

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The Sunnyside Union School District is a single school district located in the community of Strathmore, in Southeastern Tulare County. It is located approximately one mile west of the Highway 65 corridor between Porterville and Lindsay. The district was formed along with three other single building school districts in the 1940's. Sunnyside Elementary was established in 1906. The school is currently surrounded by citrus groves on all geographical sides. The school consists of approximately 368 learners in grades Transitional Kindergarten through Eighth Grade. Also on campus is a State Preschool that houses approximately 42 four-five year old learners on an annual basis.

The demographics of the school reflect the community. Many of the students are of the Hispanic-Latino heritage. According to the California School Dashboard 2020, Sunnyside has the following demographics: Foster Youth (1.9%); Students with Disabilities (5.7%); Socioeconomically Disadvantaged (84.8%); English Learners (44.6%); and Homeless Youth (4.3%). The Race/Ethnicity breakdown is Hispanic (88.6%); White (10.9%) and Asian (0.5%).

Sunnyside does draw many learners into the school through Interdistrict agreements. Roughly ____% of the learners live outside of the geographical boundaries of the district. Sunnyside is led by a five member governing board that is broken into five distinct trustee areas. Sixty percent (60%) of the board has Hispanic-Latino roots. The school district currently consists of a Superintendent-Principal, Vice Principal/Categorical Manager and an additional 19 certificated educators. The school provides both Food Services and Transportation to its learners. The staff consists of folks from around the State of California but also has many who attended school in the town of Strathmore (Elementary) and even many who graduated from Sunnyside itself. The district currently has approximately 80% of its students back on campus as the COVID 19 pandemic hopefully comes to an end. The remaining 20% have chosen to continue to distance learn. During the Pandemic, the district was able to provide devices and ensure that all students had WIFI connectivity.

The community functions around its agriculturally rich background. Within the vast geographical boundaries you will find citrus, almonds, row crops, dairy, nurseries, and small quick mart stores. Many of the families are farm or dairy workers. Many of the landowners in the district no longer have school aged children.

In November 2020, on short notice, the district was able to easily pass a two million dollar facilities bond. The funds from the community landowners (\$30 per \$100,000 assessed value) will be used to get Sunnyside facilities upgraded and into the 21st century. Many of the classrooms and facilities, although well maintained, are severely outdated. The junior high wing is built with portable classrooms that are beginning to show their age.

Sunnyside has been fortunate to keep classes very small in comparison to other districts. Most classes are in the low 20's and grade levels generally range from 36-45 students. All grade levels from Transitional Kindergarten thru fifth grade are self-contained. The junior high (grades 6-8) consists of a six period core rotation with single subject teachers. Prior to the COVID 19 Pandemic the district had just began to build a Jazz Band and also employed a full-time art teacher. Both positions remain vacant throughout a majority of the school year due to retirements. The district recently has implemented online band with the retired music teacher. Sunnyside works with the Tulare County Office of Education for many support services. This includes a County Nurse (approximately 40 days per year), a Resource Specialist (full time), a Special Services Aide (part-time), speech services (one day per week), social worker (one day per week) and a variety of instructional consultants are brought on campus throughout the year.

Through the years Sunnyside has established a handful of traditions. This includes, but is not limited to the following: Fall Carnival, Winter Concert, Turkey Trot, Grandparent's Day, the Annual Flower Show, the Annual Talent Show, Athletic Teams (Tulare County Rural School League), 8th grade graduation and 8th grade awards and dinner night. The district also provides a cycle (across grade spans) of major learning trips so students can be exposed to as many experiences as possible. Sunnyside also works with outside agencies, including Porterville College (junior college), Migrant Region VIII, and the Save the Children International Program. Eighth grade students graduating from the school generally enter into the Porterville Unified School District educational program. The home school is Strathmore High School but many choose to attend the different career pathways throughout Porterville Unified. A majority of the students choose to attend Harmony Magnet Academy which is focused on Architecture and Performing Arts. This campus is physically connected to Strathmore High School. The district also works with the Tulare County Office of Education CHOICES program to provide an after school program for students and families that are interested. This is a three hour program (currently online) that functions all 180 days of the school year.

Sunnyside has been focusing most recently on the work of John Hattie and the influences of impact. Most recently the staff completed training with Steve Ventura working on teacher collective efficacy and student feedback. The district has also brought Elizabeth Salinas to enhance the English Language Development program. It has worked in the past year with state wide known instructional consultants from the Tulare County Office of Education. Sunnyside is technology rich with devices, 3-Dimensional printers, drones and a variety of other technologies. During the Pandemic our staff worked diligently to step up their technology toolbox. We are currently operating simultaneous teaching through ZOOM and SWIVL technologies. The entire staff both certificated and classified has amped up its game. Sunnyside is excited to see where it is headed next in the realm of technology that got exposed during the Pandemic. The opportunities are endless.

As district reflects back on the past year, the Pandemic allowed us and our entire learning community to see the value of Sunnyside Elementary. Staff at Sunnyside took on any role that was necessary to see that our students were provided a quality education. The staff developed/sponsored community events in a safe manner (community parades, a Halloween drive thru, virtual flower show, etc.) to benefit its students. Those who welcome on students on campus daily do so with a smile and hello by name. The staff functions as family ... helpful (checking in on others even though they no longer may work together (sometimes confrontational/dysfunctional (all families are at given times), but always with the students best interest in mind.

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

The goal is not to only change the mindset of our learners from attending school because they have to, but attending because we are providing an engaging and meaningful education. At the same time, it is also our responsibility to change the adult mindset of being the owners of information to designers of innovative learning.

Reflections: Successes

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

Dashboard Success (2019 Data)

By the time that the Pandemic hit and school closed on March 17, 2020, Sunnyside had already begin feeling successful in many areas. School Average Daily Attendance was _____ compared to the prior period of the same year. The district had implemented a new system of benchmark testing that included DRAs and Benchmark Writing and Math Exams. Suspension for the year were down and no student had been expelled on for any reason during the 2019-20 school year. No one knows what the remaining three months would have brought but Sunnyside culture and commitment was visibly on the rise.

Distance Learning Success - Over the past year Sunnyside has been well entrenched in providing a meaningful education for distance learners. During this time there were many obstacles to overcome but we feel the district has done a more than adequate job providing learning opportunities during this time. Data over this period is very convoluted and does not measure student academic growth clearly. Here are some of the Success Stories based upon observations, implementations and surveys: (a) Staff did an superb job developing student relationships over the Distance Learning Platform, (b) Staff demonstrated flexibility in constantly reviewing and changing schedules to meet the needs of different learning (distance learning, cohort learning, on campus learning); (c) the district was able to provide one to one technology for all students in grades TK-8; (d) Students became more proficient using technology [student stakeholder survey results 66% of the TK-3 and 88% of the 4th-5th grade responses self assessed their computer skills as good or really good]; (e) Staff became more proficient in implementing technology and learning applications; (f) Students demonstrated the ability to assess online (STAR); and (f) Student Safety was evident in the number of classes/cohorts impacted by COVID Quarantine (2 as of April 13).

