

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

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

| LEA Name                   | Contact Name and Title                    | Email and Phone                          |
|----------------------------|-------------------------------------------|------------------------------------------|
| Sunnyside Union Elementary | Steve Tsuboi<br>Superintendent--Principal | stsuboi@sunnysideunion.com<br>5595681741 |

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

# Goal 1

Improve student achievement in English Language Arts and Mathematics by implementing Common Core State Standards, Appropriately Assigning Teachers, and Exposing All Students to the Arts, Providing Appropriate Technology Experiences, and Providing Learning Experiences Outside the Core.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                          Priority 2: State Standards (Conditions of Learning)  
                          Priority 4: Pupil Achievement (Pupil Outcomes)  
                          Priority 7: Course Access (Conditions of Learning)  
                          Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

| Expected                                                                                                                                                                                                                                                                                                   | Actual                                                                                                         |
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| <p><b>Metric/Indicator</b><br/>CAASPP Mathematics Target goals and progress related to CAASPP Mathematics will now be reported as a measure of Distance from Standard (DFS). Refer to Metric Indicators and Baseline Columns</p> <p>State Indicator: CAASPP Mathematics - Distance from Standard (DFS)</p> | <p>Due to the pandemic, the CAASPP test was not given in 2020 therefore there is no updated data to report</p> |

| Expected                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Actual                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <p><b>19-20</b><br/>Achieve to a DFS for the following groups:</p> <p>ALL STUDENTS 77.8 points DFS Growth of 20 points/20% toward DFS</p> <p>ENGLISH LANGUAGE LEARNERS 100.2 points, DFS Growth of 25 points/25% toward DFS</p> <p>HISPANIC 98.3 points, DFS Growth of 25 points/25% toward DFS</p> <p>SOCIOECONOMICALLY DISADVANTAGED 102.3 points DFS Growth of 26 points/25% toward DFS</p> <p><b>Baseline</b><br/>ALL STUDENTS 97.8 points DFS Status - Red, Baseline 2018</p> <p>ENGLISH LANGUAGE LEARNERS 115.2 points, DFS Status - Red, Baseline 2018</p> <p>HISPANIC 98.3 points, DFS Status - Red, Baseline 2018</p> <p>SOCIOECONOMICALLY DISADVANTAGED 102.3 points DFS Status - Red, Baseline 2018</p> |                                                                                                                |
| <p><b>Metric/Indicator</b><br/>CAASPP Language Arts Target goals and progress related to CAASPP Language Arts will now be reported as a measure of Distance from Standard (DFS). Refer to Metric Indicators and Baseline Columns</p> <p>State Indicator: CAASPP Language Arts - Distance from Standard (DFS)</p>                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Due to the pandemic, the CAASPP test was not given in 2020 therefore there is no updated data to report</p> |

| Expected                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Actual                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>19-20</b><br/>Achieve to a DFS for the following groups:</p> <p>ALL STUDENTS 62.8 points DFS Growth of 15points/20% toward DFS</p> <p>ENGLISH LANGUAGE LEARNERS 77.2 points, DFS Growth of 23 points/25% toward DFS</p> <p>HISPANIC 98.3 points, DFS Growth of 55.3 points/25% toward DFS</p> <p>SOCIOECONOMICALLY DISADVANTAGED 68.6 points DFS Growth of 20 points/25% toward DFS</p> <p><b>Baseline</b><br/>ALL STUDENTS 72.9 points DFS Status - Red, Baseline 2018</p> <p>ENGLISH LANGUAGE LEARNERS 93.6 points, DFS Status - Red, Baseline 2018</p> <p>HISPANIC 73 points, DFS Status - Red, Baseline 2018</p> <p>SOCIOECONOMICALLY DISADVANTAGED 14.1 points DFS Status - Red, Baseline 2018</p> |                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Metric/Indicator</b><br/>Developmental Reading Assessment</p> <p><b>19-20</b><br/>(3) Developmental Reading Assessment - 100% of the students will grow a minimum of one grade level - 75% of students will be at grade level at the end of the school year</p> <p><b>Baseline</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Due to the pandemic the extracted data for this section is only partial year data. This data provides information about student levels mid-year that give projected growth at the end of the year.</p> <p>Preliminary Data (2020)</p> <p>Percentage of Students At Grade Level<br/>Kindergarten: 15/21=71%<br/>Kindergarten: 16/20=80%</p> |

| Expected                                                                                                                                                                                                 | Actual                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                |               |   |      |                            |            |  |            |                    |            |  |            |                              |               |  |               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|---------------|---|------|----------------------------|------------|--|------------|--------------------|------------|--|------------|------------------------------|---------------|--|---------------|
| Developmental Reading Assessment At or Above Grade Level<br>Kindergarten: 39.47% (47S-3L) First: 44.44% (18S-12L) Second:<br>42.86% (35S- 24L) Third: 27.03% (37S-38L) Fourth & Fifth Not<br>Enough Data | First Grade: 7/20=35%<br>First Grade: 5/19=26%<br>Second Grade: 6/25=24%<br>Second Grade Combination: 10/13=77%<br>Third Grade Combination: 7/11=64%<br>Third Grade: 5/23=22%<br>Fourth Grade: 13/25=52%<br>Fourth Grade Combination Class: 7/12=58%<br>Fifth Grade Combination Class: 5/12=42%<br>Fifth Grade: 8/25=32%<br><br>Percentage of Students Who Made One Year of Growth<br>Kindergarten: 9/21=43%<br>Kindergarten: 15/20=75%<br>First Grade: 5/20=25%<br>First Grade: 6/19=32%<br>Second Grade: 10/25=40%<br>Second Grade Combination: 11/13=85%<br>Third Grade Combination: 10/11=91%<br>Third Grade: 16/23=70%<br>Fourth Grade: 18/25=72%<br>Fourth Grade Combination Class: 5/12=42%<br>Fifth Grade Combination Class: 4/12=33%<br>Fifth Grade: 0/26=0%<br><br><table border="0" data-bbox="1052 1071 2001 1218"> <thead> <tr> <th>At Grade Level</th> <th>2019</th> <th>-</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Kindergarten-Second Grade:</td> <td>54/108=50%</td> <td></td> <td>59/119=50%</td> </tr> <tr> <td>Third-Fifth Grade:</td> <td>58/105=55%</td> <td></td> <td>45/108=42%</td> </tr> <tr> <td>Overall: Kindergarten-Fifth:</td> <td>112/213=52.6%</td> <td></td> <td>104/227=45.8%</td> </tr> </tbody> </table> | At Grade Level | 2019          | - | 2020 | Kindergarten-Second Grade: | 54/108=50% |  | 59/119=50% | Third-Fifth Grade: | 58/105=55% |  | 45/108=42% | Overall: Kindergarten-Fifth: | 112/213=52.6% |  | 104/227=45.8% |
| At Grade Level                                                                                                                                                                                           | 2019                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | -              | 2020          |   |      |                            |            |  |            |                    |            |  |            |                              |               |  |               |
| Kindergarten-Second Grade:                                                                                                                                                                               | 54/108=50%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                | 59/119=50%    |   |      |                            |            |  |            |                    |            |  |            |                              |               |  |               |
| Third-Fifth Grade:                                                                                                                                                                                       | 58/105=55%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                | 45/108=42%    |   |      |                            |            |  |            |                    |            |  |            |                              |               |  |               |
| Overall: Kindergarten-Fifth:                                                                                                                                                                             | 112/213=52.6%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                | 104/227=45.8% |   |      |                            |            |  |            |                    |            |  |            |                              |               |  |               |
| <b>Metric/Indicator</b><br>RAPID Assessment THIS METRIC WILL BE REMOVED<br>FOLLOWING 2018- 2019 TESTING<br><br><b>19-20</b><br>RAPID Assessment                                                          | There is no data to report because the district is no longer using<br>RAPID Assessment as an assessment tool.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                |               |   |      |                            |            |  |            |                    |            |  |            |                              |               |  |               |

| Expected                                                                                                                                                                                                                                                                                                                                                     | Actual                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| <p>Fall = 62.5% likelihood that student will achieve grade level success by the end of the year.</p> <p>Winter = 75% likelihood that student will achieve grade level success by the end of the year.</p> <p>Spring = 87.5% likelihood that student will achieve grade level success by the end of the year.</p> <p><b>Baseline</b><br/>To Be Determined</p> |                                                                                                                               |
| <p><b>Metric/Indicator</b><br/>Appropriately Assigned Certificated Staff</p> <p><b>19-20</b><br/>Maintain 100% Properly Assigned and Credentialed</p> <p><b>Baseline</b><br/>Certificated Assignments 18.5/18.5 Teachers Properly Assigned and Credentialed</p>                                                                                              | <p>Sunnyside has maintained and properly assigned 100% of it's fully credentialed teachers in the 2019-2021 school years.</p> |
| <p><b>Metric/Indicator</b><br/>State Standards Implementation Including ELD Standards</p> <p><b>19-20</b><br/>State Standards Implementation Average of 4.25</p> <p><b>Baseline</b><br/>State Standards Implementation (2015- 2016 Data) School Dashboard Option Average Score 3.39</p>                                                                      | <p>Due to the pandemic, no Dashboard results were available.</p>                                                              |

## Actions / Services

| Planned<br>Actions/Services                                                                                                                                                                                                                                                                                                                                                            | Budgeted<br>Expenditures                                                                                                                                                                                                                                                                    | Actual<br>Expenditures                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Modified for Budget Amount                                                                                                                                                                                                                                                                                                                                                             | <p>Technician Salary LCFF Supplemental and Concentration \$39,388</p> <p>Material Support LCFF Supplemental and Concentration \$12,000</p>                                                                                                                                                  | <p>Technician Salary 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$18,282</p> <p>Material Support 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,533</p> <p>Technician Salary 2000-2999: Classified Personnel Salaries Title IV 16,751</p> <p>Benefits 3000-3999: Employee Benefits Title IV 4,653</p> <p>Materials 4000-4999: Books And Supplies Title I 8,712</p> |
| <p>Purpose: To provide ALL STUDENTS the opportunity to participate in Visual and Performing Arts environment/program.</p> <p>(a) Utilize the Tulare County On Stage Theater Arts program allowing students to demonstrate performance skills/OR SIMILAR PROGRAM - OUTCOME (i.e. Onsite Talent Show)</p> <p>(b) Purchase related materials, including but not limited to; Licensing</p> | <p>OBJECT CODE(S)<br/>43000<br/>58000<br/>LCFF Supplemental and Concentration \$4,000</p>                                                                                                                                                                                                   | <p>Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$390</p>                                                                                                                                                                                                                                                                                                                                    |
| Modified for Budget Amount                                                                                                                                                                                                                                                                                                                                                             | <p>Certificated Salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$79,901</p> <p>Classified Salary 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$25,209</p> <p>Material Support 3000-3999: Employee Benefits LCFF</p> | <p>Certificated Salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$51,762</p> <p>Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 27,918</p>                                                                                                                                                                                                         |

| Planned<br>Actions/Services                                                                                                                                                          | Budgeted<br>Expenditures                                                                                                                                                                                                                                                                                                                      | Actual<br>Expenditures                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                      | Supplemental and Concentration<br>\$2,000                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                          |
| Modified for Budget Amount                                                                                                                                                           | Certificated Amount 1000-1999:<br>Certificated Personnel Salaries<br>LCFF Supplemental and<br>Concentration \$100,055<br><br>Classified Amount 2000-2999:<br>Classified Personnel Salaries<br>LCFF Supplemental and<br>Concentration \$24,357<br><br>Materials 3000-3999: Employee<br>Benefits LCFF Supplemental and<br>Concentration \$2,000 | \$68,201<br><br><br>Not Applicable 0<br><br><br>4000-4999: Books And Supplies<br>LCFF Supplemental and<br>Concentration \$621<br><br>3000-3999: Employee Benefits<br>\$31,504                                                                                                            |
| Modified for Budget Amount<br><br>50% of teacher salary<br><br>Remaining 50% of Salary will be allocated to other actions                                                            | Certificated Salary 1000-1999:<br>Certificated Personnel Salaries<br>LCFF Supplemental and<br>Concentration \$65,786<br><br>Materials 4000-4999: Books And<br>Supplies LCFF Supplemental and<br>Concentration \$1,000                                                                                                                         | Certificated Salary 1000-1999:<br>Certificated Personnel Salaries<br>LCFF Supplemental and<br>Concentration \$47,952<br><br>Materials 4000-4999: Books And<br>Supplies \$277<br><br>Employee Benefits 3000-3999:<br>Employee Benefits LCFF<br>Supplemental and Concentration<br>\$18,692 |
| Same as 2018-2019 Except for Subscription Increase                                                                                                                                   | Professional Consulting Services<br>5800: Professional/Consulting<br>Services And Operating<br>Expenditures LCFF Supplemental<br>and Concentration \$24,000                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                          |
| This action is no longer desired by the Stakeholders. It will be<br>eliminated beginning the 2019-2020 school year. The district will use<br>other means to assess student progress. |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                          |



| Planned Actions/Services                                                                                                                                                                                                                                                                       | Budgeted Expenditures                                                                                                                                                                                                       | Actual Expenditures                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <p>The district created the position of Teacher on Special Assignment - Instructional Coach to provide highly qualified professional development training on a daily basis, be a liaison with County Level Instructional Consultants, and be a resource for improving student performance.</p> | <p>Certificated Salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$119,016</p> <p>Materials 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$2,000</p> | <p>\$83,616</p> <p>\$2,125</p> <p>3000-3999: Employee Benefits \$35,058</p>                             |
| <p>The district will hire an ELA/ELD teacher to provide support in English Language Arts and work directly with students in Designated English Language Development.</p>                                                                                                                       | <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$79,901</p>                                                                                                                              | <p>1000-1999: Certificated Personnel Salaries \$52,361</p> <p>3000-3999: Employee Benefits \$25,427</p> |
| <p>The district will use a credentialed teacher to support combination class settings in either mathematics an/or language arts.</p>                                                                                                                                                           | <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$32,893</p> <p>Materials 4000-4999: Books And Supplies</p>                                                                               | <p>1000-1999: Certificated Personnel Salaries \$23,476</p> <p>3000-3999: Employee Benefits \$9,346</p>  |

## Goal Analysis

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

For the first time in the history of Supplemental and Concentration Grant funding, the district placed unused funds into the General Fund (00000). It had been past practice to " earmark " all remaining balance funds as " LCAP " funds and they were spent in proceeding years in a first-in, first-out manner. The funds were always designated to services and actions meeting all LCAP requirements. This past year due to economic uncertainties and the unknown needs from the Pandemic, the district went ahead and designated the funds

to be placed in the GF. Because of the pandemic, a lot of the funding still reached its intended targets to meet the needs of our distance learners, to provide a safe campus reopening and to address the individual needs of students, families, teachers, and staff. A significant part of the funds addressed the technological needs of all stakeholders.

