Not Apply: 13 Total Student Responses: 65 The survey was a rating on OVERALL EXPERIENCE with the Technology Department	To Be Determined following 2022-23 School Year	53 Responses (2022-23) Three Point Scale Average Score - 2.21 Scale 3 - Above Average (15) 2 - Average (34) 1 - Needs improvement (4) Rubric Changed in 2023		Maintain a 4.5 score or higher from Junior High Students

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	COMPUTER TECHNICIAN	To provide the district and its students technology support and up to date and usable technology that will help students become PROFICIENT LEARNERS in a 21st century environment.	\$86,311.00	Yes
1.2	Technology Hardware and Software	Purpose: To provide a budget for purchasing new equipment (staff and students) and/or fixing damaged equipment that occurs throughout the school year (staff and students). Also to provide equipment for new hires such as Save the Children (Kindergarten Ambassador, Community Support, Public Information Officer, Etc.) that all support student achievement, parent involvement, and engagement.	\$60,000.00	Yes

Goal Analysis [2022-23]

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

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

No Substantive Differences

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.

There were no significant material differences or planned uses with both action items. Action 1 - will be very close to the budgeted amount and the services provided were within the range of the action. Action 2 required a budget revision due to the fact that a large amount of funding was unexpectedly carried over from the 2022-23 school year. The district purchased a large amount of technology equipment both early and mid year to address the needs of the students. This action may show about \$27,000 over budget but with the revision due to the carryover we should be within a good range. Summary Projections (Action 1 - \$62,164/\$62,164) (Action 2 - \$80,000/\$107,500).

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

ACTION 1.1 - The district continued to utilize the services of a full time, year around computer technician. The technician was able to provide services for both staff and students throughout the year. The position also helped develop a mini-STEM lab. The district continues to contract

out 1 day per week computer tech services to a neighboring school district. This position also takes on the role of monitoring the Climate Control System for the district, the CYBERKEY System and also supports different programs on a regular basis (District Office, Health Office, etc.). The computer technician is able to complete routine repair tasks (replacing cracked screens, keys, etc.). They have also taken a seat at the table in decision making (ERATE, VENDORS, Adding/Subtracting Programs, Etc.). ACTION 1.2 - The district continues to monitor auto update dates on its Chromebooks. This year the district brought additional IPADS and placed these directly into classrooms. The technology department expanded its fleet of interactive display screens and portable terminals. The district is monitoring programs/applications that have automatic renewals that may no longer be needed due to elimination of distance learning. The district terminated all hot spot devices as they were not being used by our educational partners.

The position of the computer technician continues to function at a high level. With society being reliant on technology of one sort or another it is important the technician continues to provide above average service (which is evident through surveys). This position supports learning (student partners), delivery of education (teacher partners), and communication (parent partners). Some highlights from staff surveys include timeliness of repairs, providing extra student support, providing feedback and assistance, and establishing a positive communication system with parents. No specific area of improvement was mentioned at a significant rate, but included providing more training for staff and providing more up to date technology.. One area of improvement that would benefit all educational partners is setting up a system that ensures that devices are up to date and functional at all times. In addition, working in conjunction with all educational partners, establishing a system responsibility to maintain devices and eliminate unnecessary damages (cracked screens, missing keys, etc.)..

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.

No new actions are anticipated. The district will continue to share services with our neighboring district on an 80/20 split (4 days onsite, 1 day at neighboring district). The parent survey has been modified and are now a 4-point scale, with a desired outcome of 3.5.

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	To provide a learning environment that supports, fosters, engages, and promotes collaboration of all educational partners (students, parents, and staff) in the learning system.

An explanation of why the LEA has developed this goal.

The district believes that in order to have an effective learning system you must provide an environment that actively engages all educational partners in the process, with a focus on student engagement.. Students needed to become re-engaged as they were lacking both academic and social development. The school needed to provide a setting where students felt comfortable, safe and wanted to learn. The district invested heavily into the PADEIA Seminars to help student feel comfortable with themselves, working with others and engaging in high level educational discourse. Student attendance is going to be a large obstacle to overcome as there are numerous legitimate reasons to miss school in the post pandemic era. In addition, the district needs to communicate more directly and clearly not only expectations but the law in regards to student engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR EARLY LITERACY ASSESSMENT (Action 1)	ESTABLISHING BASELINE IN 2021-2022 (FIRST YEAR ADMINISTRATION)	Baseline Data Class #1 - 8/24 = 33% Class #2 - 18/22 = 81.8% Total of 26/46 = 56.5%	Data Year 2022-23 Class #1 - 8/20 = 40% Class #2 - 12/19 = 63.2% Total of 20/39 = 51.3%		100% OF THE STUDENTS BY 2023-24 EARLY STEPS PROGRAM EXIT KINDERGARTEN AT THE EMERGENT LEVEL ON THE STAR LITERACY TEST
CAASPP Growth	LANGUAGE ARTS (2019 Dashboard)	Pending Availability: Data Currently Being Collected	Data Year 2021-2022 LANGUAGE ARTS - ELA		Within Three Years All Students, Including All Unduplicated Sub Groups will be at a

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>All Students: 72.9 points DFS Status - Red, Baseline 2018</p> <p>English Language Learners: 93.6 points, DFS Status - Red Hispanic - 73 points, DFS Status - Red</p> <p>Socioeconomically Disadvantaged: 14.1 points DFS Status - Red, 2019</p> <p>MATHEMATICS 97.8 points from DFS Status Red</p> <p>English Language Learners: 115.2 points, DFS Status - Red</p> <p>Hispanic - 98.3 points, DFS Status - Red</p> <p>Socioeconomically Disadvantaged: 102.3 points DFS Status - Red</p>	<p>LANGUAGE ARTS - ELA Distance from Standard (DFS) All Students 112.8 English Learners 121 Hispanic 110.1 Socio Disadvantaged 111.7</p> <p>MATHEMATICS Distance from Standard (DFS) All Students 129.5 English Learners 137.7 Hispanic 129 Socio Disadvantaged 128.8</p>	<p>Distance from Standard (DFS) All Students 112.8 English Learners 121 Hispanic 110.1 Socio Disadvantaged 111.7</p> <p>MATHEMATICS Distance from Standard (DFS) All Students 129.5 English Learners 137.7 Hispanic 129 Socio Disadvantaged 128.8</p>		<p>minimum on the Five by Five Chart (Increased: 3-14 points) x (Medium: -5 to 9.9 in current year). Performance Level Green</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CHRONIC ABSEENTISM RATE	<p>Baseline Data for 2019-2020 10 students (estimated between 2.5 -3.5%)</p> <p>Baseline Data (COVID) 2020-2021 100+ Students</p>	Updated Data: Status: Very High Percentage: 39.7% (2022 Dashboard)	2022-2023 Data Status: Percentage: 23.10% (CalPads 14.1)		Chronic absenteeism will be less than 2.5% and Blue Dashboard Indicator result.
PERCENTAGE OF THRILLSHARE MESSAGES RECEIVED	<p>Snapshot June 3 - June 9 Total Messages: 1,813 Text Messages Successful Delivery: 93.6% Failed Delivery: 6.4%</p> <p>Voice Message Total Messages: 1 Successful: 218 Failed: 1</p> <p>Snapshot May 2021 - All Educational Partners (Parents, Staff, Board) Only Total Messages Sent: 1668 Successful Delivery: 1580 Percentage Sucessful: 95.263%</p>	<p>Pending Availability: Data Currently Being Collected</p> <p>Data based on messages sent schoolwide from May 1, 2022 to June 30, 2022</p> <p>Messages Successful: 3,982 Messages Failed: 406 Percentage Failed 10.2%</p> <p>METRIC NO LONGER VALID</p>	Baseline Data 2022-2023 Contactable 93.9% Non Contactable 0.6% No Contact Information 5.6%		Minimum of 95% Contactable Minimum 0% - No Contact Information

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PERCENTAGE OF FAMILIES PARTICIPATING IN ENGAGEMENT ACTIVITIES, INCLUDING PARENTS OF UNDUPLICATED AND EXCEPTIONAL NEEDS STUDENTS.	To be established during the 2021-22 school year	<p>Parent Engagement Series: 6 or less families participated in the different sessions.</p> <p>Site Council: First year with multiple parents showing up on consistent bases</p> <p>ELAC: 1-2 parents were the norm</p> <p>Fall - Spring Carnivals: Not measured but by far the largest attendance in years.</p>	<p>Baseline Data: 2022-2023 Steve Ventura Engagement Series (2 Events) < 5 families Participation</p> <p>Site Council: All positions filled for the second year and parents showing up on consistent basis</p> <p>ELAC: 1-2 parents continues to be the norm</p> <p>Fall - Spring Carnivals: Not measured but an increase in attendance was evident.</p>		<p>90% of the FAMILIES participate in School Engagement and Parental Involvement Activities</p> <ul style="list-style-type: none"> • Steve Ventura • Site Council • ELAC • Fall/Spring Carnivals
SUSPENSION PERCENTAGE	2019-2020 Baseline Data Suspension Rate 4.2%	As of June 7, 2022 Suspension Rate 4.5%	(2022 Dashboard) CalPads 7.10 Unduplicated Suspensions: 20 Suspension Rate: 5.3%		Suspension percentage of less than 1.5% and Blue Dashboard Indicator result.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PERCENTAGE OF PARENTS PARTICIPATING AT PARENT CONFERENCES	<p>Parent Conferences 2020 (First Trimester) 96.02% "Face to Face" Synchronous Online Conferences 338 out of 352 conferences complete 100% attempted contact (completed conference or multi attempts)</p> <p>Parent Conferences 2019 Overall Participation Rate School Wide = 64.5% (Second Trimester)</p>	<p>Parent Conferences English Parent Conferences based on 95% or higher participation (contact for parent conferences)</p> <p>Parent Survey Results (limited participation in survey). A response equals a family</p> <p>25 ENGLISH RESPONSES 52% Attended all 3 conferences 44% Attended 2 4% Attended 1</p> <p>10 SPANISH RESPONSES 60% Attended all 3 conferences 30% Attended 2 10% Attended 1</p>	<p>2022-2023 Parent Conference Participation (Held Confernce) -</p> <p>94.69% FIRST TRIMESTER CONFERENCES Parent Conference Contact 100%</p> <p>SECOND Trimester Conference Unavailable</p> <p>94.21% THIRD TRIMESTER CONFERENCES Parent Conference Contact - 100%</p>		100 % OF THE PARENTS WILL PARTICIPATE IN PARENT CONFERENCES
Annual Parent Educational Partner Needs Assessment Survey (input in decision-making for the school)	To Be Established in 2021-2022 Baseline Data can be found at the following: tinyurl.com/49995cz7 . Click on the RESPONSE tab on the survey. PDF Excel	<p>2021-2022 Technology: 3.09 Health: 3.15 Safety: 100% (44% safe, 56% unsafe)</p>	<p>2022-2023 12 Reponses (7 Spanish/5 English) (1-4 Scale) Technology 3.14 Health: 3.42 Safety: 7/12 Very Safe 4/12 Somewhat Safe</p>		<p>An overall score of 3.5 or higher in the following areas: Technology Health</p> <p>A combined score of 100% on the safety</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Version: tinyurl.com/53v4e54h		1/12 Not Safe		survey (Not Safe, Safe, Very Safe)
Students attending Sunnyside on an Interdistrict Agreement"	Baseline Data Established in the 2021-2022 School Year	Interdistrict for 2021-22 89 students or 26.8% 243 students or 73.2% Households Interdistrict with 4 or more students (2). Households with 4 or more students in district (12) with a high of 7.	2022-2023 School Year Interdistrict Data 79 students 23.8%		Number of Interdistrict Students increases annually
NUMBER OF COMPLETED MESSAGES USING THE PARENTSQUARE APPLICATION IN AERIES (THIS METRIC WILL BE USED IN PLACE OF THRILLSHARE)	Baseline Data will be available at the conclusion of 2022-2023 school year.		BASELINE DATA FOR 2022-23 As of May 8, 2023 94% of Students - Have at least one contact 6% of Students - Have no contact (contact information is incorrectly stated and/or entered in Aeries)		100% of Students Have at least one contact All Families Have Updated Contact Information to Receive Communications via ParentSquare