General Observational Success

Sunnyside continued to build and develop a strong technology program. Students are now being exposed to a variety of LEARNING PLATFORMS including Chromebooks, iPads, and MacBooks. The goal is to have students who are here at Sunnyside be able to transfer into any environment/platform upon graduating or departing the district. The district was able to continue even during the Pandemic to

provide meaningful PROFESSIONAL DEVELOPMENT that could impact student success, this included but was not limited to; (a) Distance Learning with Dr. Nancy Frey and Aida Allen; (b) Continued work with Visible Learning with Steve Ventura with Advanced Collaborative Solutions; and (c) Work with Tammy McKean (Assistant Superintendent, Tulare County Office of Education) and Jennifer Reimer in developing staff awareness and implementation of Modifications and Accommodations for Special Needs Students. The district also put out the challenge to contact every parent/guardian for parent conferences. PARENT ENGAGEMENT: The district has always struggled getting parents to come to campus for conferences. During the 2020-21 school year staff conducted all conferences via phone and/or Zoom. This resulted in 100% of the parents contacted (either conferenced or left multiple messages). This method allowed for more flexibility in times, minimized loss of work by parent during conferences, and allowed transportation to be a non-issue. LEARNING ENVIRONMENTS: The district was able to enhance and implement new outdoor learning environments and learning centers that offer an alternative setting for learning (outdoor stages, gathering areas, etc. PHYSICAL EDUCATION (PRIMARY LEVEL): Although physical education minutes were eliminated at the state level for the 2020-21 school year, the district was still able to provide to all students, both distance and on campus, a meaningful daily learning experience. LEARNING SUPPORTS: The district was able to continue to provide in these challenging times the ability to support students with behavioral needs.

Reflections: Identified Need

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

Student needs has only increased during the past year were the proficiency gap between the students has only widened. The district initiated the STAR testing system to attempt to monitor the loss that has been incurred during the time of the Pandemic, but the ultimate losses will not be seen as they compound over the years to come. The students have taken the STAR reading and math assessment and score the following:

Although there were many individual highlights, including greater Parental Involvement and Communication, the district will be faced with the challenge of re-engaging students in the learning process. The district will wisely identify the need to address the following: (A) Re-engage Students: The district completely reopened campus for onsite learning for all grade levels on April 6, 2021. The staff identified engagement as a high valued priority and was committed to making the reopening a fun and gradual process. For Kindergarten - Grade 5, who reopened on November 12, 2020, it was an increase for on campus learning to expand from an 11:45 dismissal to 1:00 PM (1:50 for fourth and fifth) dismissal. For junior high, the original schedule called for Friday's to continue as Distance Learning Only (except for COHORTS). This will change to On Campus learning five days a week beginning the week of April 26, 2021. The gradual expansion at all grade levels was designed to assist students back into the acclimation of schedules and learning. (B) After the 2021 calendar year began, the second grade class began to offer intervention for learners following the regular school day. This has naturally expanded out to kindergarten thru third grade for learners as of the week of April 19. This was purely initiated by the Certificated Staff at Sunnyside. (C) COHORT Supervisors were kept on after the April 6 reopen for junior high on campus learning. These non instructional aides have become responsible for classroom management for both the Staff and Students. They have begun to set the culture of inclusion and self regulation for the junior high. In addition, they are the lifeline between the on campus learners and students who choose to Distance Learn. They also provide the tech support to simulcast class so that teachers can spend more time focus on teaching. (D) CARES Funds: the district is committing multiple funds for future classroom support planning on providing instructional support staff for all teachers for the next three

academic years. (E) ELD Support: Newcomers to the country and students who have become stagnated at LEVEL I and LEVEL II will be provided an ELD Support aide to assist in the transition to a proficient English learner. (F) Mental Health Support: Additional mental health support will be provided (increased psychological services and social worker support) beginning the 2021-22 school year to address individual learning/social growth challenges. (G) Academic Support and Mitigation: The district will establish a READING and MATH certificated positions to work in the classroom to address learning lost for students of all grade levels, targeting low achieving learners first. (H) Mentor Support: The district will establish mentor support groups who will meet regularly with at TEACHER LEADER at the junior high grade level. Groups will work on self-identified target projects school wide that create a culture of togetherness and resiliency (something that was clearly observed lacking during the distance learning times). (I) Academic Improvement: The district will work with Steve Ventura during the 2021-22 school year focusing on the Six Critical Components of School Improvement. (J) Networking: The district will seek out Small School District partners to leverage funds for the next three years to establish a common learning vision that focuses around student engagement (like the Padea project), Social Emotional Learning - Engagement and Student Interest (Thrively Assessment). (K) The district will continue working on parent engagement (highlight of distance learning). Sunnyside met with over 95% of the parents during parent conferences over the first two trimesters and made 100% contact with parents. This was the result of being able to meet with parents via ZOOM, creating a better opportunity for parents to meet. (L) Learn from the Rollout: Staff will continue to analyze what cultural and structural changes that have occurred with the reopening that have helped improve engagement, behavior and culture. Some observable items to keep ... include but are not limited too; [a] later start of junior high/breakfast in the classroom, [b] having an adult in the classroom following breaks and before school resulting in students walking directly into a class, resulting in improved instructional time and improved behavior, [c] after school interventions, [d] learning opportunities such as after school and online tutoring, [d] Summer and Winter Learning Series - mini conference style, student focused learning opportunities instead of traditional "summer school". (M) Improving WIFI access for the community . . . The district was able to provide HOT SPOTS for learners who were having access issues but it still needs to champion for greater connectivity speeds for the community.

There is opportunity to really address the learning performance gaps by taking this once in a generation opportunity to change not only the mindset of students on learning, but the mindset of those in the learning system (all employees) and that of the parents stakeholders. We cannot continue to preach a change of student mindset without changing the mindset of ourselves. Learning has to become a joint venture, with voice from all stakeholders starting with the learner themselves.

LCAP Highlights

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

The following are the Highlights of the next three year cycle for the Local Control Accountability Plan:

- (a) TECHNOLOGY: Continue to provide technology support through the employment of its current computer technician. The value of this position truly surfaced during the pandemic. Without the support learning as we know at this time would not exist.
- (b) STUDENT ACHIEVEMENT: PROFESSIONAL DEVELOPMENT : Work with Steve Ventura: This split/leveraging of funds will get our staff actively involved in working with a change maker in education. The focus will be on the Six Critical Components of School Improvement.
- (c) STUDENT ACHIEVEMENT: PROFESSIONAL DEVELOPMENT: Academic Coach - The position would continue to design professional development for staff, adding teacher capacity levels to impact student learning.