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

For a majority of the school year, Pre-Pandemic, Sunnyside was very successful in implementing the following actions: (1) Technology Technician: Based upon observation and comments by staff and community, the technician was able to keep things afloat when we went to distance learning. The position allowed the district to get off to a strong distance learning start at the beginning of the 2020-21 school year. The position also allowed the district to provide an online summer school experience for the students, was able to consistently ensure connectivity and appropriate technology use. The position was responsible for researching and implementing appropriate programs during the end of 2019-20 well into the 2020-21 school year. (2) The TOSA- Academic Coach established a positive relationship with off campus supports (TCOE), was able to assist staff when needed, and was the main contact with the TRIVELY program. (3) At the end of the 2019-20 school year the ELD teacher resigned but was able to build a foundation of a program that was developed during the 2020-21 school year. It was the first time the district ventured in to a single teacher, accessible by all students, to work specifically with ELD students. This form of Designated Instruction did not provide the results but it allowed the district to learn what was needed to adjust the program for many years to come. (4) The teacher support program was limited. The teacher was able to assist combination class instructors in providing additional support and direct teaching. the position came to a conclusion at then end of the 2019-20 school year.

## Goal 2

Full implementation of the Common Core State Standards (CCSS), including English Language Development Standards (ELD) training/implementation, providing access to appropriate CCSS materials for all students and maintaining appropriate CCSS materials for teacher use throughout the next three years.

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 1: Basic (Conditions of Learning)  
                          Priority 2: State Standards (Conditions of Learning)  
                          Priority 4: Pupil Achievement (Pupil Outcomes)  
                          Priority 7: Course Access (Conditions of Learning)  
                          Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:    Local Indicator: Adoption of “Sufficiency of Instructional Materials” Resolution

### Annual Measurable Outcomes

| Expected                                                                                                                                                                                                                                                                                                   | Actual                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <p><b>Metric/Indicator</b><br/>CAASPP Mathematics Target goals and progress related to CAASPP Mathematics will now be reported as a measure of Distance from Standard (DFS). Refer to Metric Indicators and Baseline Columns</p> <p>State Indicator: CAASPP Mathematics - Distance from Standard (DFS)</p> | <p>Due to the COVID-19 Pandemic CAASPP was suspended for the 2019-2020 school year and thus no scores were available.</p> |

| Expected                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Actual                                                                                                                    |
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| <p><b>19-20</b><br/>Achieve to a DFS for the following groups:</p> <p>ALL STUDENTS 77.8 points DFS Growth of 20 points/20% toward DFS</p> <p>ENGLISH LANGUAGE LEARNERS 100.2 points, DFS Growth of 25 points/25% toward DFS</p> <p>HISPANIC 98.3 points, DFS Growth of 25 points/25% toward DFS</p> <p>SOCIOECONOMICALLY DISADVANTAGED 102.3 points DFS Growth of 26 points/25% toward DFS</p> <p><b>Baseline</b><br/>ALL STUDENTS 97.8 points DFS Status - Red, Baseline 2018</p> <p>ENGLISH LANGUAGE LEARNERS 115.2 points, DFS Status - Red, Baseline 2018</p> <p>HISPANIC 98.3 points, DFS Status - Red, Baseline 2018</p> <p>SOCIOECONOMICALLY DISADVANTAGED 102.3 points DFS Status - Red, Baseline 2018</p> |                                                                                                                           |
| <p><b>Metric/Indicator</b><br/>CAASPP Language Arts Target goals and progress related to CAASPP Language Arts will now be reported as a measure of Distance from Standard (DFS). Refer to Metric Indicators and Baseline Columns</p> <p>State Indicator: CAASPP Language Arts - Distance from Standard (DFS)</p>                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Due to the COVID-19 Pandemic CAASPP was suspended for the 2019-2020 school year and thus no scores were available.</p> |

| Expected                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Actual                                                                                                                                                                                                                                                                                                                                       |
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| <p><b>Metric/Indicator</b><br/>KINDERGARTEN – FIFTH GRADE DRA RESULTS</p> <p><b>19-20</b><br/>-100% of the students will grow a minimum of one grade level</p> <p>-100% of students will be at grade level at the end of the school year</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Due to the pandemic the extracted data for this section is only partial year data. This data provides information about student levels midyear that give projected growth at the end of the year.</p> <p>Preliminary Data (2020)</p> <p>Percentage of Students At Grade Level<br/>Kindergarten: 15/21=71%<br/>Kindergarten: 16/20=80%</p> |

| Expected                                                                                                                                                                                                                                                                            | Actual                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                |               |   |      |                            |            |  |            |                    |            |  |            |                              |               |  |               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|---------------|---|------|----------------------------|------------|--|------------|--------------------|------------|--|------------|------------------------------|---------------|--|---------------|
| <p><b>Baseline</b><br/>           At or Above Grade Level<br/>           Kindergarten: 39.47% (47S-3L)<br/>           First: 44.44% (18S-12L)<br/>           Second: 42.86% (35S- 24L)<br/>           Third: 27.03% (37S-38L)<br/>           Fourth &amp; Fifth Not Enough Data</p> | <p>First Grade: 7/20=35%<br/>           First Grade: 5/19=26%<br/>           Second Grade: 6/25=24%<br/>           Second Grade Combination: 10/13=77%<br/>           Third Grade Combination: 7/11=64%<br/>           Third Grade: 5/23=22%<br/>           Fourth Grade: 13/25=52%<br/>           Fourth Grade Combination Class: 7/12=58%<br/>           Fifth Grade Combination Class: 5/12=42%<br/>           Fifth Grade: 8/25=32%</p> <p>Percentage of Students Who Made One Year of Growth<br/>           Kindergarten: 9/21=43%<br/>           Kindergarten: 15/20=75%<br/>           First Grade: 5/20=25%<br/>           First Grade: 6/19=32%<br/>           Second Grade: 10/25=40%<br/>           Second Grade Combination: 11/13=85%<br/>           Third Grade Combination: 10/11=91%<br/>           Third Grade: 16/23=70%<br/>           Fourth Grade: 18/25=72%<br/>           Fourth Grade Combination Class: 5/12=42%<br/>           Fifth Grade Combination Class: 4/12=33%<br/>           Fifth Grade: 0/26=0%</p> <table border="0"> <thead> <tr> <th>At Grade Level</th> <th>2019</th> <th>-</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Kindergarten-Second Grade:</td> <td>54/108=50%</td> <td></td> <td>59/119=50%</td> </tr> <tr> <td>Third-Fifth Grade:</td> <td>58/105=55%</td> <td></td> <td>45/108=42%</td> </tr> <tr> <td>Overall: Kindergarten-Fifth:</td> <td>112/213=52.6%</td> <td></td> <td>104/227=45.8%</td> </tr> </tbody> </table> | At Grade Level | 2019          | - | 2020 | Kindergarten-Second Grade: | 54/108=50% |  | 59/119=50% | Third-Fifth Grade: | 58/105=55% |  | 45/108=42% | Overall: Kindergarten-Fifth: | 112/213=52.6% |  | 104/227=45.8% |
| At Grade Level                                                                                                                                                                                                                                                                      | 2019                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | -              | 2020          |   |      |                            |            |  |            |                    |            |  |            |                              |               |  |               |
| Kindergarten-Second Grade:                                                                                                                                                                                                                                                          | 54/108=50%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                | 59/119=50%    |   |      |                            |            |  |            |                    |            |  |            |                              |               |  |               |
| Third-Fifth Grade:                                                                                                                                                                                                                                                                  | 58/105=55%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                | 45/108=42%    |   |      |                            |            |  |            |                    |            |  |            |                              |               |  |               |
| Overall: Kindergarten-Fifth:                                                                                                                                                                                                                                                        | 112/213=52.6%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                | 104/227=45.8% |   |      |                            |            |  |            |                    |            |  |            |                              |               |  |               |
| <p><b>Metric/Indicator</b><br/>           RAPID Assessment THIS METRIC WILL BE REMOVED<br/>           FOLLOWING 2018- 2019 TESTING<br/> <b>19-20</b><br/>           Not Applicable</p>                                                                                              | <p>NA</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                |               |   |      |                            |            |  |            |                    |            |  |            |                              |               |  |               |

| Expected                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Actual                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Baseline</b><br/>NA</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>Metric/Indicator</b><br/>2019--2020 School board Adoption of "Sufficiency of Instructional Materials" Resolution</p> <p><b>19-20</b><br/>100% Sufficient Instructional Materials</p> <p><b>Baseline</b><br/>100% Sufficient Instructional Materials</p>                                                                                                                                                                                                                                                                                                                              | <p>Sunnyside Union Elementary adopted the "Sufficiency of Instructional Materials" resolution and provides 100% of all students with the sufficient instructional materials. Due to the pandemic, the Williams visit by Tulare County Office of Education was postponed in the Fall of 2020, however the Vice-Principal completed the FIT and verified that all students were provided with sufficient materials.</p> |
| <p><b>Metric/Indicator</b><br/>EL Access to State Standards</p> <p><b>19-20</b><br/>Average of 4.25</p> <p><b>Baseline</b><br/>School Dashboard Option Average Score 3.39 2015-2016 Data</p>                                                                                                                                                                                                                                                                                                                                                                                               | <p>NA</p>                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Metric/Indicator</b><br/>Target Goal: The percentage of English Language students will increase by 10% annually for the following: Grades K-5</p> <p>(a) Reading at Grade Level (DRA)</p> <p>(b) DRA growth of a minimum of 1 year</p> <p><b>19-20</b><br/>ELD Students in K-5 Reading at Grade Level: 46% ELD Students grow a minimum of one year on DRA: 63%</p> <p><b>Baseline</b><br/>2018--2019 Baseline Data (DRA) Current Percentage of ELD students reading at grade level: 37/103 = 36% Current Percentage of ELD students who grew a minimum of one year: 53/103 = 53%</p> | <p>2019-20 K-5 ELD Students reading at grade level: 27/86=31%<br/>2019-20 K-5 ELD Students who grew a minimum of one year: 41/86=48%</p>                                                                                                                                                                                                                                                                              |

## Actions / Services

| Planned<br>Actions/Services                                                                                                                                                                                                                                                                                                                         | Budgeted<br>Expenditures                                                                                       | Actual<br>Expenditures                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Budget Modification Only                                                                                                                                                                                                                                                                                                                            | 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$80,000 | Instructional Coaches 5000-5999: Services And Other Operating Expenditures Title I \$29,725                                                                                                                                                                                                                                                                                                                                         |
| Budget Modifications Only                                                                                                                                                                                                                                                                                                                           | Object Code<br>11000<br>3000s<br>11002<br>58000<br><br>LCFF Supplemental and Concentration \$70,000            | Steve Ventura, PD, Extra 5 Days 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$30,545<br><br>Certiifcated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$14,384<br><br>Materials and Supplies 4000-4999: Books And Supplies \$943<br><br>Steve Ventura 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$6,661 |
| Purpose: To provide supplemental instructional and assessment materials that can be utilized by staff to improve student reading proficiency.<br><br>(a) Books and other Materials that maybe utilized school wide.<br><br>(b) Library Books for 11 classrooms<br><br>(c) Improve School Library with appropriate materials to develop media center | Budget Code<br>11000<br>30000s<br>52000<br><br>LCFF Supplemental and Concentration \$6,800                     | Books and Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$6,453                                                                                                                                                                                                                                                                                                                                        |



| Planned<br>Actions/Services                                         | Budgeted<br>Expenditures | Actual<br>Expenditures |
|---------------------------------------------------------------------|--------------------------|------------------------|
|                                                                     |                          |                        |
| This action was removed from the Local Control Accountability Plan. |                          |                        |

## Goal Analysis

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

For the first time in the history of Supplemental and Concentration Grant funding, the district placed unused funds into the General Fund (00000). It had been past practice to " earmark" all remaining balance funds as "LCAP" funds and they were spent in proceeding years in a first-in, first-out manner. The funds were always designated to services and actions meeting all LCAP requirements. This past year due to economic uncertainties and the unknown needs from the Pandemic, the district went ahead and designated the funds to be placed in the GF. Because of the pandemic, a lot of the funding still reached its intended targets to meet the needs of our distance learners, to provide a safe campus reopening and to address the individual needs of students, families, teachers, and staff. A significant part of the funds addressed the technological needs of all stakeholders.

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

### SUCSESSES

The continued support from the TCOE Instructional Support staff has assisted in the continued maturation of our teaching staff. The district has went through the process of having a full fledged plan of over \$100,000 a few years back to under \$50,000 of support. This district will continue to trim down its support needs in the hopes and vision of being self supportive. The training provided by Steve Ventura in the fall helped kick off a good year in establishing the needs of Learning Intentions and Success Criteria. This has become the foundation of the schools's all around vision along with other components of Visible Learning. By the district contributing supplemental funds to the certificated calendar (additional 5 days) the staff has been able to work more collaboratively and is starting to develop a self of collective efficacy. The district was able to continue to support the building of classroom libraries.

### CHALLENGES

The greatest challenge with Professional Development is planning the appropriate amount of time and support for individual teachers and subject matter areas. At the junior high level, instructional consultants are working one on one with individual instructors based on subject matter. Elementary teachers can work collaboratively with consultants as they have a more common curriculum. Using Steve Ventura to assist in the transition of Sunnyside into an effective academic site, the district has found it a challenge to make strategies and components of good learning "stick" with one and done professional development days. Also, structuring professional development for 17-18 teachers is a challenge. Like students each needs something a little different. There is not a one size fits all professional development due to the fact that teachers are at different stages of development as educators. These challenges will be addressed in the 2021-22 LCAP, AB 86 Funds and ESSER Federal Funds.



## Goal 3

Improve the rate at which our English Learners are acquiring the English Language through the implementation of English Language Development Standards (ELD).