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NUMBER OF AGENCIES REPORTING ON POSITIVE EVENTS AT SUNNYSIDE	Baseline Data will be established in the 2022-23 school year.		<p>BASELINE DATA FOR 2022-2023 As of May 8 ,2023 Porterville Recorder - 1 (Spring Showcase)</p> <p>Data from Public Information Officer Web/Social Media Posting Announcements: 88 Web/Social Media Posting Acknowledgements: 31</p>		<p>Positive Reports/Stories Newspaper or Local Media Reports Per Year Target - 6 Local Television - 2 Electronic Postings (Website/Social Media) - 60</p>

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	SAVE THE CHILDREN - EARLY STEPS TO SUCCESS SUPPORT	Purpose: To provide support to early childhood learners by annual contributing to the Save the Children Early Steps Program. Financial Support will be used at the discretion of the Save the Children Program Supervisor	\$24,000.00	Yes
2.2	PARENT SQUARE	PURPOSE: To increase effective educational partner communication.	\$4,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	ATTENDANCE TECHNICIAN	PURPOSE: To increase student engagement by minimizing student Absences. Split Funded Position.	\$87,444.00	Yes
2.4	PARENT COMMUNICATION SYSTEMS	To effectively communicate with parents and publicize events at the school. This may include website costs, SSICA and the Aptegy package.	\$9,700.00	Yes
2.5	PARENT INVOLVEMENT ACTIVITIES	PURPOSE: To provide students and parents the opportunity to participate in a Parent Learning Series focused on Educational Partner Survey Topics of Interest (Keynotes and Hybrid Delivery Method)	\$7,500.00	Yes
2.6	FAMILY ID	PURPOSE: To provide families the ability to complete all applications, forms, permission slips, and other school related materials remotely and in a safe manner.		
2.7	BEHAVIOR INTERVENTION AIDES	To provide behavior supports and interventions for students with individualized behavior needs. Full Salaries for two positions	\$68,464.00	Yes
2.8	Public Information Officer (PIO) - COMMUNICATIONS DIRECTOR	Purpose: To establish a pride in the school community about what is happening at Sunnyside. The PIO will be responsible in reporting all events, activities, etc. to increase community awareness about the school. Full Time Year Around Position. Increase Educational Partner participation. Increase student enrollment and ADA.	\$103,065.00	Yes
2.9	Attendance Incentive (Trip and/or Activity)	Purpose: To recognize students and parents for making the effort to attending school on a regular basis. All educational partners will partake in establishing the criteria for participation. School Site Council will take an active role in developing the plan.	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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

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

ALL ACTIONS IMPLEMENTED

ACTION 2.1: All actions were effectively carried out with the Save the Children Support program. The program continues to be a success and get positive feedback from educational partners. Save the Children - Early Steps to Success continues to be an effective tool to meet and support new parents. In addition, the organization itself continues to support the district and its educational partners with more and more opportunities. in a variety of ways (food programs, mobile units, summer reading programs, etc.). Save the Children currently has 3 positions present on campus (Early Steps to Success, Kindergarten Readiness and Community Ambassador).

ACTION 2.2: ParentSquare has been a tremendous success. The program has allowed for more communication with all Educational Partners. The district is planning on continuing using this application.

ACTION 2.3: The split funded attendance-business technician helped out in a vast number of areas during the school year. The position returned to full-time status beginning the 2022-2023 school year.

ACTION 2.4: All educational partners' systems continue to be successfully implemented.

ACTION 2.5: Two sessions with Steve Ventura were lightly attended. In mid-year the district swung into a staff provided program that first engaged students and secondly engaged parent educational partners. This was design a student activity that forced parents to attend. The parent informational component was shortened.

ACTION 2.6: The FamilyID program was terminated in February 2023. It was non-renewed. The program was not providing the necessary needs of the district.

ACTION 2.7: The Behavior Intervention Support staff continue to provide excellent services and are always on the move to address the needs of their caseload. The number of Behavior Support Staff was reduced by two during the school year (due to resignations). This action will need to be completely monitored throughout the upcoming year.

ACTION 2.8 - The PIO position had an up and down initial year. The district was able to identify some needs for this action. This is to include a metric for the 2023-2024 school year.

ACTION 2.9 - An additional action was created to support attendance/student engagement. This was a request by all educational partners.

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.

Budget/Projected/Explanation: Action 1 - Save the Children \$27,786/\$27,286 - No Significance. Action 2 \$4,000/\$0 - Action was paid for in advance in another fiscal year/not invoiced as of yet. Action 3 - Splif Funded Attendance/Business Tech - \$43,183/\$43,183 - No Significant Difference. Action 4 - Apptegy/SSCIA - \$9,700/\$9,687 - No Significant Difference. Action 5 - Parent Engagement - \$12,000/\$7,500 - Changed approach to Parent Engagement from bringing in outside speaker to using our own staff. Action 6 - Family ID - \$1,600/0 - Paid for in previous year/not invoiced as of yet. Action 7 - Behavior Aides - \$113,850/\$113,850 - No significant difference, although number of aides fluctuated throughout the year. Action 8 - \$100,890/\$97,788 - Slight inmaterial difference is projected.

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

Investment in Action 2.1 paid dividends to achieving the overall goal. With multiple resources (3 full time employees) the program was able to reach out to folks who may have never been serviced. More and more people in the community and beyond benefited. ParentSquare was a huge improvement from Thrillshare messaging system. It allowed multiple people the ability to engage in with multiple educational partners in a meaningful way. The shift from off campus based engagement speakers to using are own on campus "resources" proved to be a big move towards greater engagement. Behavior intervention support not only helped the students getting direction supervision but also allowed our other student educational partners a chance to learn uninterrupted. The PIO position helped with some parent partner outreach. Being the first year of implementation the district is looking at what worked, what didn't and how the district can brand itself better.

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 2.1 - Save the Children contribution will be evenly proportioned to address the needs of all three positions Action 2.6 Family ID. The program was not generating the usage to justify the costs and is no longer being continued. The district added Action 2.9 Attendance Incentive as it was highly mentioned by educational partners as a possible way to improve average daily attendance. Action 2.8 - Added Metric. The district added a metric (number of positive reproted events on local and social media). This will help promote the advertising of the good at Sunnyside. The metric measuring interdistrict attendance will only measure the number and percentage of students entering the district through a formal interdistrict contract. Thrillshare data will not longer be used.

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	Maintains a safe, healthy and effective learning environment that allows all educational partners the ability to effectively engage in their roles.

An explanation of why the LEA has developed this goal.

Based on educational partners input and observation, the district desires to continue building a campus where students and staff feel safe and can effectively be engaged in learning process. The district will focus much of the funding to providing adequate outdoor areas that support learning in a different environment and provide outdoor learning areas that provide open air space. The district started to build and would like to continue building outdoor projects that engage ALL students. This includes a new learning park (south of the primary wing) to assist with outdoor learning, open-air learning, multi-class cross age learning and the like. The district also is looking at different ways to allow students with special needs to access different areas of the campus (targeting outdoors). The district is looking at using both LCAP and Bond Funds to create a more positive outdoor learning experience (court upgrades, field upgrades, etc.). The rationale stated here for development of this Goal continues as the main driver for development of the Actions within this Goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STUDENT SURVEY Healthy Kids Survey School Climate	Established Baseline in 2017-2018 5th Grade Feel Safe 88% Connected to School 52% 7th Grade Feel Safe 72% Connected to School 23%	School Survey (Grades 3-8) Very Safe in Classroom: 65.5% Somewhat Safe: 26.8% Somewhat Unsafe: .05% Unsafe: .03% Participants (153)	2022-2023 Incomplete Data (Data Derived from Local Survey Do you feel safe on our campus (Third - Eighth Grade - 117 results)? Very Safe: 50 = 42.7%		By 2023-24 School Year 100% of the students will feel safe and connected at both grade levels. Desired outcome for 2023-2024 School Year 100% of the students will feel somewhat safe or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Break Times(Grades 3-8) Very Safe in Classroom: 47.1% Somewhat Safe: 44.5% Somewhat Unsafe: 8.4% Unsafe: .05% Participants (155)	Somewhat Safe: 54 = 46.2% Not Very Safe: 13 = 11.1% Connected - Is there someone on campus you feel comfortable talking to? YES = 104/117 = 88.89% NO = 13/117 = 11.1%		higher for both in classroom and on the playground/recess/breaktimes.
STAFF SURVEY - SAFETY Focus on the following areas: Handling of Pandemic/COVID Campus Cleanliness Support Services Instructional Services Recommendations and Suggestions	Established Baseline in 2020-21 SURVEY WAS NOT CONDUCTED - WILL ESTABLISH AT THE BY SEPTEMBER 30, 2021	Pending Availability: Data Currently Being Collected Focus on the following areas: Handling of Pandemic/COVID (health) -3.35 Campus Cleanliness - 3.03 Support Services Technology 3.41 Mental Health Technology 3.38 Social Services - 3.38 Instructional Services 3.53	Health Services 3.62 (Scale of 4) Mental Health 3.00 (Scale of 4) Transportation 3.76 (Scale of 4) Technology 2.4 (Scale of 3) Instructional Services N/A Campus Cleanliness was not asked on survey. New Survey for 2022-2023		The average staff response on the survey will be 3.0 or higher annually in each category.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>PARENT HEALTH SURVEY</p> <p>Focus on Measuring Parent Experiences with Health Services</p>	Established Baseline in 2020-21 SURVEY WAS NOT CONDUCTED - WILL ESTABLISH AT THE BY SEPTEMBER 30, 2021	General Services: 3.125 out of 4 COVID Services: 3.312 out of 4	2022-2023 General Services Health Survey 3.41 (12 Responses)		<p>The average parent response will be 4.0 or higher annually</p> <p>Change to 4 point scale beginning 2022-23 with a goal of 3.5 or higher</p>
FACILITY USE DATA	Baseline Data to be established during the 2021-22 School Year. Usage Data of Outdoor Facilities for Learning Purpose Use Facility Use Forms	Unknown - Data Not Collected Grades 4-5 used significantly	This metric was deleted in the 2022-23 school year.		A minimum that each classroom teacher uses an outdoor facility for learning at least 3 times per year (once per trimester)
FACILITY INSPECTION TOOL (FIT)	Overall Average Score 95.83% and 7 of 8 Categories Met Good or Higher	<p>Williams Inspection Team provided no facility feedback. All feedback was on Instructional Materials</p> <p>FIT Items Reported and Corrected Prior to Visit (as requested by Inspector)</p> <ul style="list-style-type: none"> • Ceiling Tile Issues • Classroom Faucet Repairs 	FIT January 2023 Overall Average Score of 99% All Categories Good School Rating: Exemplary		Sunnyside will receive a good or high score in all areas (Systems, Interior, Cleanliness, Electrical, Restrooms/Fountains, Safety, Structural, and Exteriors) and maintain or improve percentage score annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average Daily Attendance	Baseline 2019-20 Month 7 Report 347.15/360= 96.43%	Pending Availability Data Currently Being Collected Updated 1/2023 Month 7 Report 272.26 or 87.74 Enrollment: 311	2022-2023 Month 7 Attendance Report TK-5 (91.87%) 200.47 out of 218.21 6-8 (94.09%) 104.79 out of 11.37		Average Daily Attendance to exceed 97%
Middle School Drop Out Rate	100% No Drop Out Rate 2020-2021	100% No Drop Outs Reported	100% No Dropouts Reported for the 2022-2023 school year		Maintain a 100% No Drop Out Rate for Middle School Students
Expulsion Rate	100% No Expulsion Rate	100% No Expulsions for the 2021-2022 School Year	100% No Expulsions for the 2022-23 school year		Maintain a 100% No Expulsion Rate for All Students
Participation Rate for Special Service Settings	Baseline Number of Referrals to Alternative Settings will be established in 2023-24		Baseline to be Established during 2023-24		Annual Reduction in Number of Students Referred to Alternative Site
Student Mental Health Survey (Grades 4-8)	Baselined to be set in 2023-24 Survey Measuring Grade 4-8 Mental Health Services		Baseline to be Established during 2023-24		Annual reduction in percentage of students referred for psychological services (Informal and Formal Caseload)