- (d) STUDENT ACHIEVEMENT: PROFESSIONAL DEVELOPMENT - Individualized Staff Development. The district is developing a professional development program that focuses on Individualized needs of staff based on self assessment.
- (e) COURSE ACCESS: Early and Mid Elementary Physical Education: Provide access to a core physical education program with a highly qualified instructor who is core curriculum based.
- (f) COURSE ACCESS: Transitional Kindergarten Program: Provide a foundational education for those who are eligible to participate in a Transitional Kindergarten program.
- (g) SCHOOL CLIMATE: Health Aide: To provide health support for the LVN, providing a safe learning environment.
- (h) STUDENT ACHIEVEMENT-ELD: Support Aide: To provide language support for newcomers and Non - English Proficient students
- (i) PARENT INVOLVEMENT: Save the Children - Early Steps to Success: Establishing the importance of good parenting at an early age.
- (j) STUDENT ACHIEVEMENT: Learning Trips: Provide off campus learning experiences for students in sets of three
- (k) STUDENT ACHIEVEMENT: Student Assessment (STAR): An assessment that can be given schoolwide to help determine student growth and targets
- (l) STUDENT ACHIEVEMENT: Reading Recovery and Advancement - Provide in class instruction for students struggling in reading and support for students who are on the higher end of the academic spectrum
- (m) STUDENT ACHIEVEMENT: Professional Development (TCOE) - Receive quality professional development which in turn improves instruction.
- (n) COURSE ACCESS Student Engagement (Wide Variety of Electives) - To provide junior high students with a wide variety of course access and topics
- (o) STUDENT ENGAGEMENT (Attendance Clerk/Monitoring) - The position will allow to track attendance more closely and keep students on campus with greater regularity
- (p) STUDENT ENGAGEMENT: TECHNOLOGY - Additional Computer Tech (part -time) - Academic support position to address general troubleshooting issues and relieve Computer Technician who can work on greater scale projects.
- (q) STUDENT ACHIEVEMENT: TECHNOLOGY Maintain Student Technology/Hardware - Continue to provide hardware equitably and allow students to engage in technological based learning.
- (r) STUDENT ACHIEVEMENT: TECHNOLOGY Maintain Student Software and Security - Provide access to applications and programs that were successful during the Pandemic and provide a safe environment with such programs
- (s) STUDENT ACHIEVEMENT: TECHNOLOGY: Expand Multi-Media Library for Student Learning - Extend the learning into the library and eventually making it a learning environment full of a variety of media
- (t) STUDENT ACHIEVEMENT: PROFESSIONAL DEVELOPMENT: Schoolwide Professional Development Supporting Innovative Teaching - Work in networking with similar districts on creating a learning environment and vision that allows students to become owners of their learning. Establishing an environment that recognizes student strengths of individual students
- (u) SCHOOL CLIMATE: Maintaining Student Software and ID System - ID system that allows for student accountability and pandemic tracing
- (v) PARENT INVOLVEMENT: Improving Parent Communication (website and notification system) - maintain a first class website and communication system that actively involves parents.
- (w) STUDENT ENGAGEMENT: Athletics (identified in stakeholder surveys) - provide appropriate and quality materials and products that students can be proud to use in athletic competition and social learning situations.
- (x) STUDENT ENGAGEMENT: Performing Arts (expanding learning opportunities) - provide students the opportunity to demonstrate unseen/untapped abilities that might actually be student strengths

- (y) SCHOOL CLIMATE - Social Learning (equitable and accessible playground equipment) - provide access to social learning equipment on the playground that is accessible by ALL students
- (z) PARENT INVOLVEMENT - Provide Meaning Parent Engagement Events (stakeholder input) - provide parents with a meaningful parent engagement series tied around a centralized theme (i.e. culture)
- (aa) STUDENT ACHIEVEMENT: Tutoring (stakeholder input) - provide extended learning opportunities for students and parents outside of regular classroom hours
- (bb) STUDENT PROFICIENCY: TECHNOLOGY/WIFI Connectivity (stakeholder Input) - ensure that ALL students in the Sunnyside community ohave WIFI access
- (cc) SCHOOL CLIMATE: Improving School Climate (stakeholder input) - enhance school campus with meaningful relia around campus (benches, banners, hallway flags, etc.)
- (dd) SCHOOL CLIMATE: Open Air Learning - Outdoor Learning - Creating an outdoor reading and learning park setting for ALL students to utilize, targeting primary grades
- (ee) STUDENT ENGAGEMENT Band/Music - provide appropriate and quality materials and products that students can be proud to use in music/band and social learning situations.
- (ff) STUDENT ENGAGEMENT: Student Health: Increased Health Services (LVN and Health Support Aide) - Continue funding an LVN to take on the lead role of medical services on a daily basis
- (gg) PARENT INVOLVEMENT: (Family ID - ONLINE Registration) - provide a safe and efficient manner for staff and parents
- (hh) SCHOOL CLIMATE: Improved Campus Security - improve campus safety through a variety of small to medium projects

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Does Not Apply

Support for Identified Schools

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

Does Not Apply

Monitoring and Evaluating Effectiveness

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

Does Not Apply

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

School Site Council (February 18, 2021, March 18, 2021, April 18, 2021, May 20, 2021)
English Language Advisory Meeting (February 9, 2021 and May 2021)
School Board (LCAP is listed agenda at every meeting)
Classified Bargaining Unit (Main Meeting April 28, 2021)
Certificated Bargaining Unit (Main Meeting April 28, 2021)
Public Hearing - June 8, 2021
Stakeholder Surveys (LCAP SPECIFIC) - Kindergarten thru Third Grade, Fourth and Fifth Grade, and Sixth thru Eighth Grade
Parent Link: <https://tinyurl.com/ybxh65bn>
Kinder - Third: <https://tinyurl.com/4r7eba97>
Fourth - Fifth: <https://tinyurl.com/3bw5nyhe>
Sixth - Eighth: <https://tinyurl.com/bj6yuwa5>
Staff Survey (Classified and Certificated) - <https://tinyurl.com/3x8rnvht>
Multiple Informal Observations
TCOE Leadership Team Meetings: John Alvarez, Martin Froli
Small School District Superintendent Meetings (once a week for the most part since the pandemic started)

A summary of the feedback provided by specific stakeholder groups.

In general, the feedback was fairly standardized across stakeholders, with occasional data found in different pockets. Much of involved student engagement (re-engaging following the pandemic), parental involvement (specifically areas that parents viewed as the greatest need), providing WIFI access for all (viewed in various surveys), school climate (viewed in various surveys), student health (viewed primarily in student and parent surveys, addressing learning loss (reading literacy/tutoring/etc.).

There was continued support for having a TK-K Combination teacher, a dedicated TK-5 Physical Education teacher, and an Academic Coach position (reducing outside contracted coaching days). There is also support for providing some type of dedicated staff positions to help address the needs of low level/functioning ELD students. Almost, if not all stakeholders value the importance of having a Full Time Licensed Vocational Nurse and Computer Technician. Almost all could see the value in expanding these positions.

Academic support during the non traditional school year also surfaced. This included summer school programs and other similar types of programs. Tutoring was mentioned numerous times to help support learning loss and to mitigate future learning loss. The need for psychological (increasing services, interns, own psychologist) and social services (increasing services) to address the mental well being of both staff and students also was prevalent. This would include addressing general needs but needs that surfaced during the pandemic (distance learning, isolation, daily challenges, etc.).