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

| Expected                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Actual                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Metric/Indicator</b><br/>           Percentage of ELs Making achieving Level 3 or Level 4 status on the English Language Proficiency Assessment for California.</p> <p>Target goals and progress related to English Language Development will now be reported as the percentage of students meeting Level 3 (Moderately Developed) or Level 4 (Well Developed) on the ELPAC.</p> <p>State Indicator: ELPAC - Percentage of Students Meeting Level 3 or Level 4</p> <p><b>19-20</b><br/>           Based on the results of the Spring 2019 ELPAC Summative ELPAC Assessment, the percentage of students achieving Level 3 or Level 4 Status will improve by 10% annually.</p> | <p>Spring 2020 ELPAC Summative Assessment<br/>           Students Achieving Level 3 or 4 on the Summative ELPAC Assessment</p> <p>Level 3 Moderately Developed<br/>           46/121=38%</p> <p>Level 4 Well Developed<br/>           15/121=12%</p> <p>Total Percentage of Level 3 or Level 4<br/>           61/121=50%</p> |

| Expected                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Actual                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Baseline</b><br/>           Baseline Established with Spring 2018 State Dashboard Level 3 - Moderately Developed 38.9% Level 4 - Well Developed 31.8%<br/>           Total Percentage Level 3 or 4 70.7%</p> <p>The baseline will be reestablished with the results from Spring of 2019</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                              |
| <p><b>Metric/Indicator</b><br/>           AMAO II Percentage of ELs Attaining the English Proficient Level on the CELDT CELDT Discontinued</p> <p>Percentage of EL students increasing at least one proficiency level on ELPAC.</p> <p><b>19-20</b><br/>           CELDT Discontinued 60% of ALL (aggregate of EL and LTELs)<br/>           EL Students increased at least one proficiency level on ELPAC.</p> <p><b>Baseline</b><br/>           LESS THAN 5 YEARS TARGET: 24.2% ACTUAL: 6.8%</p> <p>5 YEARS OR MORE TARGET: 50.9% ACTUAL: 38.2%<br/>           2014-2015 DATA</p> <p>STATE ELPAC RESULTS (2017--2018 Initial Year)<br/>           Level 1 = 24 students<br/>           Level 2 = 25 students<br/>           Level 3 = 61 students<br/>           Level 4 = 50 students</p> | <p>Percentage of EL Students increasing at least one proficiency level on the 2020 ELPAC Assessment<br/>           44.5%</p> |
| <p><b>Metric/Indicator</b><br/>           Target goals and progress related to CAASPP ELA for English Language students will be reported as a measure of Distance</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>There were no 2019-2020 CAASPP Scores Available due to the COVID 19 PANDEMIC</p>                                          |

| Expected                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Actual                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>from Standard (DFS). Refer to Metric Indicators and Baseline Columns</p> <p>State Indicator: CAASPP ELA- ELD - Distance from Standard (DFS)</p> <p><b>19-20</b><br/>The 2019--2020 goal will increase 25% of the gap between current status (2018-19 results) and Distance From Standard (DFS).</p> <p><b>Baseline</b><br/>2018 Distance from Standard for English Language Learners on the 2018 CAASPP Language Arts Assessment 72.9 points (Decline of 13.2 points)</p> |                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>Metric/Indicator</b><br/>RECLASSIFICATION RATE Annual Percentage</p> <p><b>19-20</b><br/>20% OF ELs Population</p> <p><b>Baseline</b><br/>147 Students</p> <p>2016--2017 DATA</p>                                                                                                                                                                                                                                                                                      | <p>There were no reclassifications due to the COVID 19 PANDEMIC</p>                                                                                                                                                                                                                                                                                                  |
| <p><b>Metric/Indicator</b><br/>Target Goal: The percentage of English Language students will increase by 10% annually for the following: Grades K-5<br/>(a) Reading at Grade Level (DRA)<br/>(b) DRA growth of a minimum of 1 year</p> <p><b>19-20</b></p>                                                                                                                                                                                                                   | <p>Due to the pandemic the extracted data for this section is only partial year data. This data provides information about student levels midyear that give projected growth at the end of the year.</p> <p>Preliminary Data (2020)</p> <p>Percentage of EL Students At Grade Level:<br/>27/86=31%</p> <p>Percentage of EL Students Who Made One Year of Growth:</p> |

| Expected                                                                                                                                                                                                                                                                                                                                | Actual                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>ELD Current Percentage of ELD students reading at grade level: 37/103 = 36% Current Percentage of ELD students who grew a minimum of one year: 53/103 = 53%</p> <p><b>Baseline</b><br/>2018-2019 Baseline Data (DRA) Current ELD Students in K-5 Reading at Grade Level: 46% ELD Students grow a minimum of one year on DRA: 63%</p> | <p>41/86=48%</p> <p>At Grade Level<br/>2019 - 2020</p> <p>Percentage of ELD students reading at grade level:<br/>37/103 = 36% 27/86=31%</p> <p>Percentage of ELD students who grew a minimum of one year:<br/>53/103 = 53% 41/86=48%</p> |

### Actions / Services

| Planned Actions/Services              | Budgeted Expenditures                                                                                         | Actual Expenditures                                                                                                                                                                                                                                                                    |
|---------------------------------------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Budget Change Only                    | 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$5,000 | \$0                                                                                                                                                                                                                                                                                    |
| BUDGET MODIFICATION ONLY              | <p>OBJECT CODE(S)<br/>11000<br/>21000<br/>30000s</p> <p>LCFF Supplemental and Concentration \$15,000</p>      | <p>Summer School 1000-1999: Certificated Personnel Salaries \$11,875</p> <p>Summer School (Certificated) 3000-3999: Employee Benefits \$2,745</p> <p>4000-4999: Books And Supplies \$121</p> <p>Thrively 5800: Professional/Consulting Services And Operating Expenditures \$2,000</p> |
| Action was moved to Goal 3 - Action 1 |                                                                                                               | Dena's Position Moved - Goal 4 - Action 1                                                                                                                                                                                                                                              |

## Goal Analysis

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

For the first time in the history of Supplemental and Concentration Grant funding, the district placed unused funds into the General Fund (00000). It had been past practice to " earmark " all remaining balance funds as " LCAP " funds and they were spent in proceeding years in a first-in, first-out manner. The funds were always designated to services and actions meeting all LCAP requirements. This past year due to economic uncertainties and the unknown needs from the Pandemic, the district went ahead and designated the funds to be placed in the GF. Because of the pandemic, a lot of the funding still reached its intended targets to meet the needs of our distance learners, to provide a safe campus reopening and to address the individual needs of students, families, teachers, and staff. A significant part of the funds addressed the technological needs of all stakeholders.

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

### SUCCESSSES

The district felt it was a success to complete all Initial and Summative Assessments of the ELPAC during the 2019-20 school year. The district was able to complete all assessments prior to March 17, 2020. It was able to implement and conduct professional development around English Language Learners and found that it was on track to redesignated numerous students prior to the Pandemic. Due to the pandemic the district was not able to reclassify students based upon current criteria. The district anticipates a high rate of reclassification at the conclusion of the 2020-21 school year. The district also observed a higher level of focus on the ELPAC. This may have been the result of the professional development and the focus of the Academic Coach on assessments.

### CHALLENGES

Reclassifying students has become a challenge to the district. With the criteria of having to meet standard on the CAASPP is a challenge for English Learners. They are achieving at a greater degree on the ELPAC but meeting the CAASPP ELA standard prohibits more relcassifications. The district is looking at different criteria that meets state standards for reclassification especially during these Pandemic times. The district believes continued use of the CAASPP is detrimental to students as it is considered to be an ineffective measure during distance learning. The district will also address the needs of Level I and Level II ELD learners by providing additional paraprofessional supports during the 2021-22 school year.

## Goal 4

By focusing on improving Pupil Attendance, Truancy Rates, Reducing Chronic Absenteeism and SARB Referrals while maintaining a (0%) dropout rate all students will improve in both attendance and academic engagement through a variety of strategies and student opportunities (ex. Incentives, After School Experiences).

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)  
                           Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

| Expected                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Actual                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Metric/Indicator</b><br/>           Number of Truancy Letters</p> <p><b>19-20</b><br/>           Tardy Letters 0<br/>           1st Absence Letter 10<br/>           2nd Absence Letter 0</p> <p>Attendance Contracts 1 (Written)<br/>           Attendance Contracts 0 (Verbal)</p> <p><b>Baseline</b><br/>           March 28, 2017 Data Collection<br/>           Tardy Letters 30<br/>           1st Absence Letter 37<br/>           2nd Absence Letter 8</p> <p>Attendance Contracts 4 (Written)<br/>           Attendance Contracts 1 (Verbal)</p> | <p>During the 2019-2020 school year, Sunnyside Union Elementary sent out 26 first tardy letter, 70 1st absence letters and 9 2nd absence letters. We completed 4 attendance contracts and we had 2 SARB Court Appearances from the 2018-2019 school year. We did not include the absence data from March 17, 2020 to the end of the year due to the pandemic.</p> |



| Expected                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Actual                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Metric/Indicator</b><br/>Average Daily Attendance (District Records)</p> <p><b>19-20</b><br/>98% or Higher at Each Grade Span</p> <p><b>Baseline</b><br/>April 5, 2017 Data Collection<br/>Kindergarten – Second: 95.44%<br/>Third – Fifth: 96.15%<br/>Sixth – Eighth: 94.68%</p>                                                                                                                                                                                                                                                                                                                            | <p>Sunnyside Union Elementary Kindergarten-2nd grade's Average Daily attendance was 95.3%. The 3rd-5th grade Average Daily attendance was 97.0% Sunnyside Union Elementary Jr High had a 96.5% average daily attendance in 6-8th grade. The data for the average attendance was calculated from August 8, 2019 to March 16th, 2020 due to the pandemic.</p> |
| <p><b>Metric/Indicator</b><br/>School Wide Perfect Attendance(District Records) Beginning the 2019--2020 school year, this metric will be measured by the percentage of students who achieve 98% or higher average daily attendance.</p> <p><b>19-20</b><br/>The percentage of students with a 98% or higher Average Daily Attendance will increase by 5%</p> <p><b>Baseline</b><br/>Perfect Attendance As Of<br/>April 25, 2017<br/>Kindergarten – Fifth<br/>Grade: 10<br/>Sixth – Eighth Grade: 13</p> <p>Baseline:<br/>2018--2019 Percentage of Students with 98% or higher average daily attendance: _____</p> | <p>During the 2019-2020, Sunnyside Union Elementary had 47% of all elementary students and 48% of all Junior High students with a 98% or higher average daily attendance.</p>                                                                                                                                                                               |
| <p><b>Metric/Indicator</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Due to the COVID-19 Pandemic this information was incomplete.</p>                                                                                                                                                                                                                                                                                        |

| Expected                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Actual                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <p>Participation in Grade Span Study Trips by all students, including Unduplicated and Students with Special Needs</p> <p><b>19-20</b><br/> Kindergarten – Second Grade<br/> 100%<br/> Third – Fifth Grade<br/> 100%<br/> Sixth – Eighth Grade<br/> 100%</p> <p>Special Education School Wide<br/> 100%</p> <p><b>Baseline</b><br/> Participation Rates 2016- 2017<br/> Kindergarten – Second Grade<br/> 113/119=94.96%<br/> Third – Fifth Grade<br/> 114/124 = 91.9%<br/> Sixth – Eighth Grade<br/> 115/122=96.93%</p> <p>Special Education School Wide<br/> 6.25% (1/16)</p> |                                                                                      |
| <p><b>Metric/Indicator</b><br/> Pupil Expulsion Rates (Dataquest)</p> <p><b>19-20</b><br/> Goal: 0 Offenses</p> <p><b>Baseline</b><br/> Baseline Data for Expulsions 2014-2015</p>                                                                                                                                                                                                                                                                                                                                                                                             | <p>During the 2019-2020 school year, Sunnyside Union Elementary had 0 expulsions</p> |

| Expected                                                                                                                                                                                                                                                                                                                                                                                | Actual                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Number of Offenses 2</p>                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Metric/Indicator</b><br/>Middle School Dropout Rate</p> <p><b>19-20</b><br/>Goal: Maintain a 0% Dropout Rate for Middle School Students</p> <p><b>Baseline</b><br/>Baseline Data for Middle School Drop Out Rate 2016-2017</p> <p>0%</p>                                                                                                                                          | <p>Sunnyside Union Elementary maintained a 0% dropout for the middle school students in 2019-2020.</p>                                                                                                                                                                                                                                                                                                           |
| <p><b>Metric/Indicator</b><br/>Goal- Decrease Chronic Absenteeism to 4.1% in Junior High and 4.7% in Elementary.</p> <p><b>19-20</b><br/>Junior High: 4.1%<br/>Elementary 4.7%</p> <p><b>Baseline</b><br/>Baseline Data 2016--2017</p> <p>Junior High (6--8) Students with 10% or more absenteeism 4.6% (6/130)</p> <p>Elementary (K--5) Students with 10% or more absenteeism 6.2%</p> | <p>During the 19-20 school year, Sunnyside only completed approximately 2/3 of the school year due to the pandemic. Chronic Absenteeism was calculated on missing 10% of the days present. The Elementary K-5 had 10.5% of it's students with Chronic absenteeism from August 2019-March 16, 2020. The Junior High (6-8) had 6.8% of it's students with Chronic absenteeism from August 2019-March 16, 2020.</p> |
| <p><b>Metric/Indicator</b><br/>Participation in Grade Span Attendance Trips</p> <p><b>19-20</b><br/>Improve Participation by 10% Annually</p> <p><b>Baseline</b></p>                                                                                                                                                                                                                    | <p>Due to the COVID 19 Pandemic no attendance trip was conducted.</p>                                                                                                                                                                                                                                                                                                                                            |

| Expected                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Actual                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Baseline to be set in Spring of 2018<br>K- 5<br>6 - 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>Metric/Indicator</b><br/>           Number of Office Referrals for Education Code 48900 Violations (Per Pupil) Education Code 48900 Link <a href="https://goo.gl/arRUsV">https://goo.gl/arRUsV</a></p> <p><b>19-20</b><br/>           Reduce Referrals for Education Code 48900 Violations by 10% Annually Baseline Data Established 2018-2019<br/>           Transtional Kindegarten -<br/>           Fifth Grade: 54<br/>           Sixth - Eighth Grade: 33<br/>           Total: 87<br/>           Expected Outcome for 2019-2020<br/>           Transitional Kindergaren: 49<br/>           Sixth - Eighth Grade: 29<br/>           Total: 78</p> <p><b>Baseline</b><br/>           Establish Baseline in 2018-2019</p> | <p>Sunnyside Union Elementary had 184 Transitional Kindergarten to 5th grade office referrals and 114 6-8th grade office referrals for the 2019-2020 school year. A new scanning system was introduced increasing the number of referrals. These numbers are also misrepresented since a large number of referrals were given to a very small group of students.</p> |