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	County Health Nurse	45 Days of onsite support contracted through the Tulare County Office of Education and Split Funded with ESSER Funds.	\$52,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	CAMPUS WIDE SECURITY	<p>To provide additional safety and security systems so students and staff feel safe and confident while on campus. Additional cameras, hardware, security features that improve overall student and staff safety.</p> <p>(All components of this Action have been integrated into Action 3.6, including funding.)</p>		
3.3	CLIMATE & CULTURE	To provide a positive learning environment that encourages and inspires learning and social activity. (BENCHES, HALLWAY FLAGS, BANNERS, Playground Equipment, ETC.). When possible include inspirational items in English and Spanish.	\$60,000.00	Yes
3.4	Social Worker	1 Day per Way of Contracted Services from Tulare County Office of Education	\$43,760.00	No
3.5	Full Time District LVN	Full-Time District LVN providing onsite services, including acting as COVID Lead, split funded with ESSER	\$105,248.00	Yes
3.6	Facilities- Playground - Learning Environment Improvements	Purpose: To improve the overall learning environment to actively engage students in a positive, welcoming, and engaging setting. This may include, but is not limited to (a) Security, (b) Marquee, (c) Other enhancements, (d) Supplement Facility Improvement, (e) New Facilities	\$170,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	School Psychologist	Purpose : To provide mental health support for our learning community.	\$167,000.00	Yes
3.8	Special Service Learning Environment	Special Services - Community Day School and Special Day Class	\$93,489.00	Yes

Goal Analysis [2022-23]

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

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

ALL ACTIONS IMPLEMENTED

ACTION 3.1: The district continues to utilize the services of the TCOE Health Program. Action was implemented as intended.

ACTION 3.2: The district implemented additional cameras to the campus wide security system. This brings the total number of viewable cameras to 28.

ACTION 3.3: The district has worked significantly in attempting to create a climate both indoors and outdoors. This included items or the auditorium, classrooms and outdoor settings. Everything seemed to be well received by our Educational Partners.

ACTION 3.4: The district utilized the services of a social worker through the TCOE triage program. This also included an intern for most of the 2022-23 school year.

ACTION 3.5: The split funded Licensed Vocational Nurse is one of the most valued of all positions by Educational Partners. The position continues to provide support and care keeping students healthy and in attendance.

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.

Budgeted/Projected: Action 1 - County Health Nurse - \$24,053/\$23,367 - No Significant Difference. Action 2 - Campus Security - \$25,000/\$25,000 - No Significant Difference Projected. Action 3 - Culture and Climate - \$25,000/\$25,000 - No Significant Difference Projected. Action 4 - Social Worker - \$50,000/\$50,000 - The original budgeted amount was \$25,000. Budget was revised to \$50,000 because prior year was not paid. Action 5 - LVN - \$48,828/48,828 - No Significant Difference Projected.

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

The health nurse provided consistent support in all mandated student offerings along with providing support to our onsite health staff (2 part-time health clerks, 1 full-time LVN). The utilization of the county health nurse allows Sunnyside to provide more than adequate health services. Health services continues to score well on both staff and parent(3.41 out of 4) educational partner surveys. Campus wide security continues to improve. There were no on-campus incidents reported during the 2022-23 school year that would be considered dangerous or a hazard to others. 43% of the students who responded to the safety survey indicated they felt very safe on campus, another 46% indicated they felts somewhat safe. The district also entered into contract with PBK Architects to replace the entire north wall (large windows and doors) as part of the Measure O project. This will increase the safety of students and staff housed in these units significantly. The district continues to push forward with a variety of indoor/outdoor projects that improve the environment of the campus. Next year the goal will be to work in outdoor areas n the 3-5 grade range. It is the goal of the district to provide a welcoming enviornment where both staff and students can thrive. One of the main pushes by the educational partners is to provide greater mental health services. Part of this during ther 2022-23 school year was to have a social worker and intern on campus one day per week. The Licensed Vocational Nurse along with the county nurse were able to provide a stable health program that helped increase the average daily attendance for our single school site.

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.

The district will eliminate the Facility Use Data metric at the conclusion of the 2022-23 school year. The district found the metric to provide little to no value in regards to student outcomes. The district added twoadditional actions, School Psychologist and Facilities. The school psychologist was added based upon the need and the request of all educational partners. School facility upgrades was added to supplement projects, including but not limited to playground facilities (another highly mentioned need by our educational partners). A metric for Psychological Services was added. Special Services is an added Action as the district looks to form a JPA with other Small School Districts to provide students with special needs an appropriate setting (SDC, CDS or APP). A metric was added to measure the participation level. The district added 3.8 to allow for proper placement of students of need in a proper enviornment. This may include SDC, CDS and AAP environments located off campus. Metric Change - Campus Cleanliness was not asked in Staff Survey for the 2022-23 school year. The desired outcome for this metric was changed to 3.0 or higher on a 4 point scale. All initial survey links are unaccessible. Data will continue to be reported but there will not be a direct link. The Facility Use Data Survey was eliminated in the 2022-23 school year. Action 3.2 was combined with Action 3.6.

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	English Language Students will demonstrate necessary growth to be reclassified as proficient English Language (listening, speaking, writing, and reading) through effective support and staff training.

An explanation of why the LEA has developed this goal.

The district has approximately 39% of the students currently identified as English Language Learners. Two specific areas the district has identified as areas of high need are Long Term English Learners and newcomers/students stuck at Level I in proficiency. The district is targeting LTEL students in the Junior High Level by designating an English Language Teacher to address the needs to get these students past any imposing obstacles.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Students Annually Redesignated to English Proficient	Establish Baseline in 2020-21. (Pending Results) No redesignations occurred during the school year based upon Pandemic and Unknown Clarity of Criteria (NO ELA CAASPP Scores available)	2020-21 2/164 Students were redesignated 1.2%. Pending Availability: Data Currently Being Collected Preliminary Data as of June 15, twelve (12) students (K-2) will be reclassified.	2022-2023 Data 1 student reclassified 1/130= .0077%		The number of reclassifications will increase by 10% annually.
Percentage of Students score at a	2018-2019 Data 15.29% Level IV 46.5% Level III	Pending Availability: Data Currently Being Collected	2022-2023 51/127= 40.2%		The number of students achieving a LEVEL III or LEVEL IV

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Level III or Level IV on Summative ELPAC		2021-22: 65 of 131 for a percentage of 49.6% (Overall Score)			Overall Score on ELPAC will increase by 10% annually.
Percentage of LTEL students reclassified in grades (6-8)	To be established in the 2022-23 School Year		2022-2023 0% - No LTELs were reclassified		The percentage of LTEL students reclassified will grow annually.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	ELD Support Materials	Purpose: To provide support materials for ELD-Homeless Position. (Funding will be provided using other sources for the 2023-24 School Year)	\$3,000.00	No
4.2	Junior High Designated ELD Teacher	Purpose: To provide Designated ELD Instruction to sixth thru eighth graders in a junior high setting. Instruction will be provided in mainstreamed classroom on a daily basis. and be provided by a highly qualified ELD instructor. The position will be split funded at 50% LCAP/50% General Fund	\$120,222.00	Yes
4.3	ELD Professional Development	Purpose: To provide ELD Professional Development to assist staff or targeted staff (new hires), with appropriate and supported strategies to addressing the needs of EL students. Training may include but not limited to outside consultants (i.e. TCOE ERS, Recognized Presenters, Former Staff with ELD Knowledge, Etc.).	\$4,385.00	No

Action #	Title	Description	Total Funds	Contributing
		(Funding will be provided using other sources for the 2023-24 School Year)		
4.4	ELD Support Aide	Purpose: To support the Junior High ELD teacher in addressing Long Term English Learners (LTEL) in achieving an English Proficiency Level to be considered for redesignation.		

Goal Analysis [2022-23]

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

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

ACTION 4.1: Very little funding was used in this action. The action was supported by other funding sources.

ACTION 4.2: This position was filled full time by an appropriately credentialed teacher. The position served 6th-8th grade students.

ACTION 4.3: Professional development for English Language Development was mostly fulfilled through TITLE II funding.

ACTION 4.4: The ELD Support Aide was split funded by the LCAP. The employee resigned around the beginning of the third trimester and was not refilled.

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.

Budgeted/Proposed: Action 1 - \$3,667/\$23.71 - Significantly Under Budget - English Language Development Materials were purchased out of a different budget line. Action 2 - \$56,177/\$56,174. No Significant Difference Projected. Action 3 - \$15,000/\$0- Significantly Under Budget. Professional Development was funded through Title III. Action 4 - \$13,681/\$0 - Significantly Under Budget. Support Aide was hard to find. When hired it targeted a younger audience. Then the position was vacated.

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

The action was viewed by the district as being effective. The junior high ELD teacher is starting to make headway with the group. General area measures (i.e. Reading Plus) are showing growth. Additional data will be provided through ELPAC scores. 18 of 41 students scored a 3 or 4 overall on the 2023 ELPAC. For Actions 4.1 and 4.3 they were funded through other sources. They were deemed effective by the district as a variety of ELD strategies were implemented through the ACS Learning Intentions and Success Criteria concepts. In addition, training and implementation of PAIDEIA seminar to help students who are typically underserved gain voice in their education.

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 was eliminated due to funding coming from other sources. 4.3 was eliminated and will be covered through other funding. 4.4 is eliminated and will be addressed when a hire is made (hard to fill position).

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	Increase student competency and performance, including being an active and engaged learner that prepares the student for college and career.

An explanation of why the LEA has developed this goal.