Adult Stakeholders also identified that needs are schoolwide since over 90% of our students are unduplicated. Students who do not fall under the Unduplicated Group may still have academic deficiencies and mental health needs. The district and its stakeholders also identified the need to maintain WIFI Access for all students. This was a glaring issue during the entire distance learning process. As we return to school there is a clear desire for the district to provide learning opportunities (trips, engagement activities, course offerings, etc.) to re-engage students in learning. As important, it was brought up many times that facilities need to be addressed (including playground equipment and fields) to provide students with adequate social engagement.

It was mentioned by staff and parents stakeholders the need to get parents more actively involved. Parent Stakeholder surveys included topics of interest. Parents focused more on how to work with their children academically, where the focus with staff was more on parent skills.

The governing board was provided many opportunities to provide suggestions and recommendations. They set aside one meeting per year to discuss needs. There were no specific areas of response, mostly support for ideas that had been already presented by other stakeholder groups. The school site council focused mostly on how to establish mentorships with staff, students and stakeholders. Additionally, it discussed how to dangle the carrot for individual student improvement.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Parent Involvement: The district surveyed parents and the result was that many wanted to keep that ability to participate in a hybrid events (Zoom and On Campus). The district will continue to invest in the ability to reach/access parents via Zoom or similar platform. In addition, the district will focus on areas of parent learning and engagement that were identified in the survey as high interest and attempt to the best possible to sway away from topics that are not of interest.

Student Engagement: Many of the survey from a variety of stakeholders indicated the need to continue to improve on WI-FI access for all students. The district will continue for at least one more year to either a third party vendor for internet access (currently T-Mobile) or connecting to local agency networks such as the Tulare County Office of Education or the Porterville Unified School District.

Student Achievement: Many of the results from stakeholder surveys also indicated a high desire for after school tutoring. The district will continue to offer online learning, even though it was not very well attended throughout the 2020-21 school year. Based on expressed interest the district will continue to work offer this extended learning.

Technology: Stakeholders have indicated for the continued need to expose students to a variety of usable technology. The district plans on terminating the shared contract with neighboring district to allow of a full five day tech on campus (which is highly valued by staff) and adding an additional general computer tech for up to the next three years.

School Climate: Based on stakeholder survey, the district intends to work on improving the culture and environment of daily campus life by brining in items such as pole banners, murals, etc. that motivate student learning.

Student Achievement: Throughout the years, stakeholders have often inquired about a Reading Teacher. The district is committing funding towards a Certificated Teacher on Special Assignment to work initially with primary grade level students (IN THE CLASSROOM) on recovering some of the reading loss that was incurred during the Pandemic. The TOSA will work collectively with the General Classroom teacher.

Student Achievement/ELD; Stakeholders have always expressed interest in having someone work more directly with Newcomers and Low Performing English Learners. The district is committing to up to 3 years of an instructional paraprofessional to work directly with these students to assist in the transition and help students become even more proficient in their native language.

Student Achievement/PD: According to a Stakeholder Survey regarding the opportunity to work with Steve Ventura (Advanced Collaborative Solutions) for an academic school year on the Six Critical Components of School Improvement, 64% responded positively. The district will reach out and contract with Steve Ventura for multiple sessions for the upcoming school year.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

After approximately one year on distance learning, the district identified the need to have a systematic program of providing students and staff the ability to use a device without issues on a regular basis. The Sunnyside Learning Community also identified through numerous surveys and observations the lack of reliable internet services. If the district expands its educational program, devices and connectivity are essential. The district also realized the importance of having an efficient and reliable computer technician. The district also believes the technician program should also be leading trainings and larger projects, and thus, the need for additional assistance to address general troubleshooting issues.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAFF SURVEY - TECHNOLOGY SERVICES SURVEY Survey Link: https://tinyurl.com/2xs666fu	To Be Established at the Conclusion of 2021 School Year				100%of the staff rates their Satisfaction Level for Technology at 4 or higher on a five point scale.
PARENT SURVEY - TECHNOLOGICAL SERVICES Survey Link: https://tinyurl.com/rybancs	To Be Established at the Conclusion of 2021 School Year				An average score of greater than 4 on a five point scale for overall opinion on Technology Access and Service

Actions

Action #	Title	Description	Total Funds	Contributing
1	COMPUTER TECHNICIAN	To provide the district and its students technology support and up to date and usable technology that will help students become PROFICIENT LEARNERS in a 21st century environment.	\$78,795.00	No
2	TECHNOLOGY HARDWARE & SOFTWARE: STUDENTS	PURPOSE: To provide workable and usable technology that is accessible and equitable for ALL students. In addition providing a safe and effective learning environment for learners using technology (10,000, 8620, 10,000)	\$31,805.00	No
3	WIFI CONNECTIVITY	PURPOSE: To ensure that all students have connectivity to extend and expand in distance learning, extended learning and daily support learning settings. Continued contracting for WI-FI devices or connectivity via a Third Party, or through TCOE delivery system.	\$20,000.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	To provide a learning environment that supports, fosters, engages, and promotes collaboration of all stakeholders (students, parents, and staff) in the learning system.

An explanation of why the LEA has developed this goal.

The district believes that in order to have an effective learning system you must provide an environment that actively engages all stakeholders in the process, with a focus on student engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR EARLY LITERACY ASSESSMENT (Action 1)	ESTABLISHING BASELINE IN 2021 (FIRST YEAR ADMINISTRATION)				100% OF THE STUDENTS BY 2023-24 EARLY STEPS PROGRAM EXIT KINDERGARTEN AT THE EMERGENT LEVEL ON THE STAR LITERACY TEST
CAASPP Growth	ALL STUDENTS 72.9 points DFS Status - Red, Baseline 2018 ENGLISH LANGUAGE LEARNERS 93.6 points, DFS Status - Red, Baseline 2018				All Students will meet growth targets annually and close the Distance From Standard (DFS) gap

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	HISPANIC 73 points, DFS Status - Red, Baseline 2018 SOCIOECONOMICAL LY DISADVANTAGED 14.1 points DFS Status - Red, Baseline 2018				
PERCENTAGE OF STUDENTS CONSIDERED HABITUAL TRUANT	Establish at Conclusion of 2020-21 school year				90%+ of the families receive messaging (text, live feed, etc.)
PERCENTAGE OF THRILLSHARE MESSAGES RECEIVED	Establish at Conclusion of 2020-21 school year				100% of the Messages Sent Were Marked Received
PERCENTAGE OF FAMILIES PARTICIPATING IN ENGAGEMENT ACTIVITIES	To be established during the 2021-22 school year				90% of the FAMILIES participate in School Engagement and Parental Involvement Activities
SUSPENSION PERCENTAGE	2019-2020 Baseline Data Suspension Rate 4.2%				Suspension Rate will improve each year, AND reach a Blue Performance Level on the 5 x5 grid
PERCENTAGE OF PARENTS PARTICIPATING AT PARENT CONFERENCES	Parent Conferences 2020 (First Trimester) 96.02% "Face to Face" Synchronous Online Conferences				100 % OF THE PARENTS WILL PARTICIPATE IN PARENT CONFERENCES

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>338 out of 352 conferences complete 100% attempted contact (completed conference or multi attempts)</p> <p>Parent Conferences 2019 Overall Participation Rate School Wide = 64.5% (Second Trimester)</p>				