**Actions / Services**

| Planned Actions/Services            | Budgeted Expenditures                                                         | Actual Expenditures                                                                              |
|-------------------------------------|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| Modification to Salary and Benefits | Object Code<br>24000<br>30000<br>LCFF Supplemental and Concentration \$36,401 | Partial Funded LCAP Position - Attendance Tech 2000-2999: Classified Personnel Salaries \$22,150 |

| Planned<br>Actions/Services                                                                                                                                                                           | Budgeted<br>Expenditures                                                                                       | Actual<br>Expenditures                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                       |                                                                                                                | Partial Funded LCAP Position - Attendance Tech 3000-3999: Employee Benefits \$14,823                                                                                                                                                                                                                                                                                        |
| Salary and Benefit Modifications Only Approximately 35 Nursing Days Increase LVN position to full-time status County Nurse Position - Average 1 day per week                                          | Object Code<br>58000<br>22000<br>30000s<br>LCFF Supplemental and Concentration \$134,924                       | County Nurse 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$36,158<br><br>LVN Sunnyside 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$76,632<br><br>Pleasant View One Day Psych 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$19,500 |
| Modifications to trip requirements: Requirements will now be based on Attendance, Behavior and Academics.                                                                                             | 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$15,000 | Incentive Field Trip 0                                                                                                                                                                                                                                                                                                                                                      |
| Early Education: The district will provide support funding for the Early Steps to Success, Save the Children, program that is onsite by contributing to the coordinators health and welfare benefits. | 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$12,000                                      | Save the Children - Early Step 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$12,000                                                                                                                                                                                                                                                                    |
| Budget Modification Only                                                                                                                                                                              | Object Code<br>21000<br>58000<br>30000s<br>LCFF Supplemental and Concentration \$18000                         | Field Trips 5000-5999: Services And Other Operating Expenditures \$11,905                                                                                                                                                                                                                                                                                                   |

| Planned<br>Actions/Services                            | Budgeted<br>Expenditures                                                                   | Actual<br>Expenditures                                                                                                                                                                                                                                                             |
|--------------------------------------------------------|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Budget Modifications Only                              | Object Code<br>11000<br>30000s<br>43000<br>LCFF Supplemental and<br>Concentration \$95,335 | Elective Buy Back & Band<br>Teacher 1000-1999: Certificated<br>Personnel Salaries \$48,657<br><br>Benefits 3000-3999: Employee<br>Benefits \$18,062<br><br>4000-4999: Books And Supplies<br>\$9,319<br><br>Fees 5000-5999: Services And<br>Other Operating Expenditures<br>\$1,470 |
| This goal was combined and placed in Goal 4 - Action 6 |                                                                                            |                                                                                                                                                                                                                                                                                    |

## Goal Analysis

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

For the first time in the history of Supplemental and Concentration Grant funding, the district placed unused funds into the General Fund (00000). It had been past practice to " earmark " all remaining balance funds as " LCAP " funds and they were spent in proceeding years in a first-in, first-out manner. The funds were always designated to services and actions meeting all LCAP requirements. This past year due to economic uncertainties and the unknown needs from the Pandemic, the district went ahead and designated the funds to be placed in the GF. Because of the pandemic, a lot of the funding still reached its intended targets to meet the needs of our distance learners, to provide a safe campus reopening and to address the individual needs of students, families, teachers, and staff. A significant part of the funds addressed the technological needs of all stakeholders.

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

### SUCSESSES

Split funding with the district's general fund to create an attendance/payroll technician has benefited both the district and families. Although the district as had to go as far as SARBing families, it has benefited the impacted student in a positive way. Having an individual focused on attendance has allowed the district to work more effectively and effciently with attendance issues. Learning trips continue to draw student interest. Reestablishing the importance and value of the trips will be key in the 2021-22 school year. The

LVN position played a vital role in their first full year on staff. This helped out tremendously when the Pandemic hit. The LVN was able to assist both parents and district during those initial unknown stages. The band program truly took off during the 2019-20 school year. The implementation of the Sunnyside Jazz Band "brought down the house" with staff, students, and community members. It exploded onto the scene and was a highlight of the 2019-20 school year. Nursing Services from TCOE and additional Psychological Day Contracted with a neighboring district has allowed the district to provide what we would consider top level support and services. The district was also able to provide a wide variety of electives exposing students to many fields outside of the CORE Curriculum.

#### CHALLENGE

Getting parents to understand the importance and laws of Attendance is a great challenge. Based on parent surveys learning based around items such as this are not highly sought. The district is reevaluating the purpose and goal of attendance based trips in the future. With the pandemic and all the attendance/health guidelines from different levels, it is hard to promote positive attendance when students may be unknowingly contagious. The district also needs to look at doing learning trips earlier in the school year to ensure students are accessing a positive experience and hopefully becoming more engaged in learning earlier in the school year.

## Goal 5

To improve participation and increase learning experiences for all parents, including parents of unduplicated pupils and pupils with special needs.

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 3: Parental Involvement (Engagement)  
                          Priority 4: Pupil Achievement (Pupil Outcomes)  
                          Priority 6: School Climate (Engagement)  
Local Priorities:    Parent Involvement

### Annual Measurable Outcomes

| Expected                                                                                                                                                                                                                                                                                                     | Actual                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Metric/Indicator</b><br/>Sign In Sheet at Parent-Student- Teacher Conferences If applicable the district will utilize the Student Scanning Software to Record Sign In</p> <p><b>19-20</b><br/>95% or Higher Attendance School Wide for Each Trimester</p> <p>Special Education Students Goal: 100%</p> | <p>Data was incomplete for the 2019-20 school year. 2018-19 Second Trimester Conferences yielded the following data: 64% completion rate.</p> |



| Expected                                                                                                                                                                                                                                                                                                                                                                              | Actual                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Baseline</b><br/>K- 5 Grade Third Trimester 77.69%</p> <p>6-8 Grade Third Trimester 45.53%</p> <p>Special Education<br/>Students Schoolwide: 15<br/>Percentage Attended Third Trimester 60%</p> <p>Overall for School 66.8%</p> <p>Records were incomplete for 2015-2016, as noted in previous LCAP. Thus, 2016--2017 data listed above will be used for Baseline.</p>          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Metric/Indicator</b><br/>Sign In Sheets at School Sponsored Events (i.e. Guest Speaking Events, Site Council, Open House, ELAC, Etc.)</p> <p><b>19-20</b><br/>70% or Higher Attendance for School Wide Events 40 or more families represented at targeted group events</p> <p><b>Baseline</b><br/>Baseline in Development Baseline and Goals Based on Family Representation</p> | <p>During the 2019-2020 School year, prior to the pandemic, Sunnyside Union held many events in which the event had 40 or more families. Activities with 40 more families included Back to School Night in August 29, 2019, Lunch on the Lawn on September 12, 2019, Mental Health Night on October 17, 2019, Fall Carnival on October 31, 2019, Sky Dome Planetarium on November 7, 2019, Grandparents Day on November 22, 2019. Parent Night on January 23, 2020 and March 5, 2020 were also held but less than 40 families attended those events. ELAC meetings continued to be a struggle for attendance and few of the meetings had enough parents to meet quorum.</p> |
| <p><b>Metric/Indicator</b><br/>Completion of Parental Notification Connections Using School Out Reach Beginning the 2019--2020 school year the district will measure School App Use and Messages Received through APTEGY messaging systems/text messages.</p> <p><b>19-20</b><br/>95--100% Delivery of All Phone Messages and EMAILS</p>                                              | <p>Incomplete Data Due to the COVID 19 Pandemic</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

| Expected                                                                                                                                                                                                                                                                                                                                                              | Actual                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| <p>A baseline will be established during the 2019--2020 school year for Aptegy use (Phone App, Text Messaging, Social Media Following)</p> <p><b>Baseline</b><br/>Phone Messages 92.5% Delivered Emails 79.5% Delivered</p> <p>A baseline will be established during the 2019-2020 school year for Aptegy use (Phone App, Text Messaging, Social Media Following)</p> |                                                                                             |
| <p><b>Metric/Indicator</b><br/>The number of parents who are on the active (at least one child enrolled) clearance chaperone list. This will begin in the 2018--2019 school year using 2017--2018 baseline data.</p> <p><b>19-20</b><br/>Goal for 2019/2020: 56</p> <p><b>Baseline</b><br/>2017--2018 Verified Count: 46</p>                                          | <p>Data was lost for first two trips that occurred just prior to the COVID 19 Pandemic.</p> |

### Actions / Services

| Planned Actions/Services                                                                                                                                                                                                                           | Budgeted Expenditures                                                                                                                                               | Actual Expenditures                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| <p>The district will change website provider and outreach systems to APTEGY allowing the district to also include App technology and improved parent communication. Cost for the 2019-2020 school year will be absorbed into 2018-2019 Budget.</p> | <p>Aptegy Programs - Website-Parent Communication 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$5,000</p> | <p>Moved Expenditure to Title I 5800: Professional/Consulting Services And Operating Expenditures Title I 9,000</p> |
| <p>Budget Modification Only</p>                                                                                                                                                                                                                    | <p>5800: Professional/Consulting Services And Operating</p>                                                                                                         | <p>Materials and Supplies 4000-4999: Books And Supplies Title I 3,377</p>                                           |

| Planned<br>Actions/Services                                                                                                                                                                             | Budgeted<br>Expenditures                                                                                      | Actual<br>Expenditures                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
|                                                                                                                                                                                                         | Expenditures LCFF Supplemental and Concentration \$8,000                                                      |                                                                    |
| Purpose: To provide ALL STUDENTS and COMMUNITY access to reading materials.<br>(a) To provide students and community access to reading material through the use of BIRDHOUSE style community libraries. | 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$1,575 | Materials and Supploes 4000-4999: Books And Supplies Title I \$728 |

## Goal Analysis

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

For the first time in the history of Supplemental and Concentration Grant funding, the district placed unused funds into the General Fund (00000). It had been past practice to "earmark" all remaining balance funds as "LCAP" funds and they were spent in proceeding years in a first-in, first-out manner. The funds were always designated to services and actions meeting all LCAP requirements. This past year due to economic uncertainties and the unknown needs from the Pandemic, the district went ahead and designated the funds to be placed in the GF. Because of the pandemic, a lot of the funding still reached its intended targets to meet the needs of our distance learners, to provide a safe campus reopening and to address the individual needs of students, families, teachers, and staff. A significant part of the funds addressed the technological needs of all stakeholders.

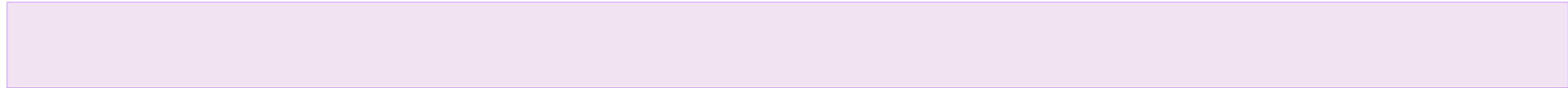
A description of the successes and challenges in implementing the actions/services to achieve the goal.

### SUCSESSES

During the 2019-20 school year, pre - Pandemic, the district was able to implement and add to the safety system of the school. This included communication systems in common areas (auditorium and cafeteria) and safety notification systems. The student scanning software has had many Pros and Cons. It's successes include the ability to track student engagement in the classroom (Number of Times in/out of class). The Aptegy program has been well received by the learning community.

### CHALLENGES

Keeping up with changing contact numbers has always been a challenge to the district. With out being notified the district cannot/will not meet its goal of 100% contact. The building of Community Birdhouse libraries has been a challenge for multiple years. Now with the Pandemic the district will have to weigh its options when considering implementing the project due to possible health concerns. The district continued to face the challenge of getting parents truly engaged in the learning process. As the district moves forward post pademic it will look at hosting hybrid parent participation/engagement opportunities as suggested by stakeholders.



## Goal 6

To improve facilities and climate of the school to improve school environment and safety for all students.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:    School Climate

### Annual Measurable Outcomes

| Expected                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Actual                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| <p><b>Metric/Indicator</b><br/>           Healthy Kids Survey Grade 5 The district will implement the 3-5 PBIS Elementary Survey in Off Years of Healthy Kids Survey</p> <p><b>19-20</b><br/>           Do you feel safe at school?<br/>           a. No, Never 0%<br/>           b. Sometimes 0%<br/>           c. Most of the time 0%<br/>           d. All of the time 100%</p> <p>Hit or Pushed<br/>           a. No, Never 100%<br/>           b. Sometimes 0%<br/>           c. Most of the time 0%<br/>           d. All of the time 0%</p> <p>Brought Weapon to School<br/>           a. Yes 0%<br/>           b. No 100%</p> <p>Saw Another Student with a Weapon at School<br/>           a. Yes 0%<br/>           b. No 100</p> | <p>THE HEALTHY KIDS SURVEY IS NOW ADMINISTERED TO SIXTH AND SEVENTH GRADERS, NO LONGER TO THE 5TH GRADE.</p> |

| Expected                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Actual                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Baseline</b></p> <p>Do you feel safe at school?</p> <p>a. No, Never 5%</p> <p>b. Sometimes 10%</p> <p>c. Most of the time 25%</p> <p>d. All of the time 50%</p> <p>Hit or Pushed</p> <p>a. No, Never 80%</p> <p>b. Sometimes 15%</p> <p>c. Most of the time 0%</p> <p>d. All of the time 5%</p> <p>Brought Weapon to School</p> <p>a. Yes 5%</p> <p>b. No 95%</p> <p>Saw Another Student with a Weapon at School</p> <p>a. Yes 10%</p> <p>b. No 90%</p> |                                                                                                                                                                                   |
| <p><b>Metric/Indicator</b></p> <p>Healthy Kids Survey Grade 7 The district will implement the Junior High PBIS Survey in Off Years of Healthy Kids Survey</p> <p><b>19-20</b></p> <p>Perceived Safety at School</p> <p>a. Very Safe 100%</p> <p>b. Safe 0%</p> <p>c. Neither 0%</p> <p>d. Unsafe 0%</p> <p>e. Very Unsafe 0%</p> <p>Afraid of Being Beaten Up</p> <p>a. 0 100%</p> <p>b. 1 Time 0%</p> <p>c. 2-3 Times 0%</p> <p>d. 4 or more times 0%</p>    | <p>The Healthy Kids Survey is scheduled ever other year. The next administration will be the first week of June for 6th-7th graders and data will be uploaded when available.</p> |