Based on previous state test scores, STAR SCORES, and DRA reading levels, it is essential in building well-rounded students who are proficient in core areas. It is the belief that students who are more actively engaged in learning will become more proficient in many academic areas. With the implementation of small reading groups, deployed groups through the development of the TOSAs and Instructional Cabinet, the district made great strides in student growth during the 2022-23 school year. In order to sustain the growth and build upon the foundation that was layed, the district will continue to develop growth through this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ANNUAL FIFTH GRADE PHYSICAL FITNESS RESULTS	2018-2019 Data (Suspended 2019-20) - Healthy Fitness Zone % Aerobic Capacity 68.3 Body Comp 39 Abdominal Strength 48.8 Trunk Extension 95.1 Upper Body 53.7 Flex 56.1	2021-2022 School Year Participation Fifth Grade: 30/32 =93.8% Seventh Grade: 40/41=97.6%	2022-23 School Year Participation Rate Fifth Grade: 35/38=92% Participation Rate Seventh Grade: 36/36=100% Abdominal Strength Only 32/36 = 88.8% Fitness Zone Fifth Grade		The percentage of students will increase by 10% in the Healthy Fitness Zone for all categories assessed (aerobic capacity, flexibility, body composition, upper body strength and trunk extension) at each grade level (5, 7)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>Aerobic Capacity: 22 students = 57.9%</p> <p>Body Composition NA</p> <p>Abdominal Strength: 8 students = 21%</p> <p>Trunk Extension: 30 students = 78.9%</p> <p>Upper Body Strength: 9 students = 23.7%</p> <p>Flexibility: 14 students = 36.8%</p> <p>Fitness Zone Seventh Grade</p> <p>Aerobic Capacity: 31 students = 86.1%</p> <p>Body Composition: NA</p> <p>Abdominal Strength 13 students = 36.1%</p> <p>Trunk Extension: 13 students = 36.1%</p> <p>Upper Body Strength: 16 students = 44.4%</p> <p>Flexibility: 24 students = 67%</p>		
DRA RESULTS	One Year of Growth or More (2020-21) Baseline Results	2021-2022 School Year	<p>2022-23 School Year</p> <p>121/203 = 60% of the students made a</p>		100% of all students assessed will grow a minimum of one grade

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	109/227 = 48% CONDUCTED BOTH ON CAMPUS AND ONLINE FOR DISTANCE LEARNERS	162 of 215 = 75.3% of the students made minimum growth of one year. Growth % Difference of 26.7% Increase from Previous Year	minimum of one year of growth Growth % difference from prior year -15% Number of Students at Grade Level 123/214 = 57.5%		level at the end of each school year. 100% of the students in subgroups or identified intervention groups will grow more than one grade level.
STAR TEST SCORES	One Year of Growth or More Math 73/259 = 28.2% ELA 65/244 = 26.6% Baseline Data 2020- 21 School Year CONDUCTED BOTH ON CAMPUS AND ONLINE FOR DISTANCE LEARNERS	Pending Availability: Data Currently Being Collected One Year of Growth of More Math 56/223=25.1% ELA 40/223=17.9%	2022-2023 One Year of Growth of More Math 108/282= 38.3% ELA 91/279=32.6%		100% of the students Independent Reading Level will grow by more than one level (1.0) - Growth Proficiency Level
CAASPP Scores - ELA	DATA CURRENTLY UNAVAILABLE	Pending Availability: Data Currently Being Collected Distance from Standard (DFS) All Students 112.8 English Learners 121	2021-2022 Distance from Standard (DFS) All Students 112.8 English Learners 121 Hispanic 110.1 Socio Disadvantaged 111.7		Within Three Years All Students, Including All Unduplicated Sub Groups will be at a minimum on the Five by Five Chart (Increased: 3-14 points) x (Medium: -5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Hispanic 110.1 Socio Disadvantaged 111.7			to 9.9 in current year). Performance Level Green
PERCENTAGE OF STUDENTS PARTICIPATING IN LEARNING TRIPS	Class Attendance - Rosters Day of Trip	Inconclusive Data Trips were not all completed due to restrictions or different issues.	Trips were reformatted to different grade spans and multiple smaller trips were conducted for a variety of spans. Data will be established during the 2023-24 school year measuring the following: _____ % of the students schoolwide participated in their grade learning trip.		100% of the students will participate in Learning Trips
PERCENTAGE OF STUDENTS PARTICIPATING IN ATHLETICS	Title IX REPORT 2019 Female Participation: 40.96% Male Participation: 47.5% Link to Title IX 2019: https://5il.co/84yz	Counted Fifth - Eighth Grade (Not including one fourth grader) Boys: 48/70 = 68.57% Girls 44/75 = 58.67% 44/145=30.34%	2022-2023 Total for Grades 3-8 (Grades 3-5 limited sports) Percentage would not represent total 54 Girls 56 Boys Participation by Sixth - 8th Grade (total number used was		The percentage of 6th-8th grade students participating in athletics will remain equitable.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>enrollment on last day of school)</p> <p>Boys (Sixth - Eighth) 33/52 = 63.5%</p> <p>Girls (Sixth - Eighth) 28/58 = 48.3%</p> <p>Grades 4-5 participated with some teams. 3rd Graders were part of the Track</p>		
NUMBER OF STUDENTS PARTICIPATING IN MUSIC/BAND	Baseline Pre Pandemic 15 Students	As of May 23 Elective "Advanced" 19 4th Grade: 23 5th Grade: 20 Total Number of Participants in Grade Eligible Areas 62 students	As of May 8, 2023 Junior High Elective "Advanced": 23 Junior High Guitar Elective: 14 Junior High Totals: 37/111 = 33.3% 4th Grade: 37/38 = 97.4% 5th Grade: 16/38 = 42.1%		The number of students in Advanced/Jazz Band will grow by 2 students annually. Over three year period 21 students total
PERCENTAGE OF STUDENTS PARTICIPATING IN PERFORMING ARTS	To Be Established 2021-2022	Data: DRAMA ELECTIVE- number of students enrolled was either 1st or 2nd all year. School wide	DRAMA elective was canceled after first trimester. No School Wide Talent Show		100% of the students will participate in a minimum of one event annually in Performing Arts

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Talent Show Canceled due to COVID			
CAASPP Scores - Math	MATHEMATICS All Students: 102.9 DFS, RED EL: 116.7 DFS, RED Hispanic 104.5 RED Socioeconomically Disadvantaged 110.8 RED BASELINE YEAR: 2019	Pending Availability: Data Currently Being Collected Distance from Standard (DFS) All Students 129.5 English Learners 137.7 Hispanic 129 Socio Disadvantaged 128.8	2021-2022 Distance from Standard (DFS) All Students 129.5 English Learners 137.7 Hispanic 129 Socio Disadvantaged 128.8		Within Three Years All Students, Including All Unduplicated Sub Groups will be at a minimum on the Five by Five Chart (Increased: 3-14 points) x (Medium: -5 to 9.9 in current year). Performance Level Green
Appropriately Assigned Certificated Staff (18.5 FTE Instructional) - Williams Report- CALPADS Percent Credentialed	100% Properly Credentialed and Assigned BASELINE YEAR 2020-21	17.5 FTE Credentialed Teachers 1.0 FTE Permit (STIP) 94.6% 100% Properly Assigned	2022-2023 19.5 FTE (Classroom Teachers, TOSAs and Part Time Hourly Band Teacher) 1.0 FTE Permit (completing this year) 100% Properly Assigned		Maintain 100% Properly Assigned and Credentialed
State Standards Implementation, Including English Language Development (ELD) Standards	Average Score 2015- 2016 3.39 THE DISTRICT WILL REESTABLISH A	Pending Availability: Data Currently Being Collected	Baseline Data Established 2022-23 - Status level of English Language Development (ELD) Standards implementation -		Level 4 Implementation status level per CDE Self- Reflection Tool.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	BASELINE IN 2021-2022		Level 3 Implementation (as measured on Local Indicator 2022-23 CDE Self-Reflection Tool)"		
Sufficiency of Student Instructional Materials	Annually Approved Each Year (September Board Meeting) BASELINE YEAR 2020	Williams Clearance in all Grade Levels and Subject Areas reviewed by TCOE Williams Team - No Deficiencies	2022-2023 No Deficiencies in all Grade Levels and Subject Areas reviewed by TCOE Williams Team - No Deficiencies		No Deficiencies identified by Williams Team
Percentage of Students Enrolled in a Broad Course of Study including Unduplicated Pupils and those with exceptional needs	100% of the Students are Enrolled in a Broad Course of Study	100% of the Students are Enrolled in a Broad Course of Study	2022-2023 100% of the Students are Enrolled in a Broad Course of Study		Maintain 100% of the Students Enrolled in a Broad Course of Study

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Instructional Cabinet	To oversee the district's professional development program and development of school wide instructional and social culture. Stipend Positions on an Annual Basis	\$34,892.00	Yes
5.2	TK-5 Physical Education Instructor	To provide a high quality education for TK-5 students and to teach and promote a healthy lifestyle	\$96,283.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.3	TK - K CERTIFICATED TEACHER	To provide a meaningful Transition year were students establish at minimum basic reading skills that will be required to become a successful PROFICIENT STUDENT in the upcoming academic years	\$162,560.00	Yes
5.4	LEARNING EXPERIENCE STUDY TRIPS	Purpose: To provide meaningful and real-life learning experiences for all students annually, by grade span. Spans ar to be the following, if possible, (K-1), (2-3), (4-5), and 6-8). Expenditures are for transportation and associated costs of trip (overtime for classified staff, entry fees to learning enviornment, etc.).	\$58,734.00	Yes
5.5	LEARNING RECOVERY - LITERACY AND READING TEACHER	To provide learning recovery (LOW FUNCTIONING) and ADVANCEMENT (HIGH FUNCTIONING) mitigation for students FUNCTIONING below or above grade level norms. This is to be a push in program with coordinated SUPPORT AND INSTRUCTION by both teachers. TWO POSITIONS	\$266,888.00	Yes
5.6	ELECTIVES - COURSE OFFERINGS	PURPOSE: To engage students in programs/classes that are of student interest. (\$20,000 Salary and Benefits+ \$5,000 Materials). Courses may include but are not limited to the following: Jazz Band, Folkloric Dance, Garden and Landscape, Drama, Physical Fitness, TinkerCad, Economics, Poetry and Prose, Etc.)	\$34,115.00	Yes
5.7	LIBRARY CLERK	PURPOSE: To provide aaccess to a state of the art, 21st century learning environment that allows students to access a variety of media.	\$32,185.00	Yes
5.8	CROSS CURRICULAR PROFESSIONAL DEVELOPMENTS	To provide professional development opportunities to staff addressing both acdemic and social needs. Topics to include, but are not limited to special education/students with disabilities. Expenditures may include substitute costs, stipends, presenter costs/materials. This includes TCOE Coaches and Outside Consultants	\$90,757.00	No

Action #	Title	Description	Total Funds	Contributing
		No LCFF funding will be used in the 2023-24 school year. May be reinstated in a later year.		
5.9	Testing Coordinator - New 5.9	PURPOSE: To coordinate, support and generate data reports for local and state testing, including but not limited to CAASPP, ELPAC, DRA and STAR.	\$20,000.00	Yes
5.10	Additional Certificated Workdays	Sunnyside will continue to fund 5 additional professional development days and paid certificated days (TOTAL 188) that focuses on developing a schoolside cultural of learning for ALL students and where applicable to ELD.	\$54,000.00	Yes
5.11	Tutoring-Intervention-Activity Stipends	Funding for after school tutoring, intervention and activities. Possible blending with ESSER III Fnding	\$17,875.00	No
5.12	Extra Curricular Activities (Including but not limited to athletics, performing arts and music)	Purpose: To continue to provide usable materials (i.e. instruments) for the growing number of students participating in extra curricular programs. Participation in an extracurricular is a TCOE goal.	\$32,500.00	Yes
5.13	Learning Support Software Applications	Purpose: To provide students with learning supports to supplement core learning. This may include but is not limited to LEXIA, POWER UP, THRIVELY or other applications deemed valuable.	\$70,000.00	Yes

Goal Analysis [2022-23]

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

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

ACTION 5.1: The instructional cabinet was able to rollout a new mindset for Professional Development, Staff Development and the Culture at Sunnyside. This resulted in a more collective staff that we believe will carry the district forward. One less stipend position was filled. The cabinet consolidated into four paid stipend positions.