Actions

Action #	Title	Description	Total Funds	Contributing
1	SAVE THE CHILDREN - EARLY STEPS TO SUCCESS SUPPORT	Purpose: To provide support to early childhood learners by annual contributing to the Save the Children Early Steps Program. Financial Support will be used at the discretion of the Save the Children Program Supervisor	\$20,000.00	
2	THRIVELY ONLINE PROGRAM & SEL	PURPOSE: To build meaningful experiences and learning around individual aspirations, strengths and interests. (THRIVELY PROGRAM SCHOOL WIDE)	\$10,000.00	No
3	ATTENDANCE TECHNICIAN	PURPOSE: To increase student engagement by minimizing student Absences. Split Funded Position. POSITION CURRENTLY FILLED BY DENA TALLERICO	\$43,380.00	No

Action #	Title	Description	Total Funds	Contributing
4	PARENT COMMUNICATION SYSTEMS	To effectively communicate with parents and publicize events at the school. This may include website costs, Thrillshare, SSICA and the Aptegy package.	\$9,700.00	No
5	PARENT INVOLVEMENT ACTIVITIES	RPOSE: To provide students and parents the opportunity to participate in a Parent Learning Series focused on Stakeholder Survey Topics of Interest (Keynotes and Hybrid Delivery Method)	\$15,000.00	No
6	FAMILY ID	PURPOSE: To provide families the ability to complete all applications, forms, permission slips, and other school related materials remotely and in a safe manner.	\$5,000.00	No
7	FAMILY ID	To provide families the ability to complete all applications, forms, permission slips, and other school related materials remotely and in a safe manner.	\$5,000.00	
8	BEHAVIOR INTERVENTION AIDES	To provide behavior supports and interventions for students with individualized behavior needs. Full Salaries for three positions	\$92,507.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Maintains a safe, healthy and effective learning environment that allows all stakeholders the ability to effectively engage in their roles.

An explanation of why the LEA has developed this goal.

Based on stakeholder input and observation, the district desires to continue building a campus where students and staff feel safe and can effectively be engaged in learning process. The district will focus much of the funding to providing adequate outdoor areas that support learning in a different environment and provide outdoor learning areas that provide open air space.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STUDENT SURVEY Healthy Kids Survey School Climate	Established Baseline in 2017-2018 5th Grade Feel Safe 88% Connected to School 52% 7th Grade Feel Safe 72% Connected to School 23%				By 2023-24 School Year 100% of the students will feel safe and connected at both grade levels.
STAFF SURVEY - SAFETY Survey Link: https://tinyurl.com/25faavez	Established Baseline in 2020-21				The average staff response on the survey will be 4.0 or higher annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LVN HEALTH SURVEY Survey Link: https://tinyurl.com/4kxe9chr	Established Baseline in 2020-21				The average parent response will be 4.0 or higher annually
FACILITY USE DATA Form Link: https://tinyurl.com/3ff2fbx5	Baseline Data to be established during the 2021-22 School Year. Usage Data of Outdoor Facilities for Learning Purpose Use Facility Use Forms				A minimum that each classroom teacher uses an outdoor facility for learning at least 3 times per year (once per trimester)
FIT ASSESSMENT	Overall Average Score 95.83% and 7 of 8 Categories Met Good or Higher				Sunnyside will receive a good or high score in all areas (Systems, Interior, Cleanliness, Electrical, Restrooms/Fountains, Safety, Structural, and Exteriors) and maintain or improve percentage score annually

Actions

Action #	Title	Description	Total Funds	Contributing
1	PLAYGROUND EQUIPMENT	To provide a safe and engaging environment for students to socialize in a fun setting. Outdoor Playgournd Equipment Equitable and Accessible	\$84,000.00	No

Action #	Title	Description	Total Funds	Contributing
2	CAMPUS WIDE SECURITY	To provide additional safety and security systems so students and staff feel safe and confident while on campus. Additional cameras, hardware, security features that improve overall student and staff safety	\$12,000.00	No
3	CLIMATE & CULTURE	To provide a positive learning environment that encourages and inspires learning and social activity. (BENCHES, HALLWAY FLAGS, BANNERS, ETC.). When possible include inspirational items in English and Spanish.	\$12,000.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

The district has approximately 45% of the students currently identified as English Language Learners. Two specific areas the district has identified as areas of high need are Long Term English Learners and newcomers/students stuck at Level I in proficiency. Further professional development is needed to improve both certificated and classified delivery to English Learners and a support aide position has been developed to provide initial support for students who lack proficiency in their native language or who are struggling to exit the lower tiers of proficiency.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Students Annually Redesignated to English Proficient	Establish Baseline in 2020-21				The number of reclassifications will increase by 10% annually.
Percentage of Students score at a Level III or Level IV on Summative ELPAC	2018-2019 Data 15.29% Level IV 46.5% Level III				Percentage of Students will increase 10% annually

Actions

Action #	Title	Description	Total Funds	Contributing
1	ELD Support Liasion	ELD Paraprofessional to assist with Newcomer, Level I and Level II Support POSITIONS CURRENTLY UNFILLED - 2 Positions	\$48,422.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	ELD Professional Development	To provide instructional support and professional development to certificated staff to improve outcomes for English Language Learners (6 days of TCOE consulting and additional \$5000 in conferences/speakers)	\$13,176.00	Yes
3	ELD NATIVE LANGUAGE READING & SUPPORT MATERIALS	Purpose: To provide books, titles and other materials for students whose native language is not English	\$5,000.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Based on previous state test scores, STAR SCORES, and DRA reading levels, it is essential in building well-rounded students who are proficient in core areas. It is the belief that students who are more actively engaged in learning will become more proficient in many academic areas.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ANNUAL FIFTH GRADE PHYSICAL FITNESS RESULTS	2018-2019 Data (Suspended 2019-20) - Healthy Fitness Zone % Aerobic Capacity 68.3 Body Comp 39 Abdominal Strength 48.8 Trunk Extension 95.1 Upper Body 53.7 Flex 56.1				Percentage of Students in each Healthy Fitness Zone will improve each year.
DRA RESULTS	Will be inserted at conclusion of the 2020-21 school year				100% of all students assessed will grow a minimum of one grade level at the end of each school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					100% of the students in subgroups or identified intervention groups will grow more than one grade level.
STAR TEST SCORES	Will be inserted at conclusion of the 2020-21 school year				100% of the students Independent Reading Level will grow by more than one level (1.0) - Growth Proficiency Level
CAASPP Scores - ELA	Will be inserted at conclusion of the 2020-21 school year				Within Three Years All Students, Including All Unduplicated Sub Groups will be at a minimum on the Five by Five Chart (Increased: 3-14 points) x (Medium: -5 to 9.9 in current year). Performance Level Green
PERCENTAGE OF STUDENTS PARTICIPATING IN LEARNING TRIPS	Class Attendance - Rosters Day of Trip				100% of the students will participate in Learning Trips
PERCENTAGE OF STUDENTS PARTICIPATING IN ATHLETICS	Title IX Report				The number of students will be equitably represented and all teams will be at capacity.
PERCENTAGE OF STUDENT	Set Baseline in 2021-22				The number of students in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PARTICIPATING IN MUSIC/BAND					Advanced/Jazz Band will grow by 5% annually
PERCENTAGE OF STUDENTS PARTICIPATING IN PERFORMING ARTS	Participation Reports				Each student will participate in a minimum of one event annually in Performing Arts
CAASPP Scores - Math	Will be inserted at conclusion of the 2020-21 school year				Within Three Years All Students, Including All Unduplicated Sub Groups will be at a minimum on the Five by Five Chart (Increased: 3-14 points) x (Medium: -5 to 9.9 in current year). Performance Level Green