| Expected                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Actual                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Threatened or Harmed<br/>a. 0 Times 100%</p> <p>Been Offered, Sold or Given Illegal Drugs<br/>a. 0 100%</p> <p>Been Threatened with a Weapon<br/>a. 0 Times 100%<br/>b. 1 Time 0%</p> <p><b>Baseline</b></p> <p>Perceived Safety at School<br/>a. Very Safe 40%<br/>b. Safe 40%<br/>c. Neither 20%<br/>d. Unsafe 0%<br/>e. Very Unsafe 0%</p> <p>Afraid of Being Beaten Up<br/>a. 0 87%<br/>b. 1 Time 7%<br/>c. 2-3 Times 7%<br/>d. 4 or more times 0%</p> <p>Threatened or Harmed<br/>a. 0 Times 100%</p> <p>Been Offered, Sold or Given Illegal Drugs<br/>a. 0 100%</p> <p>Been Threatened with a Weapon<br/>a. 0 Times 93%<br/>b. 1 Time 7%</p> |                                                                                                                                                                                                                                                |
| <p><b>Metric/Indicator</b><br/>Suspension Rates<br/><b>19-20</b><br/>All Students</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>During the 19-20 school year, Sunnyside's suspension rate at Sunnyside Union Elementary was 4.2%, which was a 1.2% increase the previous year. The English Learners status of suspensions was 4.3%, which was a difference of 3.2%. The</p> |

| Expected                                                                                                                                                                                                                                                                                              | Actual                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Status: +2%<br/>Difference: +.5%</p> <p>English Language Learners<br/>Status: +2%<br/>Difference: +1.7%</p> <p>Socio Disadvantaged<br/>Status: +2%<br/>Difference: +.5%</p> <p>Hispanic:<br/>Status: +2%<br/>Difference: +.5%</p> <p>White<br/>Status: .5%<br/>Difference: +.5%</p>                | <p>Hispanic status of suspensions was 1.8% which was a decline of .6%. The socioeconomic disadvantaged status was 3.8% which was an increase of 1%. White status of suspensions was 21%, which was a 12% increase from the previous year (The overall percentage of students in this subgroup is greatly affected by only a few number of students). However, due to Covid-19 pandemic, the 2019-2020 suspensions and expulsions rate data are not comparable to prior year data due to the fact that no students were suspended from March 17, 2020 to the end of the school year.</p> |
| <p><b>Baseline</b><br/>Suspension Rates Spring 2017 Dashboard (2015) All Students<br/>Status: 5.6%<br/>Difference: +1%</p> <p>English Language Learners<br/>Status: 5.3%<br/>Difference: +2.2%</p> <p>Socio Disadvantaged<br/>Status: 5.4%<br/>Difference: +0.8</p> <p>Hispanic:<br/>Status: 5.7%</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |



| Expected                                                                                                                                                                                                                                                                                                                                                                                                    | Actual                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Difference: +1.7%<br><br>White<br>Status: 5.1%<br>Difference: -6.3%                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                               |
| <b>Metric/Indicator</b><br>Williams Report FIT<br><br><b>19-20</b><br>The district goal is to meet the Exemplary Goal in all Facility Areas<br><br><b>Baseline</b><br>Systems – Good (2/2)<br>B. Interior – Good (2/2)<br>C. Cleanliness – Good (2/2)<br>D. Electrical – Good (2/2)<br>E. Restrooms/Fountains – Good (2/2)<br>F. Safety– Good (2/2)<br>G. Structural– Good (2/2)<br>H. External– Good (2/2) | Sunnyside Union Elementary continues to meet Good on all areas of the FIT. A walkthrough by Tulare County Office of Education took place in the Fall of 2019. |

### Actions / Services

| Planned Actions/Services                                                                                                                                                                         | Budgeted Expenditures                                                         | Actual Expenditures                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Budget Modification<br><br>(a) Cyber Key subscription and additional security device<br><br>(b) The Sheriff's Department could not provide Campus Based Officer - This action will be eliminated | Object Code<br>62000<br>58000<br>LCFF Supplemental and Concentration \$14,000 | Security Materials 4000-4999:<br>Books And Supplies LCFF Supplemental and Concentration \$10,825<br><br>SSICA 5000-5999: Services And Other Operating Expenditures |

| Planned<br>Actions/Services                                                                                                                                                                                                          | Budgeted<br>Expenditures                                                                           | Actual<br>Expenditures                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(c) Other security measures as necessary.</p> <p>(d) Implementation of Campus Wide Scanning (Bus, Behaviors, Attendance, Check In, Check Out, Etc.)</p>                                                                           |                                                                                                    | <p>LCFF Supplemental and Concentration \$4,539</p>                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>Action Concludes in 2018-2019</p>                                                                                                                                                                                                 | <p>LCFF Supplemental and Concentration</p>                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p>This action entails Socio-Emotional Assemblies, Intervention Support, and Professional Development Training for Classified Staff</p>                                                                                              | <p>Object Code<br/>21000<br/>30000s<br/>43000<br/>LCFF Supplemental and Concentration \$34,893</p> | <p>Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$1,123</p> <p>Intervention &amp; Behavior Supports 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$1,882</p> <p>Intervention &amp; Behavior Supports 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$796</p> <p>Assemblies and Supports 5000-5999: Services And Other Operating Expenditures \$3,300<br/>Certificated</p> |
| <p>This action will be rolled into Action 6-3.</p> <p>New Action 6-4</p> <p>Provide academic support for behavior students outside of the general classroom by certificated instructor. This will be 25% of certificated salary.</p> | <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$32,893</p>     | <p>Certificated Wages 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$21,595</p> <p>3000-3999: Employee Benefits \$8,758</p>                                                                                                                                                                                                                                                                                                                        |

| Planned<br>Actions/Services | Budgeted<br>Expenditures | Actual<br>Expenditures                                                                                                                                        |
|-----------------------------|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                             |                          | Certificated Wages 1000-1999:<br>Certificated Personnel Salaries<br>Title I 15,478<br><br>Certificated Benefits 3000-3999:<br>Employee Benefits Title I 4,596 |

## Goal Analysis

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

For the first time in the history of Supplemental and Concentration Grant funding, the district placed unused funds into the General Fund (00000). It had been past practice to "earmark" all remaining balance funds as "LCAP" funds and they were spent in proceeding years in a first-in, first-out manner. The funds were always designated to services and actions meeting all LCAP requirements. This past year due to economic uncertainties and the unknown needs from the Pandemic, the district went ahead and designated the funds to be placed in the GF. Because of the pandemic, a lot of the funding still reached its intended targets to meet the needs of our distance learners, to provide a safe campus reopening and to address the individual needs of students, families, teachers, and staff. A significant part of the funds addressed the technological needs of all stakeholders.

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

Due to the COVID 19 Pandemic it was extremely difficult to measure the climate of the school. We missed almost the entire third trimester. The district believes it has provided a healthy environment prior to the closure of school but does not have any data to support the claim. There were no unusual behavior events involving drugs, alcohol or weapons. The district continued to implement its scanning system to monitor and record behaviors, and to track different behavioral trends. The program was even more effectively used during the 2020-2021 school year when students returned to campus. The district completed the school year with three behavior aides all assigned to different individual(s) to address students with special needs. These students were predominantly in the elementary grades and needed assistance to allow for an appropriate learning environment for both themselves and other students. The support provided also allowed for teachers to effectively present an educational program in their classrooms. Students who received assistance were mainstreamed into the regular classroom whenever possible.

The biggest challenge to this goal was the action involving using a certificated (multiple subject/single subject) teacher to support behaviors. This program could never get fully established due to the severity of behaviors, scheduling and the ability to impede other learning. This action will be eliminated as the district moves forward. The original goal was to have students attend this classroom setting, similar to an opportunity room, to receive the "lost" lessons and support. There was also the issue of getting both the classroom teacher and the support teacher on the same page on what the educational goal of the student was while in the opportunity

setting. The district was never able to fully remove the student (who was interrupting the learning process) and support at the same time.

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

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

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

| Description                                                                                                        | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--------------------------------------------------------------------------------------------------------------------|----------------------|-------------------------------|--------------|
| Additional Student Based PPEs (Five Masks for all students, and Water Bottles) (Impulse Souvenirs & Discount Mugs) | \$2,911              | 7110                          | No           |
| Signage for School (Holders for Social Distance Guidelines)                                                        | \$533                | 534                           | No           |
| Additional Nursing Materials for Health Safe Room                                                                  | \$278                | 405                           | No           |
| Touchless Water Dispenser for Classroom                                                                            | \$640                | 1700                          | No           |
| Touchless Flushing for all Campus Toilets and Urinals (Sustainable Supply and Amazon)                              | \$2,638              | 6718                          | No           |
| Touchless Hand Sanitizing Stations, Sanitizer, Masks, Thermometers, Etc. (Southwest) - PPEs                        | \$4,191              | 3464                          | No           |
| Portable Plexiglass Dividers (Plexiglass ULINE...Portable Stands AMAZON)                                           | \$2,334              | 2464                          | No           |
| Classroom Misters (Italia)                                                                                         | \$2,464              | 2464                          | No           |
| Bags for All - Safety Bags for Staff (Bags for All)                                                                | \$171                | 210                           | No           |
| Classroom Scanners (Amazon)                                                                                        | \$1,956              | 1958                          | No           |

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

Most of the expenditures were close to the original estimated values. Many of them went significantly over but the district believes it was funds well spent. The most significant overages were for PPE related items. The district wanted to ensure that all students and staff were safe and that items were available when needed. These items were not only individual PPEs but items such as touchless

flushers for urinals and toilets. Many of the items were purchased at inflated prices due to the pandemic. The original amount budgeted for in room dispensers as based on not knowing exactly how many classrooms would reopen at the time. The district has opened ALL classrooms for in person learning and each has its own dispenser. We also believe the amount estimated for Sunnyside Student Masks, Water Bottles, Etc. in line one is not correct. The district is investigating to see if this is close to the actual amount.

## Analysis of In-Person Instructional Offerings

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

The biggest challenge the district faced in providing in-person instruction was the ever changing conditions and health/safety guidelines from the State and Local Authorities. The district filed for a waiver to return to instruction for Transitional Kindergarten - Fifth Grade (applied for K-6 waiver). After weeks of waiting, revisions, and the county health department misplacing the application, the district reopened on November 12, 2020. The district went into a modified schedule for in-person instruction. The district provided a grab and go lunch for the students. Breakfast was handed out to be consumed at home. Food Services continue to be provided. Temperature checks and multiple pick-up and drop off points were established. Families who wanted their children to return were allowed. It became an ongoing challenge to have food services for on campus, drive-thru and community deliveries. Upper Grade cohorts were also established to address the learning loss of identified students (ELD, SPED, No-Minimal Connectivity, Etc.). This was a challenge because of the "junior high" scheduling which caused students to "check out" and not return to afternoon distance classes. All classrooms were provided scanners to monitor student movement, all staff were provided safety bags, classrooms were sanitized and cleaned daily. Plexiglass student dividers were provided to any teacher who needed them.

A great success was the support from parents who were very diligent in monitoring student health. Our support staff voluntarily changed their schedule(s) so we could have adequate staffing for arrivals and departures. In addition, many altered their job descriptions to meet the needs of the students. Following Spring Break we opened the campus to in person learning TK-8 for any students. We currently are serving approximately 85% of our students on campus (roughly 302 students). No classroom was closed due to COVID issue from November through January. Three classrooms were closed overall, with no additional transmissions. All three student cases remained just those three due to diligent social distancing, masking and the following of other state and local guidelines. Although the district closed three classes, it did not feel it ever really had to, but did so to follow local health officer guidelines.

A challenge has been offering in-person instruction and then having to send them home due to a sibling's symptoms, as local protocol recommended. This was unfair in the district's eyes because none of the students, including the symptomatic ever were COVID diagnosed, but it disrupted the learning for many students (sometimes 14 days) just because they lived with a "symptomatic" brother or sister. This also created auditing challenges for attendance staff in identifying the student as sometimes a hybrid learner, sometimes an on campus learner, and sometimes a distance learner. This also created issues with certificated staff who had to mark participation in different ways depending on classification of learning.

A try success was the establishment of Kindergarten - Third grade "after school" intervention groups. This took place after our second grade classes started to have in person learners stay an extended part of the day. This little by little started to jump over into other

grade levels with great success. Another highlight was once we went K-8 in person, the certificated and classified staff step up their game and began to teach simultaneous lessons to in person and distance learners. Staff began to widely use the SWIVL camera system. Although it was not/is not the greatest way to learn, it did bring all learners together. Yet another highlight has been the ability for our junior high staff to rotate classrooms, rather than the students moving.

The in person learning has also allowed us to see some internal systems that need to be tweaked or fixed but has also given us the opportunity to see some systems that will help in the future with in-person success. This includes multiple egress points, breakfast in the classroom and providing direct access to classrooms before school and after breaks (less standing around and opportunities for misbehavior).

# Distance Learning Program

## Actions Related to the Distance Learning Program

| Description                                                                                   | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|-----------------------------------------------------------------------------------------------|----------------------|-------------------------------|--------------|
| Chromebook/Touchscreen Chromebooks/Macs for Student Use                                       | \$107,000            | 107,000                       | Yes          |
| iPads for Teachers(Distance Learning) & for Students Upon Return                              | \$12,100             | 12,100                        | No           |
| Document Cameras for Distance Learning                                                        | \$3,510              | 6,507                         | No           |
| Teacher Laptops to deliver online instruction effectively                                     | \$11,260             | 11,500                        | No           |
| Accessories for Learning (Bags, cases, headphones, headsets, earbuds, chairs, printers, etc.) | \$7,367              | 7,592                         | No           |
| ZOOM Contract for Schoolwide Use                                                              | \$2,250              | 2,610                         | No           |
| Hotspots for Student Connectivity                                                             | \$20,000             | 13,720                        | Yes          |
| Infrastructure Hardware (i.e. Servers) to deliver on a Distance Learning Program              | \$31,000             | 22,782                        | No           |
| Additional Funds for Special Education Needs                                                  | \$10,000             | 0                             | No           |

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

UNDERBUDGET: The district is currently underbudget for the following: (1) SPED Funds - The district provide all SPED students the same materials and technology as the others. SPED requested no additional materials. (2) Infrastructure - The district was able to bring the the originally quoted price with ventod providing savings in excess of \$8,000. (3) Hot Spots - The original estimated cost was over budget for the number of Hot Spots received under contract with T-Mobile. (4) Document Cameras - The district also purchased approximately 2 scanner per classroom to allow both instructional support staff and the classroom teacher to provide hybrid discussion and break into groups during hybrid instruction.

All other items were within an insignificant range of the original amounts budgeted.