ACTION 5.2: The TK-5 Physical Education instructor continues to provide instruction to all TK-5 students on a daily basis.

ACTION 5.3: The TK-K Combination teacher continues to provide instruction in a combination setting. There were less than a dozen TK students in the class.

ACTION 5.4 Learning Trips were modified to more trips, smaller in duration.

ACTION 5.5 The TOSA positions were wildly effective and impactful. Small group reading instruction with multiple adults in each room.

ACTION 5.6 Electives were offered covering a myriad of areas. New this year was Guitar Elective

ACTION 5.7 The Library Clerk fully reopened the library and got good usage.

ACTION 5.8 Professional Development went as planned. Advanced Collaborative Solutions and PAIDEIA Seminars were used extensively

ACTION 5.9 The testing coordinator planned and implemented all ELPAC testing and broke down data from each administration

ACTION 5.10 The district continues to fund and utilize additional certificated workdays.

ACTION 5.11 Tutoring - Limited tutoring was provided during the 2022-23 school year due to lack of interest

ACTION 5.12 The music program utilize funds as a result of renewed interest in the program especially in the fourth -fifth grade levels and primary in classroom music.

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.

Budgeted/Projected: Action 1 - \$66,742/\$50,000 - This line was Significantly Under Budget. There was not as much Professional Development and less one position. Action 2 - \$88,789/\$88,789 - No Significant Difference. Action 3 - \$85,576/\$85,876 =No Significant

Difference. Action 4 - \$25,600/\$22,000 - Slightly under budget. More trips, but less distance, reducing costs. Multiple smaller trips by primary and more regional. Action 5 - \$115,859/\$113,461 - Significantly Under Budget - The other TOSA position was fully charged to the Augmentation Portion of LCAP. Action 6 - \$15,000/\$5,261 - Significantly Under Budget. Not as much material purchased as believed. Action 7 - \$28,711/\$28,711 - No Significant Difference. Action 8 - \$59,500/\$45,000 - Significantly Under Budget - Reduction in County Services and/or paid in different line. Fully funded Steve Ventura Trainings. Action 9 - \$25,000/\$24,000 - No Significant Difference. Action 10 - \$52,555/\$41,479. Small Difference. Action was overbudgeted. Action 11 - \$16,573/\$7,090 - Significant Difference - Not as much tutoring was offered. When offered, low turnout. Action 12 - \$11,000/\$10,500 - No Significant Difference

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

The Instructional Cabinet and TOSA actions significantly changed the culture and thus student outcomes as measured by Elementary local assessments (DRA's). The district is currently awaiting ELPAC and State Testing scores to determine if success was achieved on these assessments. Overall the staff educational partners were excited about the academic and social growth exhibited by our students. This was clearly observed in our PAIDEIA projects. Participation in Band/Music raised substantially and additional instruments needed to be purchased allowing for more participants. All actions had positive impacts on the desired goal. Learning Trips continue to be a success with a high percentage of participants. Parent-Guardians are becoming more involved. The testing coordinator was able to address many of the components of assessment, including parent notifications. The guitar elective was a hit and is anticipated as being a program to build upon. Physical Education for the primary levels remains strong. The Instructional Cabinet delivered and implemented the action plan better than ever before.

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.

The district added action 5.13 Learning Supports Applications and modified action 5.4 to include 5 grade spans (K-1, 2-3, 4-5, 6-7, and 8). This should give greater opportunity to grades that need smaller groups. 5.11 will be covered through other funding sources but may be reinstated at a later time. Staff Development 5.8 was also temporarily moved to another funding source. 5.12 Was modified to include all extracurricular activities. Title IX Equitable Metric will be measured using only 6th-8th grade data. The metric on Instructional Materials Resolution was changed to "Sufficiency of Student Instructional Materials" The District established baseline data to measure ELD implementation during the 2022-2023 school year. The baseline data established was Level 3 Implementation.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
1369408	175558

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
40.21%	8.43%	\$278,734.00	48.64%

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

Required Descriptions

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

Based upon review of the 2022 Dashboard here are the areas of need:
AREA 1 - ACADEMIC GROWTH - Results on the 2022 State Assessment clearly indicate that the district needs to find solutions to chronic low test scores. Students in the following subgroups: English Language Learners, Hispanic and Socioeconomically Disadvantaged scored in the Very Low Range in Language Arts and Mathematics. The Dashboard performance status for the "All Students" group, as well as for all other significant student groups was "Very Low" in the areas of English Language Arts and Math.

The data is as follows:

English Language Arts (Distance from Standard): English Learners 120.5 (Very Low) - Hispanic 109.8 (Very Low) - Socioeconomically Disadvantaged 111.4 (Very Low) - All Students 112.6 (Very Low) Mathematics (Distance from Standard): English Learners 137.1 (Very Low)- Hispanic 128.7 (Very Low)- Socioeconomically Disadvantaged 128.5 (Very Low)- All Students 129.2 (Very Low)

Although no one subgroup appears to be impacted significantly more than another, scores are low. The minimal differential between subgroups probably lies in the fact that the student population falls into multiple sub-demographics, resulting in the majority of the students are represented in all groups.

CHRONIC ABSENTEEISM

The 2022 Dashboard status result for Chronic Absenteeism was "Very High" for the "All Students" group and every significant student group as well. 39.7% of Sunnyside students were designated as chronically absent in the 2021-22 school year. Data on the 2022 indicate a significant rise in chronic absenteeism.

SUSPENSION RATES

Data from the 2021-2022 school year indicate the significance in suspensions. The 2022 Dashboard results indicated that 5.3% ("High" status) of Sunnyside students were suspended at least once during the 2021-22 school year." The data is based on 360 students. All Actions in this section are principally directed at addressing the needs of Unduplicated Pupils based on their needs, conditions, and circumstances but are best implemented district-wide to benefit all students with needs.

GOAL #1

COMPUTER TECHNICIAN

OBSERVATION: The district continues to provide computer tech services to all students. These services range from connectivity, general troubleshooting and device management, learning extensions and support of learning at all grade levels across the district. Although these actions benefit all students our one computer technician was providing support for non-English households and students who did not have their own devices (lacking experience to complete general troubleshooting). Some low socioeconomic families have low connectivity internet or none at all. The computer technician was also responsible for keeping devices functioning on campus for both staff and learners.

HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET. How Unduplicated Students Needs Are Being Met: The value of this position is truly important to Unduplicated Students as they were the ones who may need additional assistance These students received direct and indirect support when it came to operations of both hardware and software in the classroom setting.

EDUCATIONAL PARTNER: All educational partners observed and felt the value of the Computer Technician position. All realized without such a position (and the need for staff expansion) students cannot be as successful as desired. With the continued expansion of educational technology into the daily lives of learning, support must be provided to all students in order for success.

CONTINUING ACTION: All educational partners indicated the need to continue and possible expand this position (more staffing).

Measurement of Progress/Success: Staff and Student Survey

HARDWARE & SOFTWARE

OBSERVATION: Technology hardware and software is always a continuing need. Devices need to be managed and maintained. A major concern is classroom supervision of devices as students of all ages tend to treat the device poorly, resulting in broken or down devices. The district also needs to look at which licenses for various programs that were purchased during the pandemic need be renewed or canceled, in order to be the best fiduciaries for the district.

HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: The Unduplicated Students benefit the most because it gives them more opportunities to demonstrate their knowledge, the ability to engage more, and to actively become a learner. Unduplicated students generally would have greater ability to use applications due to their accessibility to devices and programs.

EDUCATIONAL PARTNER: Based upon surveys the district needs to develop a better system of monitoring when devices are going to no longer update. Also, the district needs to establish a system of device management and supervision to ensure that all devices are working appropriately.

CONTINUING ACTION: This is a continuing action in order to maintain the vast number of hardware the district is dealing with.

Measurement of Progress/Success: Staff Survey

GOAL #2

EARLY STEPS TO SUCCESS

OBSERVATION: This annual LCAP contribution has been identified by the district through collaborative conversations with our Save the Children partner as a vital component to the success of all students, particularly those unduplicated students who are English Learners and Low Income. Research shows that students who have less accessibility to early childhood education programs and/or lack of parenting knowledge or skills will underperform later in the regular school setting. Expansion of the program has allowed the district to assist educational partners in preparing and supporting their child's educational journey.

HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: Save the Children focuses on students who have the greatest needs. Many of the young students exit the Early Steps to Success program enter our school site are unduplicated. The more academic and social opportunities they have as young early childhood students can only benefit them as they become part of our system. This program also addresses parenting skills, thus adding the chance the unduplicated student will find greater success.

EDUCATIONAL PARTNER: Almost all educational partners indicated they see value in such a program. A lot of this is based on the charismatic staff member who in addition to promoting the Early Steps program promotes are school and community. She acts as a community liaison for all. The addition of the Community Ambassador and Kindergarten Readiness positions has allowed Save the Children to branch out even further and deeper into our community.

CONTINUING ACTION: This is a continuing action with increased contribution. The action's success can be witnessed in the number of active and engaged parents there are in the primary grade levels.

Measurement of Progress/Success: Community and STC Feedback

ATTENDANCE TECHNICIAN

OBSERVATION: The value of an Attendance Technician who can provide resources to parents of Foster Youth, Low Income and English Language Learners who may not otherwise have knowledge of current California Attendance Laws. Based on our Parent educational partner Survey, parents and guardians do not have much interest in learning through parent involvement activities what is all entailed. Being able to provide accurate data, support and resources is of great value to the entire learning community.

HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: Unduplicated students represent a high number of the those who struggle with attendance. This position allows for a non-administrator to address attendance issues first with parents. This allows time for education and support. By pushing the attendance laws, students will be in school more often, thus having a greater chance of success.

EDUCATIONAL PARTNER: Based upon passed success this position continues to be of value to all involved. It also helps out the administrative team in that it puts a level between parents being initially addressed by a non "threatening" administrator. Certificated staff see's value in the position to assist with individual attendance needs.

CONTINUING ACTION: This is a continuing action. This is a 50/50 split funded position, full-time.

Measurement of Progress/Success: Number of SARB Cases

PARENT COMMUNICATION SYSTEMS

OBSERVATION: Again, a component of the school system that benefits all learners. Our website, school App, live posts, etc. also allow us to communicate in Spanish. The capability to communicate in multiple languages benefits non English Speaking parents and students.

HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: This system allows us to contact and communicate with parents of all languages through text, phone call, school app, etc. This allows us to get the same message home to parents no matter if they have English Learners, are of low socio economic status, or foster youth. It allows equitable communication to all.

EDUCATIONAL PARTNER: The district is able to track data on how many times a document/link has been accessed when sent out. Although this ranges from minimal connections to very high connectivity, it does give the district an idea on what types of messages are most effective and if the message is reaching all educational partners. This data is monitored by the Computer Technician and Superintendent-Principal.