Actions

Action #	Title	Description	Total Funds	Contributing
1	TOSA - ACADEMIC COACH	To oversee the district's professional development program and provide academic support for students and staff.	\$131,700.00	No
2	TK-5 Physical Education Instructor	To provide a high quality education for TK-5 students and to teach an promote a healthy lifestyle	\$82,648.00	
3	TK - K CERTIFICATED TEACHER	To provide a meaningful Transition year were students establish at minimujm basic reading skills that will be required to become a successful PROFICIENT STUDENT in the upcoming academic years	\$136,054.00	No

Action #	Title	Description	Total Funds	Contributing
4	LEARNING EXPERIENCE STUDY TRIPS	To provide meaningful and real-life learning experiences for all students annually, by grade span.	\$25,000.00	No
5	LEARNING RECOVERY - LITERACY AND READING TEACHER	To provide learning recovery (LOW FUNCTIONING) and ADVANCEMENT (HIGH FUNCTIONING) mitigation for students FUNCTIONING below or above grade level norms. This is to be a push in program with coordinated SUPPORT AND INSTRUCTION by both teachers.	\$137,034.00	No
6	ELECTIVES - COURSE OFFERINGS	PURPOSE: To engage students in programs/classes that are of student interest. (\$20,000 Salary and Benefits+ \$5,000 Materials)	\$25,000.00	No
7	LIBRARY - MULTIMEDIA CENTER	PURPOSE: To provide a state of the art, 21st century learning environment that allows students to access a variety of media.	\$17,000.00	No
8	CROSS CURRICULAR PROFESSIONAL DEVELOPMENTS	To provide professional development opportunities to staff addressing both academic and social needs. Topics to include, but are not limited to special education/students with disabilities. Expenditures may include substitute costs, stipends, presenter costs/materials.	\$20,000.00	
9	ATHLETIC GROWTH AND INTERACTION	PURPOSE To provide students the opportunity for students to engage in activities that provide social-emotional growth and engagement. May include materials, registrations and items that can be shared across programs (i.e. Physical Education)	\$15,000.00	No
10	PEFORMING ARTS	PURPOSE To provide students the opportunity for students to engage in activities that provide social-emotional growth and engagement.	\$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
11	INNOVATIVE NETWORKS AND INSTRUCTION	PURPOSE: To participate in Professional Development/Shared Services - Leveraging Funds with other Schools with Common Learning Philosophy towards INNOVATIVE INSTRUCTION that focuses on student interest.	\$30,000.00	No
12	MUSIC - SEL	PURPOSE: To provide adequate and usable musical instruments and materials for students to be successful (Applications, Materials, Music, Instruments, Etc.)	\$10,000.00	No
13	SOCIAL EMOTIONAL - MUSIC	To provide adequate and usable musical instruments and materials for students to be successful (Applications, Materials, Music, Instruments, Etc.)	\$10,000.00	
14	CERTIFICATED ADDITIONAL TRAINING DAYS	Sunnyside will continue to fund 5 additional professional development days and paid certificated days (TOTAL 188) that focuses on developing a schoolside cultural of learning for ALL students and where applicable to ELD.	\$47,450.00	No
15	INTERVENTION MATERIALS	PURPOSE: To provide necessary materials to support Reading, Math, ELD, and other CORE interventions.	\$11,481.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
34.10%	\$984,874

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

GOAL #1
COMPUTER TECHNICIAN
OBSERVATION: The district observed during distance learning over the past year, it identified that many of the students who were having issues with connectivity, general troubleshooting and device management were students who were unduplicated students in all subcategories. Although these actions benefit all students our one computer technician was providing support for non-English households and tith students who did not have their own devices (lacking experience to complete general troubleshooting). Many low socioeconomic families have low connectivity internet or none at all. The computer technician was also responsible for keeping devices functioning on campus for both staff and learners. **HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET.** How Unduplicated Students Needs are Being Met: The value of this position is truly important to Unduplicated Students as they were the ones who needed additional assistance (phone support, virtual support, ability to work with parents & students). These students received direct and effective support when it came to operations of both hardware and software. **STAKEHOLDER ENGAGEMENT:** All stakeholders observed and felt the value of the Computer Technician position. All realized without such a position (and the need for staff expansion) students would not have been as successful with distance learning. **CONTINUING ACTION:** All stakeholders indicated the need to continue and possible expand this position (more staffing). It had been effective in the past but clearly became essential during the COVID 19 Pandemic.

HARDWARE & SOFTWARE
OBSERVATION: TBased upon stakeholder surveys (especially parents and student surveys) having access to a device would fall on to the district. Many of our clientele would have no access (a high percentage being Low Income, English Learners and Foster Youth) if it was not for the district providing devices, especially during budget crunching times throughout the pandemic. While a small percentage of students in the community have access to a variety of educational apps many of our students would struggle gaining accessibility, to effective

learning, tools without district provided opportunities. HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: The Unduplicated Students benefit the most because it gives them more opportunities to demonstrate their knowledge, the ability to engage more, and to actively become a learner. Unduplicated students generally would have greater ability to use applications due to their accessibility to devices and programs. Unduplicated students are more likely not to have a working, efficient, capable device. STAKEHOLDER ENGAGEMENT: Many new applications such as GoGuardian, have been identified as high need. This particular program was identified as one by adult stakeholders to monitor engagement and type of activities students are working on when not clearly visible to the teacher (distance learning, isolated area, etc.). It has both academic and social outcomes. CONTINUING ACTION: This is an ongoing action that became more detailed and intricate due to distance learning.

WIFI CONNECTIVITY

OBSERVATION: WIFI hotspots and connectivity options will be provided to all students who lack quality connectivity. A high number of families in our community cannot provide adequate access due to financial constraints (Low Income & English Learners). Connectivity was cited as one of the top issues cited by students and parents as a distance learning barrier/obstacle was connectivity. This will also allow these learners to continue to engage with "at home" assignments when the district returns to full-time on campus learning. HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: Many unduplicated students, not all, need to have WIFI access. Lack of parent knowledge and lack of income can lead to not having appropriate connectivity. These students who need a HOT SPOT will be provided to complete assignments, projects and other school related activities. Connectivity will also give parent stakeholders an opportunity to complete online enrollment, registrations and permissions. Providing work packets in lieu of connectivity is a disservice to our learners. STAKEHOLDER ENGAGEMENT: One of the number one items on stakeholder surveys was frustration on both ends of the learning environment that teachers could not effectively teach and students could not effectively learn when there was (a) no connection, or (b) sketchy connection. CONTINUING ACTION: This is a new action.