## Analysis of the Distance Learning Program

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

The distance learning program in the 2020-21 school year proved to have both challenges and successes. Sunnyside staff worked diligently to provide Continuity of Instruction for all students. This proved to be a challenge for both staff and students who had to use new learning platforms. In early August staff was expected to teach remotely using zoom. In order to accomplish this difficult task, the district provided professional development and training focused on the distance learning model. The district partnered with Fisher and Frey provide professional development of The Distance Learning Playbook. This professional development focused on preparing and delivering distance learning experiences that are effective and impactful. The Distance Learning Playbook provided teachers and staff with training resources to create and deliver instruction with a distance learning model. Through professional development and training, teachers were provided with the framework to provide quality continued learning and instruction at a distance. Teachers adapted their instruction to fit the new model of learning and contributed much effort to ensure a quality distance learning program. Before the pandemic, the district was moving toward a 1 to 1 technology program with an emphasis on technology in the classroom. These actions allowed the district to quickly transition to an online distance learning program. The challenge to online distance learning was access to internet connectivity for students. Several of the students did not have access to the internet which created a challenge to distance learning. The district worked diligently to secure devices to provide all students with connectivity. Hotspot devices were acquired and distributed to families who had unstable or no connectivity. Technology devices were distributed to students and replacement devices were ordered to replace damaged inventory. Eighth graders were given Macbooks to use for their distance learning program when the demand for chromebooks was high and devices became unavailable. With the availability of technology and connectivity, student participation and progress improved over time. At first distance learning was difficult to manage for students and their families, but over a short period of time teachers, parents and students became more comfortable and knowledgeable with the distance learning program. Teachers began to improvise and adjust learning according to the students needs which increased student engagement and productivity. Students were introduced to multiple learning strategies and techniques that focused on student interaction and involvement. Teachers became creative in their lesson delivery and their assessment techniques. Instructional assistants became facilitators, helping the students to navigate through the distance learning programs. Educators used all means available to support students with unique needs. These supports included but were not limited to: special meeting times for students, designated breakout rooms on zoom, modified assignments and projects, consistent communication with parents and on campus cohorts as soon as they were available. Although distant learning proved to be very challenging for our staff, parents and students, the Sunnyside staff stepped up to the challenge and worked diligently to provide the best learning experiences possible for our students during the pandemic. Sunnyside is very proud of what was done during distance learning to continue rigorous instruction, provide access to technology devices and connectivity, promote pupil participation and progress, train our learning facilitators, and support our students with special needs.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

| Description                                                                                                      | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|------------------------------------------------------------------------------------------------------------------|----------------------|-------------------------------|--------------|
| Thrively Program - Learning Support Software (targeting SEL)                                                     | \$1,500              | 2,800                         | No           |
| STAR Math and Reading Assessment                                                                                 | \$5,450              | 4,780                         | No           |
| Online Support Services during Evenings and Weekends for Students and Families                                   | \$10,000             | 6,115                         | Yes          |
| Special Services Materials including but not limited to; technology, specific programs, support materials, etc.) | \$10,000             | 0                             |              |
| Materials (Learning Boxes, school supplies such as paper, pencils, notebooks, etc.)                              | \$15,000             |                               |              |
| EDCreations                                                                                                      | \$1,500              | 1,495                         | No           |
| Raz Plus                                                                                                         | \$1,426              | 1,426                         | No           |
| Units of Study - Lucy Calkins Video Resources                                                                    | \$2,500              | 3,459                         | No           |
| SeeSaw                                                                                                           | \$1,100              | 1,237                         | No           |
| Netop                                                                                                            | \$1,615              | 3,375                         | No           |

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

UNDERBUDGET: (1) Thrively Program - we expanded the program to go campus wide and for the entire school year. The original amount was based on summer school quote. (2) SPED did not request any materials. They were also able to get material through TCOE SPED. (3) Units of Study: Increased due to ordering of additional materials. (4) NETOP - Changed to GoGuardian at an increased price.

All other budgeted items were not significant from original estimated budget.

## Analysis of Pupil Learning Loss

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

### CHALLENGES:

The challenges in addressing Pupil Learning Loss in the 2020-21 school year was the distance learning. During distance learning, teachers were expected to adopt curriculum and teaching to an online platform where students are learning remotely. Many teachers were not prepared or equipped for this type of teaching shift in education. This became a challenge as teachers began to prepare for remote learning with new technology and programs. The whole educational system had to shift and begin a process of evolution around a new idea of teaching and learning. The educational shift was not only a challenge for teachers but also our students and parents. Parents/guardians immediately became learning facilitators for their children and were required to learn the distance learning protocols. The implementation of new devices, programs and learning styles created challenges to all of the parties involved. Teachers, students, parents and school support staff all needed immediate training in multiple areas of distance learning. Connectivity also created challenges with students who had limited or no access. Another challenge was the student learning environment. Many student learning environments were not conducive for learning. Many of the student learning environments were in loud, noisy areas with a lot of distractions. This made it difficult for students to focus and remain engaged in the instruction. Scheduling was also very challenging for parents/guardians. Parents were required to provide some type of childcare during their work hours or leave the children at home if age appropriate. Many childcare providers would not supervise students during zoom meetings which made it challenging for accountability purposes. Multiple students engaging in online learning at one residence also created challenges with connectivity as well as parental support.

### SUCSESSES:

There were many successes in addressing Pupil Learning Loss in the 2020-21 school year. Immediately the district realized that there was a need for additional support materials for staff and students. The district was expedient in obtaining supplemental distance learning resources in the areas of Reading and Writing through our curriculum provider. These new resources were specifically designed for the online/distance learning setting. Distance learning resources were made available to teachers including: videos, daily planning guides and resources for online instruction. This allowed teachers the opportunity to plan their lessons around a variety of online resources pertaining to Reader's and Writer's Workshop curriculum. The district recognized the importance of equipping teachers and support staff with the resources and skills necessary to develop and facilitate an online learning community by providing professional development that focused on The Distance Learning Playbook facilitated by Fisher, Frey and Hattie. This training provided teacher and support staff with the necessary tools and resources to plan, develop, facilitate and maintain a distance learning program. Instructional assistants became a major part of the distance learning program. Support staff was provided with technology devices and access to all programs mirroring the teachers teaching capabilities. This allowed support staff to be able to assist all students with learning in a variety of different ways. Support staff was able to see student computers, access and navigate zoom meetings, and facilitate all the programs that the teachers were using. This also enabled support staff to meet with students at separate times to support learning for students with special circumstances. Tutoring was also made available for all students throughout all subjects by credentialed teachers. The tutoring times and dates were shared with students and parents and students who were struggling were encouraged to attend. Through the distance learning development process grade level teachers began

collaborating more frequently and lessons/teaching styles became more uniform. This created a continuity of teaching and learning throughout grade levels and some grade spans.

## Analysis of Mental Health and Social and Emotional Well-Being

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

### CHALLENGES:

Some of the challenges in monitoring and supporting mental health and social and emotional well-being of students in the 2020-21 school year was proximity. Distance learning created a disconnect between school staff and students and their families. Monitoring student behaviors during distance learning proved to be challenging because of the different dynamics of online learning. Students being able to turn off their cameras, screen and audio delays, chat feature functions that allow students the option to opt out of conversing, along with a variety of other obstacles created challenges when trying to monitor the mental and social emotional well-being of our students. Along with trying to facilitate a zoom meeting, keeping track of student attendance and dealing with student technology issues keeping track of students social emotional health was a challenge for all school staff during the distance learning program. Time also seemed to play a factor in being able to monitor student social emotional well-being as many staff members did not have enough time to complete their daily agendas which left them with little time for monitoring or supporting students with social emotional needs. When students returned to campus the challenges were allowing students to reconnect and interact socially with peers as stay in compliance with social distancing rules. This created challenges in students being able to socially and emotionally reconnect. Teachers also had difficulty connecting with students because of physical distancing, trying to find a safe space for interaction created challenges between students and support staff. Another challenge was/will be the need for more training for Mental and Health Services Staff to deal with current and future Trauma Care. There has already been identified challenges with exacerbated anxieties from the students.

### SUCSESSES:

The district recognized mental health and social and emotional well-being was going to be challenging so teachers were offered professional development training dealing with monitoring and supporting student social and emotional health. Teachers became aware of how to monitor social and emotional behaviors and given strategies to support students who seemed to be struggling. Support staff was assigned to zoom meetings to help monitor and support student needs. During distance learning there were many district sponsored events virtually that promoted the social and emotional well-being of students and their families. Some of these virtual events were: Family paint night where supplies were provided and families joined a zoom meeting and painted together with an artist, The Magician Show where students and families watched a magic show that featured students from Sunnyside, Virtual awards assemblies and a variety of other assemblies and family nights. The district also sponsored a Fall Parade where teachers set up themed booths and dressed up in costumes. This was a very successful event as there was a high attendance and students were very excited to see their teachers for the first time in person that year. There was greater collaboration between mental and health services.

Additionally, by allowing student to express self, work collaboratively with School Psyche/Social Worker when needed student(s) have been able to overcome their fears/anxieties and work positively in their classroom environment. They are given the tools needed to work through their feelings of anxiety/fear whatever that may be.

## Analysis of Pupil and Family Engagement and Outreach

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

The following data and observations was collected by those directly involved in this process. The Successes and Challenges bulleted list is from the School Office staff.

### SUCSESSES OF ENGAGEMENT

- (1) Parents came to the school to pick up student's work in March-June and then a huge turnout for computer and work deliveries in August 2021
- (2) Text messages system became invaluable during parent involvement and the majority of parents received messages
- (3) Parent involvement activities via Zoom: Paint Night, EM Reptile Show, Comedian Family Night, Holiday Magic Show
- (4) Back to School Night via Slideshow shared with Parents
- (5) ELAC and SSC and Preschool Parent Involvement held via Zoom
- (6) Outstanding participation in Parent Conferences
- (7) Amazing turnout for the Fall Carnival Drive Through with 90% of staff participating with a booth
- (8) Teachers and parents had more contact- frequent text messages and phone calls
- (9) Use of social media to transmit information

### CHALLENGES OF ENGAGEMENT

- (1) Parents without phones or who had changed phone numbers were unreachable during the pandemic
- (2) Parents didn't have the technology/internet or knowledge of technology to help their children
- (3) Few people able to make home visits for technology
- (4) Parents were frustrated that they were having to teach their children content they personally didn't understand
- (5) Limited meeting opportunities for Parent Involvement
- (6) Parents unable to handle mental health/behavior issues/learning issues at home without additional people to help
- (7) Working parents had a lack of time to work with students since they were also working from home
- (8) Parents were concerned about COVID or safety and didn't want to reach out to get more help or come to the school for more help

As time went on the amount of engagement by parents in things such as parent surveys began to decrease. As the Pandemic reached into the Fall of 2020 it became obvious that our stakeholders began to "accept" the conditions that the Pandemic put us into. It became almost a "just let us know" when we are allowed to send students back on campus. This continued well into the the winter months. As students began to return in TK-5 things began to return to normal, in regards to the number and type of responses. The challenge was reaching out to the parent stakeholders and not asking them repeated questions everytime the state government changes guidelines, color schemes and other monitoring systems.

Students became disengaged as time went on. When we returned to campus fully in April 2021, it was good to see that the students adjusted and became more engaged in much more learning than online. It should also be noted that although the students adjusted well, they did go through a period of learning to socialize and reengage in relationships. There were no "carrots" to hold in front of the students, especially the older ones, who had already going through a hold harmless period at the end of last year when it came to

academics. Although the district did the best job it could it maintainng grading standards, it is was and still is a SIGNIFICANT challenge to tell students your grades have value now.

## Analysis of School Nutrition

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

Sunnyside was able to provide meals to our students no matter the setting or learning environment. The staff was able to provide meals throughout the year, with an ever changing schedule. Meals were driven out the the community, provided an on campus drive thru, provided on campus lunches, provided on campus breakfasts, provided lunch and breakfast in hybrid situations and many other formats. The food services department has stepped up to the challenge and found success. Mutliple support staff has stepped in when needed. The food service staff has set up some routines that allow food to be delivered to classrooms in a timely and efficient manner. Food delivered to the distance learners continues. Hot meals are becoming more regular as the school year moves along.

Successes from Food Service Manager:

- (1) All of us worked together to make sure things were right.
- (2) We always made things work even when someone quit or wasn't there for the day.
- (3) We all had to work harder to get things done but, we did it!
- (4) Masks!! We did it!!
- (5) We all learned how to be super organizdd. We did it!
- (6) No one got hurt lifting these heavy bins. We did it!
- (7) We all adapted and overcame whatever this Covid threw at us!

Challenges from Food Service Manager:

- (1) Figuring out what to do first and how we were going to get things done with just us!
- (2) Finding vendors that have what we need, when we need it, without changing the menu.
- (3) Spent lots of extra money on bins, carts. paper, packaged foods and rented a remote freezer for organized storaged of meals and prepped food.
- (4) Tons and tons of daily paperwork!
- (5) One huge challenge is getting the mask right, figuring out all the different ways to wear it or types that would work to protect us.
- (6) The cafeteria turned into a sad place for our warehouse instead of seeing our kids each day.
- (7) Sending the 210 kids home 5 day breakfast meals- that means preparing, bagging, counting out milks and putting fresh fruit and vegetables in the bags and getting it delivered using one of our department staff therefore leaving the kitchen short handed.
- (8) Having 10 alarms on my phone and never turning them off in fear forgetting to turn them back on. If I were to forget to order something such as; Milk, Sysco, Valley Foods, and so many different schedules for delivery....

(9) One of the biggest challenges were all the lists and different schedules we had to remember and make sure things were done on time and in compliance with the state guidelines.

As of May 28, 2021, students on campus are eating breakfast prior to instruction. Students arrive on campus and enter through three different egresses, at which time they are offered a breakfast. This has been a true success for the Food Services Department, as it has gone smoothly and with little resistance. A couple simple challenges are serving breakfast outdoors (temperatures are increasing daily), serving items that are sticky and cause classroom issues, and sanitation (requiring more receptacles). An initial challenge was getting the food to given areas and having a staff member distribute. Fortunately our staff adjusted their schedules and stepped up to the needs of our students.

Lunch service has continued to grow. Walking into our dining room/cafeteria the food service staff is mass packaging meals for approximately 300 students. All meals are served through "clam shell" containers. As the year has progressed more and more meals are considered "hot" lunches. Again, the main challenge with lunch service is sanitation as every classroom needs a large receptacle. The successes is seen classes eating together around campus (in classrooms, under trees, under shade structures, around recently converted outdoor areas and just about any where you can find space. Primary students all have individual seat cushions, which will be used for "assigned" seating when we return to normal assemblies and presentations.



# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

| Section                                                                | Description                                                                                                                                                                                                                     | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-------------------------------|--------------|
| Distance Learning Program (Distance Learning Professional Development) | Additional coaching services from the Tulare County Office of Education: ERS for Distance Learning Delivery                                                                                                                     | 7200.00              | 9,450                         | Yes          |
| Distance Learning Program (Distance Learning Professional Development) | Five (5) additional, unbudgeted work days in the summer to collaboratively work on distance learning lesson plans                                                                                                               | 45,000.00            | 37,895                        | Yes          |
| Distance Learning Program (Distance Learning Professional Development) | Additional three(3) days between August 13 and December 30 for non instructional day professional development and guest speakers (i.e. Nancy Frey - Distance Learning Playbook)                                                 | 50,127.00            | 21,611                        | Yes          |
| Pupil Learning Loss                                                    | Unbudgeted stipends for online support after school hours during the week and on weekends for General Education, Language Arts and Mathematics                                                                                  | 5,000.00             | 5,000                         | Yes          |
| School Nutrition                                                       | The district needs to purchase more materials, kitchen equipment, portable coolers, hot bags, portable refrigerator (lease), delivery vehicle (instead of buses) to provide a more efficient and positive food service program. | 55,000.00            | 48,000                        | No           |

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

The district contracted services from the Tulare County Office of Education for coaching services. Two areas that were focused on were English Language learning instruction (a massive challenge) and technology. The district had coaches in both areas work with staff. The additional days prior to school starting allowed for teachers to properly prepare for the unknown. This became essential once we realized that distance learning would be the road traveled at the beginning of the year. The additional three days of non

instruction were of extreme importance. The first days in October allowed the staff to work collaboratively on the Distance Learning Playbook presented by Dr. Nancy Frey and Aida Allen. This online event brought in three other sites into a virtual online conference that benefited all learners. The days in March helped our staff re-energize and take some steps forward in setting up systems that allowed for simultaneous learning. Staff began to look how to provide in class and distance learning at the same time. One of the sessions included having the Assistant Superintendent of Special Services and an Administrator from Special Services present to our staff the legal and responsible requirements of meeting the needs of our special education students, and the challenges during these unknown times. The district provided online-virtual tutoring to students. This was made available a couple times per week, was asked for by parent, students and other stakeholders but was extremely lightly attended. The most significant difference in budgeting was in the area of the three additional days, but that is being re-evaluated to see if expenditures were placed in the right areas. This line should have included (salaries of staff, contracted services and materials).

## Overall Analysis

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

The lessons learned were vast and numerous and really reflect on the broken educational system that is prevalent in society. As the district moves forward it has learned many things from the learning that took place during the pandemic.

(1) TECHNOLOGY: We found out that our staff and students can handle the many challenges of technology. We were able to provide one-to-one technology for all staff and students. The district also identified that it has a support staff that is very technologically savvy. The support staff was able to provide assistance to both students and staff. The district also observed that only having one computer staff person on campus (four of the five days in the week) was not adequate. The computer technician was troubleshooting with over 500 devices in action throughout the day. Furthermore, the district began to see a need to offer all students the chance to work on different platforms (Macbook, Chromebook, iPad, Etc.). This will benefit our students as they enter into high school and beyond. As the district moves forward it has identified that (1) the district needs to maintain and provide adequate devices that are usable. Sunnyside will look to employ a full-time computer technician in addition to another part-time computer aide who can address general troubleshooting and inventory issues. Sunnyside will designate adequate funding for devices for both staff and students through the LCAP and other Federal and State Funds. (2) The district will utilize LCAP, State Funds and Federal Funds to continue to provide WI-FI access to those students who have unique needs (lack of connectivity, no connectivity, etc.). The district envisions using technology to develop a collaborative learning platform/network across a handful to Tulare County Small School Districts and beyond.

(2) RESILIENCY: Through the entire process the district was quick to observe the lack of resiliency that students demonstrated during the distance learning portion of learning. Although students were quick to navigate the technological challenges, when it came to dealing with hardcore curriculum, they were easy to give up. The students did not know how to ask questions, were unwilling to engage in lessons and were looking to staff to do the work for them. The students no longer had that in-person support that they were used to having. This exposed a problem for staff/district in that we need to work in developing student resiliency and not be the crutch for them all the time. When students enter the "real world" they will not always have someone to turn to. Through LCAP, State and/or

Federal Funding, the district will implement mentorship programs, allowing staff to work with students on developing learning skills, leadership skill and the ability to address challenges and not run from them.

(3) THRIVELY and OTHER PROGRAMS: The district was able to capture through Thrively and other programs the specific strengths and interests that students have. This will be the foundation for both our core curriculum and extended learning activities as we move forward. Through the use of a variety of funds the district will begin working in collaborative networks, formed with other small school districts, to allow students to pursue these strengths and interests and work collaboratively (with other students who have similar interests) with students across our county and beyond. The networks believe that the future of education is doing collaborative work not only with one another but connecting students to regional businesses to engage all. Thrively will be the pilot/hub to this program.

#### (4) MENTAL AND SOCIAL SUPPORT

Many students were serverly impacted by the Pandemic not only academically, but social and emotionally. Students lacked person to person interaction, began to questions many apsects of their lives, and many feel into a depressive state. Upon returning it was a whole new process of learning how to interact with others. The district is looking to begin with an Intern Psychologist, a county psychologist (one day per week), an additional one day contract with a psychologist from another school site (generally LCAP funded), and a social worker (expanded to two days per week). Funds from LCAP, and/or State and Federal funding will be utilized.

#### (5) HEALTH SUPPORT

Over this long time period is was learned that many students were not able to access adequate health services. Due to the remoteness of the community the district will continue to provide a county nurse (a minimum of one time per week), an on campus Licensed Vocational Nurse (LVN) full-time, and a new position of Health Clerk to help support the LVN on the daily grind of first aid, record keeping and student health in general. Funds from LCAP, and/or State and Federal funding will be utilized.

#### (6) ELD SUPPORT

One of the groups that suffered significantly in the Distance Learning environment were English Language Learners. Many of these students were reluctant to speak or respond via chat. In order to address the need for the students to become more actively engaged, the district is looking to provide two paraprofessional support staff to help these students acclimate to a new language (English) and to a new social setting. The goal is to have these students feel more comfortable in their new surroundings and have direct contact and support from a staff member. Funds from LCAP, and/or State and Federal funding will be utilized.

#### (7) READING AND LITERACY SUPPORT

Due to the Pandemic, students feel further behind in reading, writing and math development. Many of the students were behind prior and the Pandemic only amplified the lack of proficiency. The district will use funds from LCAP, and/or State and Federal funds to implement in class student support through a Reading "Intervention" teacher, and Math recovery teacher and the hiring of numerous aides to give more one-to-one attention to specfic skills and needs of individual students.

#### (8) PARENT INVOLVEMENT AND ENGAGEMENT

The district identified one of the true successes of the whole pandemic issue as it relates to Parent Involvement/Engagement is that during Parent-Teacher-Student Conferences participation levels skyrocketed to almost 100%. The district completed over 95% of its conferences and made multiple attempts and contacts with the remaining parents. In previous years this was around 65% on good years. The district will continue to provide parents and staff to meet via an online platform (i.e. Zoom) to complete conferences and parent involvement activities. We were able to see other groups meet with parents such as Save the Children, Paint Nights, and Evening Assemblies. The district will use LCAP, and other State and Federal Funds.

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

The district will continue to address and monitor learning loss as we move out of the COVID 19 Pandemic. The district will utilize LCAP FUNDING and leverage many other supports and services with other State (AB 86) and Federal (CARES/ESSER) funds to provide a unique set of services.

**Technology:** Technology devices, services, and delivery came to the forefront during the past year. The district will continue to provide one to one devices for all students in Transitional Kindergarten thru Eighth Grade. These devices will include but are not limited to Chromebooks, MacBooks, and iPads. Devices will also be consistently upgraded and maintained to ensure that all students have an adequate functioning device. The district will continue to provide HOT SPOT devices and other methods of connectivity, especially to those unduplicated students who might not have access. The district is also looking at expanding its services by hiring additional staff to help support the needs of students and staff.

**Behavior Support:** The district will continue to provide behavioral support using LCAP funds to assist those students who find it a challenge to learn in a "Normal" setting. These supports will work across grade levels.

**ELD:** The district will continue to provide training for all staff to better address the needs of our English Learners, which is approximately 45% of our student body. In addition to the trainings, the district will invest LCAP funds to provide services and supports of newcomers and early Level I and II learners. These support staff members will work directly with this group of students to provide both academic and social support.

**Socio Emotional-** The district will invest LCAP Funds to playground facilities to ensure that students are receiving a well balanced of academic and social support. During these times it will be essential to all students, especially those unduplicate students, to have positive facilities and interactions with their peers. There needs to be an environment that is inclusive of all and that will lend to students wanting to be here at school.

**Health -** The district will maintain its Full Time LVN position to assist with the health needs of our students. Keeping students healthy in the next few years may prove to be challenging if we lessened immune systems to "regular" diseases. Keeping students in school on a regular basis will be essential for mitigating learning loss.

Academic Supports: The district will utilize the services of a credentialed teacher to work with classroom teachers in a push-in literacy support program to address the learning loss needs of all students, but with significant focus on unduplicated students. The reading literacy teacher will work collaboratively with the classroom teacher to identify the students with most need and create a system of reading and literacy instruction to meet those needs. The target areas will be Kindergarten through Second Grade. Additionally, through other funding the district will contract with a retired math teacher to address learning loss in grades Third through Fifth.

Non Core Programs - The district believes it is important to provide exposure for students to non core programs. It is the belief that if students can become engaged in something it will lend to greater classroom success. The district will support and offer meaningful electives, quality athletics, music, and performing arts opportunities for its students. All students have interests and abilities. The more we offer gives students greater opportunity to find that success.

Assessments: The district will continue to use the STAR and DRA assessments to monitor student growth. These assessments along with other local benchmarks will help determine the effectiveness of programs and actions.

NOTE: It is important to note that due to the influx of funding from both the State and Federal levels, the district has developed an LCAP and ESSER/AB 86 expenditure plans that best address student learning loss and overall proficiency. The district established these plans to most effectively use each dollar and to spend these funds in the best possible order to maximize benefit. Other actions that may not be specifically addressed in the LCAP for the next three years may be included in other plans. This includes . . . Art Instruction, Outdoor Learning (health conditions), additional paraprofessional support, additional health support, more social worker support, more psychological service support, more academic support (math support), expanded summer learning opportunities (3 day learning conferences, online learning camps - Thrively, winter break learning opportunities), tutoring, and many other items that directly or indirectly impact learning.

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

A majority of the actions and services addressed the needs of all students schoolwide. The initial focus was on those unduplicated students and the services they required. Based upon stakeholder input, the actions desired matched up with services that all students would benefit from.

The items listed above as contributing services, there were NO SUBSTANTIAL DIFFERENCES no substantial differences in what was planned and actual implementation. The district fully implemented the AFTER HOURS TUTORING ... by providing online services to students. This began with three options, (1) Services for Students in Single Subjects; (2) Services for students in the primary grade levels; and (3) Students who need assistance but preferred support be in Spanish. When Winter Break came about, the district was going to stop operations of its tutoring services due to a lack of participation by parents. The actual number of students who participated was very minimal. After Parent Conferences in January, it was requested that we continue to offer services. We started up

a more generic tutoring session that any student could attend. There was a primary teacher and junior high teacher. As with the previous experience, the request to have tutoring remained, those who actually attended were minimal.

Additional COACHING DAYS ... were used to meet the needs of our Unduplicated Students, but the strategies gained were beneficial to all students. The day contracted with Tulare County Office of Education, ERS with different instructional support coaches was beneficial. The district blended these days along with those in the LCAP to provide support and services for staff. The target areas of support included English Language Development and Technology (resources to meet learner needs).

PROFESSIONAL DEVELOPMENT . . . provided by Nancy Frey and Aida Allen focused on the need to improve instruction in the Distance Learning Environment. The two day session helped staff with: Teacher-student relationships, teacher credibility and clarity, instructional design, assessments, and grading. The comprehensive playbook details the research- and evidence-based strategies teachers can mobilize to deliver high- impact learning in an online, virtual, and distributed environment.

The additional WORK DAYS ... have been part of our Local Control Accountability Plan for many years. This year we were able to use the days more for planning and prepping for the unknown prior to the school year beginning. We were also able to offer to teachers additional time to work and prepare for the return of students to campus.

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

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

The district has taken the opportunity to truly reflect on everything that has happened over the past year and a half as it plans and moves forward with educating our students in the most productive and effective manner. In general our previous LCAPs have been focused on a very wide base of actions that were significantly hard to track and monitor. The district has attempted to reduce and refocus on its actions and identify better metrics to monitor effectiveness. In looking forward the district is attempting to leverage all funds (LCAP, Supplemental & Concentration, State Funds {AB 86}, and Federal Funds {CARES/ESSER}). The district has developed a living and evolving plan that includes standalone LCAP Actions and Goals, and LCAP Actions and Goals that were multifunded in order to gain value and longevity.

**INSTRUCTIONAL AREAS, INCLUDING TECHNOLOGY:** The district identified the need to address incoming and LTEL's (Level 1-2) as a priority in the LCAP for the next three years. The district believes that providing a dedicated paraprofessional to this group of students for social and academic support will help expedite the reclassification process. In addition to dedicating funds towards English Language Learner Professional Development and providing these students reading literature in their native language (help to become literate in primary language), these paraprofessionals will work with only these students and help them make that major transition in their lives. What bigger, more important transition for a 5-14 year old could there be. We observed and are predicting supporting data on state testing, that these students fell significantly behind during the end of the 2019-20 school year and throughout the distance learning ordeal of 2020-21.

The LCAP is Technology heavy and a lot of this is based on previous LCAP actions and what has happened during the World Wide Pandemic. Based on the LCAP and Continuity Plan the district needs to better plan and prepare its students in using technology. More training needs to take place on appropriate and general use of technology. Students and families need to do a better job in the treatment of equipment, the district needs to do a better job of keeping equipment updated that meets the needs of student use. In addition, staff and students need to be more resilient in troubleshooting general technological issues. The district has put together a plan over the next three years using multiple funding sources to ensure that all students and staff have access to updated and useful tech hardware and software. For student to be successful they need to be able to more than just connect, they need to learn how to engage. The past year and half has also pushed the district in a positive manner in incorporating different platforms, at different grade levels exposing students to iPads, MacBooks and Chromebook devices. The district also realized that it has to be able to provide WIFI access for many families who are unable for one reason or another to obtain their own connectivity. If the district intends to use technology on a regular basis to participate in learning (on campus, summer session, additional tutoring, etc.) it will need to provide basic technology services to its clientele.