CONTINUING ACTION: This is a continuing action that is supported by all educational partners. The app has also given alumni and others in the community access to school events and stories.

Measurement of Progress/Success: Parent Engagement/Attendance

PARENTSQUARE

OBSERVATION: The current notification system in Thrillshare is adequate but hard to navigate. It does not update on a daily basis so some of our Educational Partners were being left out. During the 2022-23 school year the district implemented ParentSquare. This program has allowed the district to provide more timely information to the parents and is accessible by all programs and individual classrooms throughout the district.

HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: This system allows us to contact and communicate with parents of all languages through text, phone call, school app, etc. This allows us to get the same message home to parents no matter if they have English Learners, are of low socio economic status, or foster youth. It allows equitable communication to all.

EDUCATIONAL PARTNER: Many of the Educational Partners requested specifically for the PARENTSQUARE system to be implemented.

Measurement of Progress/Success: End of Year Data Derived from ParentSquare

PARENT INVOLVEMENT NIGHT/ACTIVITIES OBSERVATION: This benefits all educational partners in the community but also allows opportunities for parents from English Learners, Low Income and Foster Youth to learn together and use one another for support. The district believes that by creating opportunities for parents to learn in a safe environment and to participate in something positive will allow learners from all groups a chance to flourish. The district has identified specific areas that parent educational partners has identified key areas of interest. During the 2022-23 school year the district moved from bringing off-campus expertise to utilizing the services of its own employees. The district saw immediate growth in the attendance/participation of parents.

HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: The area targeted by most parent educational partners was how to work with their child in specific content areas. This is great news in that parents want to learn how to effectively work with their unduplicated students. If we can increase the skill set of parents, we can improve outcomes. Unduplicated students directly benefit because these trainings and engagement activities can be conducted in dual languages.

EDUCATIONAL PARTNER: Educational partner surveys were presented to parents to see what areas they saw of greatest need. Though not directly stated, they do see the greater increase in parent abilities increased the chances for student improvement.

CONTINUING ACTION: Parent Engagement Activities will be provided and headlined by the Sunnyside staff.

Measurement of Progress/Success: Parent Engagement/Attendance

BEHAVIOR AIDES

OBSERVATION: Behavior aides (generally one on one) will be accessible by all students. In the past, those who utilize aides are highly represented by Low Income and Foster Youth who might need that extra level of support. Students who have or seek this need might not have such services as readily available.

HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: 100% of the students currently being serviced are Unduplicated Students. These students are getting additional supports that allow not only themselves greater opportunity for success, but their peers. This action allows for behavior aides to potentially support unduplicated students which is the reason for this action to be written as schoolwide.

EDUCATIONAL PARTNER: On campus educational partners have voiced support for the needs of these one-to-one support aides to assist in the learning process. It allows teachers to be more focused on the entire class and not one student.

CONTINUING ACTION: This is a continuing action that has provided great support for not only staff and student, but for parents. It has given another level of support and security to the parents. Current and past support providers have been highly spoken of.

COMMUNICATION DIRECTOR

OBSERVATION: Due to declining enrollment and lack of general positive communication of student centered accomplishments within the district.

HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: Students will receive recognition in a timely and effective manner. Student enrollment will increase based on more information going out to educational partners.

EDUCATIONAL PARTNER: The governing board expressed an interest in promoting school district activities to a much greater extent.

Measurement of Progress/Success: Number of Incidents by Students in Program

ATTENDANCE INCENTIVE

OBSERVATION: Upon the return from the COVID Pandemic, average daily attendance has declined significantly. It has been a challenge getting educational partners to reestablish the importance of daily education.

HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: Students will receive recognition in a timely and effective manner.

EDUCATIONAL PARTNER: The governing board, school site council, and differentiated assistance are all looking at ways to address chronic absenteeism.

Measurement of Progress/Success: Average Daily Attendance

GOAL #3

CAMPUS CULTURE

OBSERVATION; Sunnyside has always wanted to provide an environment that of inclusion and importance. Thus, the district believes it needs to provide a campus that is inclusive and welcoming that who shows their importance but at the same time promotes learning as a key to success. Educational partners have always place high value on "Cultural Environment." Many ideas for these enhancements came through staff surveys.

HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: Exposure to well kept, positive promoting campuses is essential in motivating a student to value education long-term. Unduplicated students who can be exposed to a positive environment and culture will view education as important and school campus as somewhere they want to be.

EDUCATIONAL PARTNER: This was specifically brought up by staff educational partners.

CONTINUING ACTION: This action is continuing and changed the CLIMATE of our campus in a positive direction.

Measurement of Progress/Success: Student Engagement and Attendance

LICENSED VOCATIONAL NURSE

OBSERVATION: Sunnyside has a high number of high need students with medical conditions. The full-time LVN will be the lead person on the School Health Team. Educational partners scored the health team very high along. They will continue to be the lead in COVID related tracking and monitoring.

HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: Health needs of students will be met, monitored and keep student on campus.

EDUCATIONALPARTNER: This was specifically brought up by numerous educational partners.

CONTINUING ACTION: Return to LCAP from other funding.

Measurement of Progress/Success: Parent Survey

ATTENDANCE INCENTIVE

OBSERVATION: Upon the return from the COVID Pandemic, average daily attendance has declined significantly. It has been a challenge getting educational partners to reestablish the importance of daily education.

HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: Students will receive recognition in a timely and effective manner.

EDUCATIONAL PARTNER: The governing board, school site council, and differentiated assistance are all looking at ways to address chronic absenteeism.

Measurement of Progress/Success: Average Daily Attendance

FACILITIES- PLAYGROUND - LEARNING ENVIRONMENT IMPROVEMENTS

OBSERVATION: To improve the overall learning environment to actively engage students in a positive, welcoming, and engaging setting. Many of our students live in a small environmentally challenged community. The school campus is one of the few places where students can go and thus it must be a safe environment that is as free as possible from danger. A majority of our English Learners and Low Income students come from this hard farm working community. Educational partners of all types (student, staff and community) have always desired the need for Sunnyside to provide the safe environment our students seek for the majority of the day (for some 10+ hours, including the Low Income, Foster Youth and English Language Learner. Students need up to date and usable facilities that they are proud of. The playground and sports fields need additional attention and need to be considered learning environments that promote positive social interactions.

HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: Unduplicated students need to have access to quality materials that might not otherwise have direct access too. The school can and should provide an environment that complements learning.

EDUCATIONALPARTNER: All educational partners are in agreement with the need to have first class/rate facilities.

Measurement of Progress/Success: Amount of New Facilities

SCHOOL PSYCHOLOGIST

OBSERVATION: Upon return students have needs far greater than what can be provided by our general staff. Students are demonstrating behaviors not observed before and are seeking out extra help and assistance.

HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: All students were impacted by the pandemic but some more than others. Students who are considered unduplicated probably suffered the greatest learning loss, plus were significantly impacted by the isolation caused by the pandemic. All of these suppressed losses and emotions are now surfacing.

EDUCATIONAL PARTNER: Every educational partner expressed interest in bringing additional mental health support on board.

Measurement of Progress/Success: Caseload

SPECIAL SERVICE LEARNING ENVIRONMENT

OBSERVATION: Students need to be in an environment in which they can be successful and not impede the learning of others.

HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: Unduplicated students will have access to an environment that suits the needs of their learning, behavior and needs.

EDUCATIONALPARTNER: All educational partners are in agreement with participating in at Special Services JPA with other local small school districts.

Measurement of Progress/Success: Number of Participants

GOAL #4

JUNIOR HIGH ELD LANGUAGE TEACHER

OBSERVATION: Students in junior high need targeted ELD instruction that was not being effectively delivered or was nearly impossible to deliver in a single subject period.

HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: The students will get targeted and specific instruction that is tailored to their individual needs. Students who are non ELD can also receive support in language development.

EDUCATIONAL PARTNERS: All educational partners are in support.

CONTINUING ACTION: This is a continuing action based upon value and need.

Measurement of Progress/Success: Reclassification Rates of 6th-8th grade

GOAL #5

INSTRUCTIONAL CABINET

OBSERVATION: The academic coach position is no longer in play. The staff is at a point where the formation of an instructional cabinet will benefit all classrooms as the group works on a sense of collective efficacy ... keeping things equal across classrooms. The growth and development of the cabinet and the entire staff in addressing Professional Development completely changed. From ACSA Website (<https://leadership.acsa.org/building-teacher-efficacy>) A leader's ability to behave in ways that build relationships may enhance and develop collective teacher efficacy. According to Goldman, leaders who are competent in social awareness were able to collaborate and cooperate with others to develop shared goals, and they were able to share plans, information, and resources (Goldman, 1998). Further, leaders competent in relationship management were able to model team qualities such as helpfulness, cooperation, and respect, and include all members in participation. These leaders and teams built a team identity and commitment and shared credit for accomplishments. These skills are necessary for the development of collective efficacy among teachers as described in the research. These skills seem to undergird the identified components of Emotional Intelligence and therefore the relationship on promoting efficacy.

HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: Students should benefit immensely when the same strategies, vocabulary and message are being presented campus wide. This is beginning to take place in a variety of areas across the campus.

EDUCATIONAL PARTNER: Educational partners, establish staff see the need to develop a commonality and provide our own Professional Development.

CONTINUING ACTION: This is a continuing action based upon value and need.

Measurement of Progress/Success: End of Year Survey - Certificated

TK-5 PHYSICAL EDUCATION TEACHER

OBSERVATION: Due to the lack of diet and physical activity of all students, the district believes through past practice and discussion that students need a Highly Qualified Physical Education teacher to promote a healthy lifelong lifestyle that will help all students. CDC research states "regular physical activity can help children and adolescents improve cardiorespiratory fitness, build strong bones and muscles, control weight, reduce symptoms of anxiety and depression, and reduce the risk of developing health conditions." UC San Francisco and UC Berkeley research adds that "School-based physical education plays a key role in curbing obesity and improving fitness among adolescents from low-income communities." Sunnyside has the opportunity to flatten these health issues at an early age. The number 5th grade students in the 2021-22 school year in the Healthy Fitness Zone (HFZ) dropped significantly.

HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: The needs of Unduplicated Students is been met and is essential in that this group of students tends to have less access to healthy foods (many will tell you they buy snacks from a local convenience store), have less access to Physical Activities due to the rural setting (must travel in most cases to be part of an organized sports team), and have fewer role models demonstrating a healthy lifestyle. The Physical Education instructor is able to provide to these students the foundations to be a HEALTHY lifelong learner and expose these students to activities they might not have regular access too.

EDUCATIONAL PARTNER: Educational partners understand the value of having a dedicated position. Primary students rate the program high on their "like list."

CONTINUING ACTION: This is a continuing action based upon need and educational partner input. Also it continues because in order to have a PROGRAM you have to have CONSISTENCY. Eliminating a program after 3 years is not prudent.

Measurement of Progress/Success: Physical Fitness Assessment

TK-K COMBINATION TEACHER

OBSERVATION: The district and educational partners believe that the sooner you can get students involved in formal education, the less chance there is to get them to grade level standard. Due to the small numbers of students at Sunnyside, the district has implemented a TK Combination class allowing students to start that formal education earlier than ever before. According to Edsource (Dec. 2015) TK students "had higher literacy skills, such as identifying letters and sounds, and more advanced math skills, such as counting objects and completing word problems, than those who did not go to transitional kindergarten." This is a golden opportunity for us to address the needs of our English Language Learners, Low Income and Foster Youth at an early more impactful stage.

HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: Many of the TK students are unduplicated students who may have not had the opportunity to attend our preschool program. Because of the small number of TK eligible students, the class is generally in Combination form. This allows the TK unduplicated to socially grow with Kindergarteners, demonstrate their abilities, and do so in a small setting. They get more direct support from the teacher and/or the assigned paraprofessional.

EDUCATIONAL PARTNER: TK has always been a valued component of our early childhood system. Students who remain in Kindergarten have a social and academic advantage over the incoming group.

CONTINUING ACTION: This is a continuing action based upon value, need and state mandates.

Measurement of Progress/Success: Number of Students at "Grade Level" when exiting TK

LEARNER TRIPS

OBSERVATION: An NEA study found that Learner Trips/Field Trips "regardless of gender, ethnicity or socioeconomic status, youth who take educational trips have better grades (59 percent), higher graduation rates from high school (95%) and college (63%), and greater income (12% higher annually). In fact, 89% said educational trips had a positive, lasting impact on their education and career because the trips made them more engaged, intellectually curious and interested in and out of school. (Source: <https://www.neamb.com/work-life/how-field-trips-boost-students-lifelong-success>). Whereas some students have opportunities to do this within their family, many of our unduplicated students do not have such opportunities due to Low Income or other prohibiting factors. Thus, it has been a goal of the district to provide 9 meaningful trip for all students (sometimes challenging because of the nature of our parents not wanting students to venture to far) if they are members of our student body for kindergarten thru eighth). Based upon observation and discussion with staff educational partners the learning is not limited to the focus area, but life skills (social, interaction, purchasing food, staying on an agenda, etc.) benefit the students even more. During the 2021-22 school year these trips were either modified or eliminated due to the indirect pandemic issues. This resulted in a negative

reaction and numerous questions by our student educational partners. We view this as a positive because it indicates that put value on the trips.

HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: These learning trips provide an opportunity to for Unduplicated Students to experience learning in a whole new platform. Students who come from socio economically challenged families or families who lack knowledge/experience in knowing where to go, and what to experience will be exposed to real-life learning. Providing the experiences can be foundation setting for their future families.

EDUCATIONAL PARTNER The Learning Trip cycle is a favorite amongst the staff, parents, and students. Participation rates exceed 98%. Those not participating are generally due to the lack of knowledge and insecurities of allowing students out of the area. During the 2023-24 school year there appeared to be a reluctance by some student partners in wanting to participate in school-related activities.

CONTINUING ACTION: This is a continuing action based on prior success. We are currently entering our third round of three grade span trips. The district partners have modified grade spans.

Measurement of Progress/Success: Student Participation Rates

READING AND LITERACY IMPROVEMENT TEACHER

OBSERVATION: This certificated teacher will push into classrooms to enhance reading programs and expose students to two teachers of reading. In addition, the collective efficacy (CE) between staff will accentuate learning. CE has an effect size of 1.57. In addition, Visible Learning list of influences has Interventions for Students with Learning Needs is .77. These powerful influencers can impact the growth of our English Learners, Foster Youth, and Low Income students. Those students with the greatest need, need to have the greatest influencers.

HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: The needs of Unduplicated Students will be focused on first. Since most of our students are unduplicated there is a good chance they fall into one of the unduplicated categories. At the same time, it does not leave out the student from benefiting from such a powerful action.

EDUCATIONAL PARTNER: Educational partners have always wanted a specialist to work with primary students. The district envisions the specialist working in the classroom so that students are not pulled out, don't disconnect from the classroom teachers, and are part of the regular class.

CONTINUING ACTION: This action allowed for small reading groups

Measurement of Progress/Success: DRA Scores - more then one year of growth

ELECTIVES (COURSE EXPANSION)

OBSERVATION: According to Edutopia, electives at middle schools give students "avenues for choice and can function as vehicles for core content standards." According to an article by Laura Futterman, of the Miami Herald (February 9, 2016), electives empower practical skills

and help find "hidden talents." The district concurs and works to establish options that Low Income and English Learning Students might find of interest or have little to no exposure to in the core curriculum. In addition, it gives students with little or "quiet" voices an opportunity to participate in something of their choice. The introduction of DRAMA and the positive response by our students was fantastic.

HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: Unduplicated students will have the opportunity to participate in courses outside the core with the hopes that engagement levels go up and affective filters go down. These students represent a majority of our population and need to be exposed to how the reading, writing and math can all go together in the real world. Exposure to careers and out of school experiences will be the focus. Giving Unduplicated Students the opportunity to participate in things like Music, Performing Arts, Advanced Technology, and Outdoor Learning will provide a foundation of love for education.

EDUCATIONAL PARTNER: The electives offered are always well thought of by all educational partners. Junior High students are also given the opportunity to make suggestion on electives offered.

CONTINUING ACTION: This is a continuing action and is an important piece to the junior high culture.

Measurement of Progress/Success: Participation Rates

LIBRARY CLERK

OBSERVATION: Students need to get into the library more and more. COVID shut the library down and students need access to our updated multi-media center.

HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: This would be an additional layer of support for all students, especially the unduplicated. It would allow students to find books of interest.

EDUCATIONAL PARTNER: The reopening of the library was deemed essential in conversations with educational partners.

CONTINUING ACTION: The district will continue to look at ways to improve this environment. The district is applying for different grants in collaboration with neighboring districts to push literacy even further into the depths of the community.

Measurement of Progress/Success: Number of Books/Titles Checked-Out

TESTING COORDINATOR

OBSERVATION: The academic coach position is no longer in play. Having a coordinator will release the administration from duties allowing them into the classroom more.

HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: Students and educational partners will receive timely feedback on State and Local Tests. V: this action was mentioned at numerous educational partner meetings with relatively no feedback.

CONTINUING ACTION: The district will continue with this service and re-evaluate in one year.

Measurement of Progress/Success: Completeness of Testing and Scheduling)

EXPANDED PROFESSIONAL DEVELOPMENT CALENDAR (CERTIFICATED)

OBSERVATION: These five days are used to improve teacher performance and usually at least one of the days is based around English Language students. These days are also used to promote collective teacher efficacy, and allows staff to analyze data.

HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: All professional development is intended to benefit all students. It is the goal for our site that these trainings can make in an immediate impact on learning for Unduplicated Students, thus impacting our school site wide. The ore educated we become with the strategies and data, the greater impact with can have on Unduplicated Students.

EDUCATIONAL PARTNER: Educational partners enjoy the days used for professional development. For Parent and Student partners they enjoy the break in instruction. The days are generally scheduled when there are long runs between holidays. For staff, it gives them the opportunity to rejuvenate and improve their craft.

CONTINUING ACTION: This is an ongoing action that is supported by past success. Success measured in culture and implementation.

Measurement of Progress/Success: Student growth on state and local assessmens

CONTINUING ACTION: This action was blended to meet the needs of the major offerings at the current time.

Measurement of Progress/Success: Participation Rates

LEARNING SUPPORT SOFTWARE APPLICATIONS

OBSERVATION: Sunnyside wants to use applications and web-based programs that support learning, not supplant the learning provided by the teacher. The district has identified a variety of programs, including but not limited to; LEXIA, PowerUp, Reading Plus, and Thrively. The district uses its due diligence to make sure that programs are being utilized as learning supports, not time eaters.

HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: This will provide students another level of support and also supports they can use off campus.

EDUCATIONAL PARTNER: Educational partners are always on the search for effective programs.

CONTINUING ACTION: This is a semi-return of a previous action.

Measurement of Progress/Success: Data Usage - Local and State Assessments

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

4.2 ELD Teacher - In the junior high setting, it was essential that the district locate and hire a highly qualified teacher to present Designated English instruction. The teacher will work with EL's and non EL's on language development. To meet the needs of this subgroup, students will receive one period per day of Designated English Instruction by a highly qualified instructor. Most of the students in the junior high are LTEL students who need to be reclassified prior to exiting the district. As the district employees single subject teachers in the junior high setting the district was not providing enough designated ELD instruction. Students at best were receiving only integrated English instruction and thus not getting the desired reclassification results. The current reclassification rate is low due to the criteria for reclassification that includes "Meeting Standard" on the CAASSP assessment. The California School Dashboard 2022 supports the need for additional ELD services. (46% improved one level or maintained Level 4 status).

The district is utilizing a variety of fiscal avenues to address the services provided to foster youth, English learners and low-income students. All classrooms TK-5 have a designated instructional support person designed to provide support. Our TK-5th grade teacher uses one day to provide additional academic support in the junior high classrooms in a variety of subjects. An additional instructional support person was added to provide services to students in these areas. Two TOSA-Literacy Reading teachers allow us to provide reading support first grade through fifth grade in small group settings based on individual student need. Reading support groups in grades 2-5 deploy across classrooms based on need. Educator Effectiveness funds are used to promote Paideia seminars to increase safe intellectual discussion. One mission of seminar "is significantly improved achievement scores in reading and writing, especially among traditionally underserved populations."

The district calculated that there is a Carryover requirement in the amount of \$278,734 for 2023-2024. These Carryover funds will be utilized to provide Actions and services that increase or improve services for Unduplicated Pupils and contribute toward meeting the increased or improved service requirement (MPP) in the 2023-2024 LCAP.

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.

The district is using the additional LCFF Concentration Add-on grant to procure two TOSA - Reading Literacy positions. During the 2022-2023 school year the district utilized two positions and the results were "off the charts." Reading comprehension levels skyrocketed in areas

where these services were most utilized. It impacted the growth of all students involved, especially at the second grade level where the program was fully implemented including mixing of grade level classes to reach its greatest benefit.

In grades two-five the students were in environments that included small groups, up to five adults in the classroom, deployment across grade level(s) and collective teaching by all certificated and classified staff.

The work classroom teachers, support staff and TOSA did was amazing. This resulted in numerous students not only reaching grade level by the end of the year but exceeding grade level. Students in the demographics of foster youth, English Learners, and Low income students benefit greatly. There were numerous English Learners who have been reclassified based on their DRA and ELPAC accomplishments.