GOAL #2

EARLY STEPS TO SUCCESS

OBSERVATION: This annual LCAP contribution has been identified by the district through collaborative conversations with our Save the Children partner as a vital component to the success of all students, particularly those unduplicated students who are English Learners and Low Income. Research shows that students who have less accessibility to early childhood education programs and/or lack of parenting knowledge or skills will underperform later in the regular school setting. HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: Save the Children focuses on students who have the greatest needs. Many of the young students exit the Early Steps to Success program enter our school site are unduplicated. The more academic and social opportunities they have as young early childhood students can only benefit them as they become part of our system. This program also addresses parenting skills, thus adding the chance the unduplicated student will find greater success. STAKEHOLDER ENGAGEMENT: Almost all stakeholders indicated they see value in such a program. A lot of this is based on the charismatic staff member who in addition to promoting the Early Steps program promotes the school and community. She acts as a community liaison for all. CONTINUING ACTION: This is a continuing action with increased contribution. The action's success can be witnessed in the number of active and engaged parents there are in the primary grade levels.

THRIVELY

OBSERVATION: TTwo of the key issues expressed by all Stakeholders when surveyed showed that Social Emotional Growth and Loss of Learning are two major fears as we move forward out of the Pandemic. Students who may lack the resources and support (Unduplicated Students) will benefit the most from THRIVELY as it will serve as a hub for integrated social emotional support and one of the foundations to our Summer School Network with other similar small school districts. HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: This programs allows students to work at their own pass, matches student abilities and interests (allowing for better collaboration), and allows students to demonstrate knowledged in a variety of platforms. They can get one-ton-one feedback and can be more engaged with out putting themselves out their to for. STAKEHOLDER ENGAGEMENT: Based upon the Thrively feedback data, program engagement and usage was off the charts during the 2020-21 pandemic school year. CONTINUING ACTION: This is a new action.

ATTENDANCE TECHNICIAN

OBSERVATION: TThe value of an Attendance Technician who can provide resources to parents of Foster Youth, Low Income and English Language Learners who may not otherwise have knowledge of current California Attendance Laws. Based on our Parent Stakeholder Survey, parents and guardians do not have much interest in learning through parent invovlement activities what is all entailed. Being able to provide accurate data, support and resources is of great value to the entire learning community. HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: Undupllicated students represent a high number of the those who struggle with attendance. This position allows for a non-administrator to address attendance issues first with parents. This allows time for education and support. By pushing the attendance laws, students will be in school more often, thus having a greater chance of success. STAKEHOLDER ENGAGEMENT: Based upon passed success this position continues to be of value to all involved. It also helps out the administrative team in that it puts a level between parents being initially addressed by a non "threatening" adminstrator. Certificated staff see's value in the position to assist with individual attendance needs. CONTINUING ACTION: This is a continuning action. It was modified from a 50/50 full time split funded position, to at 50/50 part-time position with the support of all stakeholders.

PARENT COMMUNICATION SYSTEMS

OBSERVATION: TAgain, a component of the school system that benefits all learners. Our website, thrillshare (parent communication system), school App, live posts, etc. also allow us to communicate in Spanish. This benefits those predominantly English Speaking parents and students. HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: This system allows us to contact and communicate with parents of all languages through text, phone call, school app, etc. This allows us to get the same message home to parents no matter if they have English Learners, are of low socio economic status, or foster youth. It allows equitable communication to all. STAKEHOLDER ENGAGEMENT: The district is able to track data on how many times a document/link has been accessed when sent out. Although this ranges from minimal connections to very high connectivtiy, it does give the district an idea on what types of messages are most effective and if the message is reaching all stakeholders. This data is monitored by the Computer Technician and Superintendent-Principal. CONTINUING ACTION: This is a continuing action that is supported by stakeholders. The app has also given alumni and others in the community access to school events and stories.

PARENT INVOVLEMENT NIGHT/ACTIVITIES

OBSERVATION: TThis benefits all stakeholders in the community but also allows opportunities for parents from English Learners, Low Income and Foster Youth to learn together and use one another for support. The district believes that by creating opportunities for parents

to learn in a safe environment and to participate in something positive will allow learners from all groups a chance to flourish. The district has identified specific areas that parent stakeholders has identified key areas of interest. HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: The area targeted by most parent stakeholders was how to work with their child in specific content areas. This is great news in that parents want to learn how to effectively work with their unduplicated students. If we can increase the skill set of parents, we can improve outcomes. Unduplicated students directly benefit because these trainings and engagement activities can be conducted in dual languages and now can be done via Zoom and Swivl to bring the engagement to the home. STAKEHOLDER ENGAGEMENT: Stakeholder survey were presented to parents to see what areas they saw of greatest need. Though not directly stated, they do see the greater increase in parent abilities increased the chances for student improvement. CONTINUING ACTION: This is an ongoing action that has shown limited success. Based upon what was learned during the pandemic, the district now has a better understanding of the needs and knows how to better deliver the service.

FAMILY ID

OBSERVATION: TThe FAMILY ID program will get all forms, policies and permissions out to parents of English Learners (native language), low income and foster youth. Parents will have direct access, minimizing the chance that students do not miss out on events, provides awareness of policies and regulations (i.e. that might impact attendance), and to ensure that students have access to health and mental services (provided information). The ability to update items of importance will assist all members of the learning community. HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: Unduplicated students represent a high number of incomplete registration forms, miss school, miss learning opportunities because parent/guardians do not complete required paperwork, or paperwork is never delivered to them. This will allow students to participate in more events and be in school more (not missing do to lack of information, completed registrations, records, etc.). Unduplicated students need to be in school the most but often out due to reasons outside of their own control. STAKEHOLDER ENGAGEMENT: This was brought up by school personnel during the Pandemic to benefit parents and ultimately students in providing an easier way to grant permissions to students, share information and provide a user friendly format to get these items completed. CONTINUING ACTION: This is a new action.

BEHAVIOR AIDES

OBSERVATION: TBehavior aides (generally one on one) will be accessible by all students. In the past, those who utilize aides are highly represented by Low Income and Foster Youth who might need that extra level of support. Students who who have or seek this need might not have such services as readily available. HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: 100% of the students currently being serviced are Unduplicated Students. These students are getting additional supports that allow not only themselves greater opportunity for success, but thier peers. This action allows for behavior aides to potentially support unduplicated students which is the reason for this action to be written as schoolwide. STAKEHOLDER ENGAGEMENT: On campus stakeholders have voiced support for the needs of these one-to-one support aides to assist in the learning process. It allows teachers to be more focused on the entire class and not one student. CONTINUING ACTION: This is a continuing action that has provided great support for not only staff and student, but for parents. It has given another level of support and security to the parents. Current and past support providers have been highly spoken of.