The district has also reflected on how it will need to address some learning loss, or at a minimum a learning slowdown. Sunnyside does believe it maintained a rigorous content driven program throughout the pandemic but there has to be some negative impact. Thus, the district is working towards staffing a Reading Literacy teacher to be pushed into classrooms, a math recovery teacher who will initially address the needs in grades third through fifth. Tutoring will be available to students of all grade levels and subject areas. Although not directly in the LCAP but supporting learning will be the hiring of additional paraprofessionals to support learners and staff. This has worked out very well over the past year and a half and we are building the case that support staff can do many things to support learning, including but not limited to technology support and implementation of intervention programs.

Sunnyside will use its Summer Learning programs to reengage students in learning, rather than building programs solely around recovery. The district does not believe you can recover academically until you can reengage students who have lost the drive or being told they would be held harmless for their grades and accountability. The district is currently working on offering two summer programs that will hopefully reignite the passion for learning. Sunnyside is currently going to offer ten different three day sessions around real life experiences and trips. In addition, the district is entering into a Tulare County Small Schools Network with three other school districts to offer Thrive Summer Camps. This pilot network will allow students to work at their own pace, have access to an advisor, and work collaboratively with other students in other districts.

The district will continue to provide learning opportunities for staff. During the pandemic the district witnessed how students, especially those with special needs, had Individualized Plans to address their weakness or disability. The district leadership team reflected on the need to look at professional development and training for staff as needing some form of individualization. Each teacher has strengths and weaknesses and needs the ability to address weaknesses and spending less time working on areas that are already strengths. As the district moves forward for the next three years it will provide opportunities for teachers to self assess (as we want our students), collaborate (as we want our students), and develop a plan of action (as we want our students). This alone should impact teaching and student outcomes. It should build both self and collective efficacy and increase teacher credibility. The district will also proceed forward in working with Steve Ventura on the Six Components of Effective Schools to help develop a culture of success and effectiveness.

**PARENT ENGAGEMENT:** Throughout the pandemic the district began to look at how it previously offered parent engagement activities and learning. In the past the district would search out and identify a topic, secure a speaker and time, and then provide some type of "hook" to get parents to attend. After this experience, the district has rethought how to approach this concept. It has reached out to parent stakeholders seeking to build a list of topics they feel relevant and would attend. The district also found out that they need to deliver these experiences in a hybrid model both in-person and virtually. This is based on stakeholder survey results. The district will continue to invest in Parents - Student - Teacher conferences to be held both in-person and virtually. Participation rates and staff willingness increased during the pandemic. Participation rates were over 95% school side, when in the past this number hovered around 55-60%, and teacher initiated contact skyrocketed to 100%.

**SUPPORT SERVICES:** Based upon observations since students have returned full time and what was observed during distance learning students will need additional mental health and health support as we enter into the next three years. It is the goal of the



the district to leverage LCAP Funds and other available funds to insure the following for the next three years: (a) Full Time Intern Psychologist for 2021-22; (b) Continued one day of Psychological Services with Pleasant View for the 2021-2022 school year; (3) Continued one day per week psychological services with Tulare County Office of Education for the next three years; (4) Full Time Sunnyside Psychologist, five days er week, beginning the 2022-2023 school year; (5) Increase Social Worker contact from one day to two days with the Tulare County Office of Education for the next three years; (6) Conitnue with Full-Time Licensed Vocational Nurse; (7) Add a part-time health clerk/aide; (8) Tentatively begin looking for a special needs health paraprofessional; and (9) Continue a minimum of 35 contracted days for Registered Nurse with the Tulare County Office of Education. The district is also using funds multiple funds to support a new teacher student mentorship program to build relationships and skills (leadership, learning, decision making, meeting demands, not backing down, etc.). It was noted and observed numerous times how when students met obstacles, the natural thing for them to do was quit, which does not bode well with assessments. They need to devdlop skills and attitudes that help them through challenging times and not always turn to a staff member. This may or may not be part of the LCAP initially but may be in the outline years.

During the past year and a half we found the needs for outweighed the staffing, and thus have extended contract and services to meet the needs of our students. The district has included all projected services since it requires creative budgeting using multiple funds to maintain services for the next three years.

**OTHER OFFEREINGS:** The district has also reflected on how to provide meaningful learning experiences for a majority of its students. The district will continue to use LCAP funds and other funds to to this. This includes but is not limited to offering Grade Span Learning Trips, Real Life Experiences during natural learning loss time (summer and winter breaks) and providing applicable electives that peak student interest. Many of the students, especially those who fall in the unduplicated count, are not getting these meaningful experiences that change attitudes and futures. This includes supporting the Arts (hiring a part-time retired teacher), supporting athletics (providing meaningful engaging experiences), developing a Performing Arts program (an outlet to demonstrate non "core" proficiency and abilities).

**CREATING the CULTURE:** With all of the above in mind it is essential the district leverages funds, including a recently passed facility bond, to provide students an environment that support and promotes learning. This can include outdoor learning areas, outdoor event areas, quiet reading areas, shade structures that allow for outdoor learning, hallways that promote school provide and positive culture, and a variety of other ideas that support the concept of developing a culture of learning.

**OVERALL OUTLOOK:** It has become evident that the Pandemic exposed both the positive and negatives aspects of our current learning system. Through "dinstnce" events like the Fall Carnival Parade and the Community Parade, all stakeholders saw and felt the need and importance they have for one another. It exposed that our staff was able to quickly adapt to any learning situation or environment. It exposed the archaic educational system that still holds a one size fits all philosopy. It exposed that staff truly cares about the health and emotional well being of students but has not taught and implemented to students the skills needed to be resilient learners, learners who ask questions, and learners who ask questions. The pandemic exposed lots of talented teachers and students who stepped up to the challenge. As the district moves out of the Pandemic it will need to make the decision to return to the the old style learning system that has been in place, or use the funding and opportunity to make a bold, an often scary, move into a world of

education that truly focuses on the student and their individual needs, abilities, interests and growth rates. The pandemic also exposed that learning and careers are headed to being able remotely collaborate with other learners and colleagues. Based upon the LCAP and the other funding sources the district is set-up to make a big change that will impact learning as we know it.

## Instructions: Introduction

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

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

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

### Annual Update

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

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

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

#### Goal Analysis

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

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

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

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

### **Annual Update**

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

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

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

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

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

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

## **Analysis of Pupil and Family Engagement and Outreach**

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

## **Analysis of School Nutrition**

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

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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



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

| Total Expenditures by Funding Source |                                      |                                    |
|--------------------------------------|--------------------------------------|------------------------------------|
| Funding Source                       | 2019-20<br>Annual Update<br>Budgeted | 2019-20<br>Annual Update<br>Actual |
| All Funding Sources                  | 1,198,327.00                         | 990,782.00                         |
|                                      | 0.00                                 | 487,519.00                         |
| LCFF Supplemental and Concentration  | 1,198,327.00                         | 410,243.00                         |
| Title I                              | 0.00                                 | 71,616.00                          |
| Title IV                             | 0.00                                 | 21,404.00                          |

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



| <b>Total Expenditures by Object Type</b>                          |                                               |                                             |
|-------------------------------------------------------------------|-----------------------------------------------|---------------------------------------------|
| <b>Object Type</b>                                                | <b>2019-20<br/>Annual Update<br/>Budgeted</b> | <b>2019-20<br/>Annual Update<br/>Actual</b> |
| All Expenditure Types                                             | 1,198,327.00                                  | 990,782.00                                  |
|                                                                   | 480,741.00                                    | 153,942.00                                  |
| 1000-1999: Certificated Personnel Salaries                        | 512,445.00                                    | 304,824.00                                  |
| 2000-2999: Classified Personnel Salaries                          | 49,566.00                                     | 135,697.00                                  |
| 3000-3999: Employee Benefits                                      | 16,000.00                                     | 228,762.00                                  |
| 4000-4999: Books And Supplies                                     | 1,000.00                                      | 43,299.00                                   |
| 5000-5999: Services And Other Operating Expenditures              | 0.00                                          | 87,097.00                                   |
| 5800: Professional/Consulting Services And Operating Expenditures | 138,575.00                                    | 37,161.00                                   |
| Not Applicable                                                    | 0.00                                          | 0.00                                        |

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

| <b>Total Expenditures by Object Type and Funding Source</b>       |                                     |                                               |                                             |
|-------------------------------------------------------------------|-------------------------------------|-----------------------------------------------|---------------------------------------------|
| <b>Object Type</b>                                                | <b>Funding Source</b>               | <b>2019-20<br/>Annual Update<br/>Budgeted</b> | <b>2019-20<br/>Annual Update<br/>Actual</b> |
| All Expenditure Types                                             | All Funding Sources                 | 1,198,327.00                                  | 990,782.00                                  |
|                                                                   |                                     | 0.00                                          | 153,942.00                                  |
|                                                                   | LCFF Supplemental and Concentration | 480,741.00                                    | 0.00                                        |
| 1000-1999: Certificated Personnel Salaries                        |                                     | 0.00                                          | 136,369.00                                  |
| 1000-1999: Certificated Personnel Salaries                        | LCFF Supplemental and Concentration | 512,445.00                                    | 152,977.00                                  |
| 1000-1999: Certificated Personnel Salaries                        | Title I                             | 0.00                                          | 15,478.00                                   |
| 2000-2999: Classified Personnel Salaries                          |                                     | 0.00                                          | 22,150.00                                   |
| 2000-2999: Classified Personnel Salaries                          | LCFF Supplemental and Concentration | 49,566.00                                     | 96,796.00                                   |
| 2000-2999: Classified Personnel Salaries                          | Title IV                            | 0.00                                          | 16,751.00                                   |
| 3000-3999: Employee Benefits                                      |                                     | 0.00                                          | 145,723.00                                  |
| 3000-3999: Employee Benefits                                      | LCFF Supplemental and Concentration | 16,000.00                                     | 73,790.00                                   |
| 3000-3999: Employee Benefits                                      | Title I                             | 0.00                                          | 4,596.00                                    |
| 3000-3999: Employee Benefits                                      | Title IV                            | 0.00                                          | 4,653.00                                    |
| 4000-4999: Books And Supplies                                     |                                     | 0.00                                          | 10,660.00                                   |
| 4000-4999: Books And Supplies                                     | LCFF Supplemental and Concentration | 1,000.00                                      | 19,822.00                                   |
| 4000-4999: Books And Supplies                                     | Title I                             | 0.00                                          | 12,817.00                                   |
| 5000-5999: Services And Other Operating Expenditures              |                                     | 0.00                                          | 16,675.00                                   |
| 5000-5999: Services And Other Operating Expenditures              | LCFF Supplemental and Concentration | 0.00                                          | 40,697.00                                   |
| 5000-5999: Services And Other Operating Expenditures              | Title I                             | 0.00                                          | 29,725.00                                   |
| 5800: Professional/Consulting Services And Operating Expenditures |                                     | 0.00                                          | 2,000.00                                    |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF Supplemental and Concentration | 138,575.00                                    | 26,161.00                                   |
| 5800: Professional/Consulting Services And Operating Expenditures | Title I                             | 0.00                                          | 9,000.00                                    |
| Not Applicable                                                    |                                     | 0.00                                          | 0.00                                        |

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

| <b>Total Expenditures by Goal</b> |                                               |                                             |
|-----------------------------------|-----------------------------------------------|---------------------------------------------|
| <b>Goal</b>                       | <b>2019-20<br/>Annual Update<br/>Budgeted</b> | <b>2019-20<br/>Annual Update<br/>Actual</b> |
| <b>Goal 1</b>                     | 613,506.00                                    | 528,657.00                                  |
| <b>Goal 2</b>                     | 156,800.00                                    | 88,711.00                                   |
| <b>Goal 3</b>                     | 20,000.00                                     | 16,741.00                                   |
| <b>Goal 4</b>                     | 311,660.00                                    | 270,676.00                                  |
| <b>Goal 5</b>                     | 14,575.00                                     | 13,105.00                                   |
| <b>Goal 6</b>                     | 81,786.00                                     | 72,892.00                                   |

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

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

| Total Expenditures by Offering/Program                             |                     |                     |
|--------------------------------------------------------------------|---------------------|---------------------|
| Offering/Program                                                   | 2020-21 Budgeted    | 2020-21 Actual      |
| In-Person Instructional Offerings                                  | \$18,116.00         | \$27,027.00         |
| Distance Learning Program                                          | \$204,487.00        | \$183,811.00        |
| Pupil Learning Loss                                                | \$50,091.00         | \$24,687.00         |
| Additional Actions and Plan Requirements                           | \$162,327.00        | \$121,956.00        |
| <b>All Expenditures in Learning Continuity and Attendance Plan</b> | <b>\$435,021.00</b> | <b>\$357,481.00</b> |

| Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement) |                     |                     |
|---------------------------------------------------------------------------------------|---------------------|---------------------|
| Offering/Program                                                                      | 2020-21 Budgeted    | 2020-21 Actual      |
| In-Person Instructional Offerings                                                     | \$18,116.00         | \$27,027.00         |
| Distance Learning Program                                                             | \$77,487.00         | \$63,091.00         |
| Pupil Learning Loss                                                                   | \$40,091.00         | \$18,572.00         |
| Additional Actions and Plan Requirements                                              | \$55,000.00         | \$48,000.00         |
| <b>All Expenditures in Learning Continuity and Attendance Plan</b>                    | <b>\$165,694.00</b> | <b>\$156,690.00</b> |

| Expenditures by Offering/Program (Contributing to Increased/Improved requirement) |                     |                     |
|-----------------------------------------------------------------------------------|---------------------|---------------------|
| Offering/Program                                                                  | 2020-21 Budgeted    | 2020-21 Actual      |
| In-Person Instructional Offerings                                                 |                     |                     |
| Distance Learning Program                                                         | \$127,000.00        | \$120,720.00        |
| Pupil Learning Loss                                                               | \$10,000.00         | \$6,115.00          |
| Additional Actions and Plan Requirements                                          | \$107,327.00        | \$73,956.00         |
| <b>All Expenditures in Learning Continuity and Attendance Plan</b>                | <b>\$244,327.00</b> | <b>\$200,791.00</b> |