Additinal Add-On Grant
 5.5 TOSA - Reading and Literacy Teachers

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	1:27
Staff-to-student ratio of certificated staff providing direct services to students	NA	1:18

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,658,142.00	\$81,280.00	\$144,473.00	\$366,482.00	\$2,250,377.00	\$1,667,461.00	\$582,916.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	COMPUTER TECHNICIAN	English Learners Foster Youth Low Income	\$65,230.00	\$0.00	\$0.00	\$21,081.00	\$86,311.00
1	1.2	Technology Hardware and Software	English Learners Foster Youth Low Income	\$60,000.00	\$0.00	\$0.00	\$0.00	\$60,000.00
2	2.1	SAVE THE CHILDREN - EARLY STEPS TO SUCCESS SUPPORT	English Learners Foster Youth Low Income	\$24,000.00				\$24,000.00
2	2.2	PARENT SQUARE	English Learners Foster Youth Low Income	\$4,000.00				\$4,000.00
2	2.3	ATTENDANCE TECHNICIAN	English Learners Foster Youth Low Income	\$43,722.00		\$43,722.00		\$87,444.00
2	2.4	PARENT COMMUNICATION SYSTEMS	English Learners Foster Youth Low Income	\$9,700.00				\$9,700.00
2	2.5	PARENT INVOLVEMENT ACTIVITIES	English Learners Foster Youth Low Income	\$7,500.00				\$7,500.00
2	2.6	FAMILY ID						
2	2.7	BEHAVIOR INTERVENTION AIDES	English Learners Foster Youth Low Income	\$68,464.00				\$68,464.00
2	2.8	Public Information Officer (PIO) - COMMUNICATIONS DIRECTOR	English Learners Foster Youth Low Income	\$103,065.00				\$103,065.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.9	Attendance Incentive (Trip and/or Activity)	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
3	3.1	County Health Nurse	All				\$52,000.00	\$52,000.00
3	3.2	CAMPUS WIDE SECURITY						
3	3.3	CLIMATE & CULTURE	English Learners Foster Youth Low Income	\$60,000.00				\$60,000.00
3	3.4	Social Worker	All				\$43,760.00	\$43,760.00
3	3.5	Full Time District LVN	English Learners Foster Youth Low Income	\$52,624.00			\$52,624.00	\$105,248.00
3	3.6	Facilities- Playground - Learning Environment Improvements	English Learners Foster Youth Low Income	\$170,000.00				\$170,000.00
3	3.7	School Psychologist	English Learners Foster Youth Low Income	\$86,000.00			\$81,000.00	\$167,000.00
3	3.8	Special Service Learning Environment	English Learners Foster Youth Low Income	\$93,489.00				\$93,489.00
4	4.1	ELD Support Materials	All				\$3,000.00	\$3,000.00
4	4.2	Junior High Designated ELD Teacher	English Learners	\$60,111.00		\$60,111.00		\$120,222.00
4	4.3	ELD Professional Development	All				\$4,385.00	\$4,385.00
4	4.4	ELD Support Aide						
5	5.1	Instructional Cabinet	English Learners Foster Youth Low Income	\$34,892.00				\$34,892.00
5	5.2	TK-5 Physical Education Instructor	English Learners Foster Youth Low Income	\$96,283.00				\$96,283.00
5	5.3	TK - K CERTIFICATED TEACHER	English Learners Foster Youth Low Income	\$40,640.00	\$81,280.00	\$40,640.00		\$162,560.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	5.4	LEARNING EXPERIENCE STUDY TRIPS	English Learners Foster Youth Low Income	\$58,734.00				\$58,734.00
5	5.5	LEARNING RECOVERY - LITERACY AND READING TEACHER	English Learners Foster Youth Low Income	\$266,888.00				\$266,888.00
5	5.6	ELECTIVES - COURSE OFFERINGS	English Learners Foster Youth Low Income	\$34,115.00				\$34,115.00
5	5.7	LIBRARY CLERK	English Learners Foster Youth Low Income	\$32,185.00				\$32,185.00
5	5.8	CROSS CURRICULAR PROFESSIONAL DEVELOPMENTS	All				\$90,757.00	\$90,757.00
5	5.9	Testing Coordinator - New 5.9	English Learners Foster Youth Low Income	\$20,000.00				\$20,000.00
5	5.10	Additional Certificated Workdays	English Learners Foster Youth Low Income	\$54,000.00				\$54,000.00
5	5.11	Tutoring-Intervention-Activity Stipends	All				\$17,875.00	\$17,875.00
5	5.12	Extra Curricular Activities (Including but not limited to athletics, performing arts and music)	English Learners Foster Youth Low Income	\$32,500.00				\$32,500.00
5	5.13	Learning Support Software Applications	English Learners Foster Youth Low Income	\$70,000.00				\$70,000.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3405261	1369408	40.21%	8.43%	48.64%	\$1,658,142.00	0.00%	48.69 %	Total:	\$1,658,142.00
								LEA-wide Total:	\$1,598,031.00
								Limited Total:	\$60,111.00
								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	1.1	COMPUTER TECHNICIAN	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$65,230.00	
1	1.2	Technology Hardware and Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	
2	2.1	SAVE THE CHILDREN - EARLY STEPS TO SUCCESS SUPPORT	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$24,000.00	
2	2.2	PARENT SQUARE	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,000.00	
2	2.3	ATTENDANCE TECHNICIAN	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$43,722.00	
2	2.4	PARENT COMMUNICATION SYSTEMS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,700.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.5	PARENT INVOLVEMENT ACTIVITIES	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,500.00	
2	2.7	BEHAVIOR INTERVENTION AIDES	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$68,464.00	
2	2.8	Public Information Officer (PIO) - COMMUNICATIONS DIRECTOR	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$103,065.00	
2	2.9	Attendance Incentive (Trip and/or Activity)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
3	3.3	CLIMATE & CULTURE	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	
3	3.5	Full Time District LVN	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$52,624.00	
3	3.6	Facilities- Playground - Learning Environment Improvements	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$170,000.00	
3	3.7	School Psychologist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$86,000.00	
3	3.8	Special Service Learning Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$93,489.00	
4	4.2	Junior High Designated ELD Teacher	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$60,111.00	
5	5.1	Instructional Cabinet	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$34,892.00	
5	5.2	TK-5 Physical Education Instructor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$96,283.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
5	5.3	TK - K CERTIFICATED TEACHER	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,640.00	
5	5.4	LEARNING EXPERIENCE STUDY TRIPS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$58,734.00	
5	5.5	LEARNING RECOVERY - LITERACY AND READING TEACHER	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$266,888.00	
5	5.6	ELECTIVES - COURSE OFFERINGS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$34,115.00	
5	5.7	LIBRARY CLERK	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$32,185.00	
5	5.9	Testing Coordinator - New 5.9	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
5	5.10	Additional Certificated Workdays	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$54,000.00	
5	5.12	Extra Curricular Activities (Including but not limited to athletics, performing arts and music)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$32,500.00	
5	5.13	Learning Support Software Applications	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$70,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,630,189.00	\$1,225,459.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	COMPUTER TECHNICIAN	Yes	\$78,795.00	62164
1	1.2	Technology Hardware and Software	Yes	\$30,000.00	107500
2	2.1	SAVE THE CHILDREN - EARLY STEPS TO SUCCESS SUPPORT	Yes	\$20,000.00	27,286
2	2.2	PARENT SQUARE	Yes	\$4,000.00	0
2	2.3	ATTENDANCE TECHNICIAN	Yes	\$58,828.00	43183
2	2.4	PARENT COMMUNICATION SYSTEMS	Yes	\$9,700.00	9687
2	2.5	PARENT INVOLVEMENT ACTIVITIES	Yes	\$12,000.00	7500
2	2.6	FAMILY ID	Yes	\$1,600.00	0
2	2.7	BEHAVIOR INTERVENTION AIDES	Yes	\$98,250.00	113850
2	2.8	Public Information Officer (PIO) - COMMUNICATIONS DIRECTOR	Yes	\$94,374.00	97785

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	County Health Nurse	Yes	\$48,106.00	23357
3	3.2	CAMPUS WIDE SECURITY	Yes	\$10,000.00	25000
3	3.3	CLIMATE & CULTURE	Yes	\$25,000.00	25000
3	3.4	Social Worker	Yes	\$20,000.00	50000
3	3.5	Full Time District LVN	Yes	\$95,284.00	48828
4	4.1	ELD Support Materials	Yes	\$3,667.00	24
4	4.2	Junior High Designated ELD Teacher	Yes	\$108,656.00	56174
4	4.3	ELD Professional Development	Yes	\$20,000.00	0
4	4.4	ELD Support Aide	Yes	\$26,000.00	0
5	5.1	Instructional Cabinet	Yes	\$105,000.00	50000
5	5.2	TK-5 Physical Education Instructor	Yes	\$86,384.00	88789
5	5.3	TK - K CERTIFICATED TEACHER	Yes	\$150,776.00	85876

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	5.4	LEARNING EXPERIENCE STUDY TRIPS	Yes	\$60,000.00	22000
5	5.5	LEARNING RECOVERY - LITERACY AND READING TEACHER	Yes	\$256,927.00	113416
5	5.6	ELECTIVES - COURSE OFFERINGS	Yes	\$15,000.00	11261
5	5.7	LIBRARY CLERK	Yes	\$27,769.00	28711
5	5.8	CROSS CURRICULAR PROFESSIONAL DEVELOPMENTS	Yes	\$59,500.00	45000
5	5.9	Testing Coordinator - New 5.9	Yes	\$25,000.00	24000
5	5.10	Additional Certificated Workdays	Yes	\$53,000.00	41479
5	5.11	Tutoring-Intervention-Activity Stipends	Yes	\$16,573.00	7089
5	5.12	Band and Music	Yes	\$10,000.00	10500

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1313680	\$1,368,272.00	\$1,225,773.00	\$142,499.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	COMPUTER TECHNICIAN	Yes	\$47,703.00	62164		
1	1.2	Technology Hardware and Software	Yes	\$30,000.00	107500		
2	2.1	SAVE THE CHILDREN - EARLY STEPS TO SUCCESS SUPPORT	Yes	\$20,000.00	27286		
2	2.2	PARENT SQUARE	Yes	\$4,000.00	0		
2	2.3	ATTENDANCE TECHNICIAN	Yes	\$29,414.00	43183		
2	2.4	PARENT COMMUNICATION SYSTEMS	Yes	\$9,700.00	9687		
2	2.5	PARENT INVOLVEMENT ACTIVITIES	Yes	\$12,000.00	7500		
2	2.6	FAMILY ID	Yes	\$1,600.00	0		
2	2.7	BEHAVIOR INTERVENTION AIDES	Yes	\$98,250.00	113850		
2	2.8	Public Information Officer (PIO) - COMMUNICATIONS DIRECTOR	Yes	\$94,374.00	97788		
3	3.1	County Health Nurse	Yes	\$24,053.00	23357		

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)
3	3.2	CAMPUS WIDE SECURITY	Yes	\$10,000.00	25000		
3	3.3	CLIMATE & CULTURE	Yes	\$25,000.00	25000		
3	3.4	Social Worker	Yes	\$20,000.00	50000		
3	3.5	Full Time District LVN	Yes	\$47,642.00	48828		
4	4.1	ELD Support Materials	Yes	\$3,667.00	24		
4	4.2	Junior High Designated ELD Teacher	Yes	\$54,328.00	56174		
4	4.3	ELD Professional Development	Yes	\$20,000.00	0		
4	4.4	ELD Support Aide	Yes	\$26,000.00	0		
5	5.1	Instructional Cabinet	Yes	\$105,000.00	50000		
5	5.2	TK-5 Physical Education Instructor	Yes	\$86,384.00	88789		
5	5.3	TK - K CERTIFICATED TEACHER	Yes	\$75,388.00	85876		
5	5.4	LEARNING EXPERIENCE STUDY TRIPS	Yes	\$60,000.00	22000		
5	5.5	LEARNING RECOVERY - LITERACY AND READING TEACHER	Yes	\$256,927.00	113416		
5	5.6	ELECTIVES - COURSE OFFERINGS	Yes	\$15,000.00	11261		
5	5.7	LIBRARY CLERK	Yes	\$27,769.00	28711		
5	5.8	CROSS CURRICULAR PROFESSIONAL DEVELOPMENTS	Yes	\$59,500.00	45,000		
5	5.9	Testing Coordinator - New 5.9	Yes	\$25,000.00	24000		

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)
5	5.10	Additional Certificated Workdays	Yes	\$53,000.00	41789		
5	5.11	Tutoring-Intervention-Activity Stipends	Yes	\$16,573.00	7090		
5	5.12	Band and Music	Yes	\$10,000.00	10500		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3307227	1313680	5.77%	45.49%	\$1,225,773.00	0.00%	37.06%	\$278,734.00	8.43%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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