GOAL #3

PLAYGROUND STRUCTURE

OBSERVATION: The benefits of a positive school environment are essential to school success. It is was also taken into consideration that the need for equipment that provides opportunities for students who have limited access at home or within walking distance of their residence need to have a place to engage with their peers. Many of our English Learners and Low Income students reside in the Plainview Community which has 1-2 pieces of equiupment and is located in the far southeast corner of the community. The school setting/playground is the only play equipment a majority of these students will see or have access too. A benefit for all but definently those in such a rural setting. **HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET:** Many times Unduplicated Students do not have the same access to parks, settings and other apparatuses that allow students to grow both physically and socially. Being in a rural setting with limited resources does not allow as great of access. By providing age appropriate equipment students of all abilities (physical, academic, social) will be able to interact with one another in a safe setting. **STAKEHOLDER ENGAGEMENT:** Playground equipment and resources has always being a high priority on stakeholder surveys and discussions. **CONTINUING ACTION:** This is a new action.

CAMPUS SECURITY

OBSERVATION: Many of our students leave in a small environmentally challenged community. The school campus is one of the few places where students can go and thus it must be a safe environment, that is as free as possible from danger. A majority of our English Learners and Low Income studentss come from this hard farmworking community. Stakeholders of all types (student, staff and community) have always desired the need for Sunnyside to provide the safe environment our students seek for the majority of the day (for some 10+ hours, including the Low Income, Foster Youth and English Language Learner. **HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET:** The need for a safe environment is essential to student success. Almost all of our after school program consists of Unduplicated Students and pre pandemic were here on campus for over 10 hours per day. These students generally do not have access to private childcare or after school programs. Parents-Guardians work and need a safe plus for their children to attend.**STAKEHOLDER ENGAGEMENT:** Safety is one of the top concerns for ALL stakeholders. This can range from security video to bullying programs. It is essential that schools are not only perceived to be safe, but are safe at all times of the day. **CONTINUING ACTION:** This is a continuing action. Adding different security measures has reduced crime and grafitti on campus to nearly zero.

CAMPUS CULTURE

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

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

CONTINUING ACTION: This is new action to LCAP.

GOAL #5

ACADEMIC COACH

OBSERVATION: The district has just completed its second year with the position of Teacher of Special Assignment - Academic Coach.

This position has taken on the role of designing professional development opportunities for staff over the past couple years. The district initially invested significant sums of LCAP funds having offsite coaching from the Tulare County Office of Education. It has always been the intention of the district to slowly reduce funding over many years and have their own onsite coach five days a week. The academic coach provides in-class support, organizes trainings, identifies areas of need, obtains resources, and collaborates with the Tulare County Office of Education coaching support team. HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: All training is focused around student improvement. Over the past two years the academic coach has focused on English Language Learners and distance learning. Both of these areas having high concentrations of Unduplicated Students. The impact of the academic coach can only have the impact on what is implemented from the Professional Developments and Supports. STAKEHOLDER ENGAGEMENT: There is still support for the TOSA, especially in the realm of Sunnyside establishing its own Instructional Support program. CONTINUING ACTION: This is an ongoing action.

TK-5 PHYSICAL EDUCATION TEACHER

OBSERVATION: Due to the lack of diet and physical activity of all students, the district believes through past practice and discussion that students need a Highly Qualified Physical Education teacher to promote a healthy lifelong lifestyle that will help all students. CDC research states "regular physical activity can help children and adolescents improve cardiorespiratory fitness, build strong bones and muscles, control weight, reduce symptoms of anxiety and depression, and reduce the risk of developing health conditions." UC San Francisco and UC Berkeley research adds that "School-based physical education plays a key role in curbing obesity and improving fitness among adolescents from low-income communities." Sunnyside has the opportunity to flatten these health issues at an early age. HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: The needs of Unduplicated Students is being met and is essential in that this group of students tends to have less access to healthy foods (many will tell you they buy snacks from a local convenience store), have less access to Physical Activities due to the rural setting (must travel in most cases to be part of an organized sports team), and have fewer role models demonstrating a healthy lifestyle. The Physical Education instructor is able to provide to these students the foundations to be a HEALTHY lifelong learner and expose these students to activities they might not have regular access to. STAKEHOLDER ENGAGEMENT: Stakeholders understand the value of having a dedicated position. Primary students rate the program high on their "like list." CONTINUING ACTION: This is a continuing action based upon need and stakeholder input. Also it continues because in order to have a PROGRAM you have to have CONSISTENCY. Eliminating a program after 3 years is not prudent. The TK-5 program received high marks during the COVID-19 Pandemic for its ability to work with all students in an engage manner.

TK-K COMBINATION TEACHER

OBSERVATION: The district and stakeholders believe that the sooner you can get students involved in formal education, the less chance there is to get them to grade level standard. Due to the small numbers of students at Sunnyside, the district has implemented a TK Combination class allowing students to start that formal education earlier than ever before. According to Edsource (Dec. 2015) TK students "had higher literacy skills, such as identifying letters and sounds, and more advanced math skills, such as counting objects and completing word problems, than those who did not go to transitional kindergarten." This is a golden opportunity for us to address the needs of our English Language Learners, Low Income and Foster Youth at an early more impactful stage. HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: Many of the TK students are unduplicated students who may have not had the opportunity to attend our preschool program. Because of the small number of TK eligible students, the class is generally in Combination form. This allows the TK unduplicated to socially grow with Kindergarteners, demonstrate their abilities, and do so in a small setting. They get more direct support from the teacher and/or the assigned paraprofessional. STAKEHOLDER ENGAGEMENT: TK has always been a valued component of our early

childhood system. Students who remain in Kindergarten have a social and academic advantage over the incoming group. CONTINUING ACTION: This is a continuing action based upon value and need.

LEARNER TRIPS

OBSERVATION: An NEA study found that Learner Trips/Field Trips "regardless of gender, ethnicity or socioeconomic status, youth who take educational trips have better grades (59 percent), higher graduation rates from high school (95%) and college (63%), and greater income (12% higher annually). In fact, 89% said educational trips had a positive, lasting impact on their education and career because the trips made them more engaged, intellectually curious and interested in and out of school. (Source: <https://www.neamb.com/work-life/how-field-trips-boost-students-lifelong-success>). Where as some students have opportunities to do this within their family, many of our unduplicated students do not have such opportunities due to Low Income or other prohibiting factors. Thus, it has been a goal of the district to provide 9 meaningful trip for all students (sometimes challenging because of the nature of our parents not wanting students to venture to far) if they are members of our student body for kindergarten thru eighth). Based upon observation and discussion with staff stakeholders the learning is not limited to the focus area, but life skills (social, interaction, purchasing food, staying on an agenda, etc.) benefit the students even more. HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: These learning trips provide an opportunity to for Unduplicated Students to experience learning in a whole new platform. Students who come from socio economically challenged families or families who lack knowledge/experience in knowing where to go, and what to experience will be exposed to real-life learning. Providing the experiences can be foundation setting for their future families. STAKEHOLDER ENGAGEMENT: The Learning Trip cycle is a favorite amongst the staff, parents and students. Participation rates exceed over 98%. Those not participating are generally due to the lack of knowledge and insecurities of allowing students out of the area. CONTINUING ACTION: This is a continuing action based on prior success. We are currently entering our third round of three grade span trips.

READING AND LITERACY IMPROVEMENT TEACHER

OBSERVATION: This certificated teacher will push into classrooms to enhance reading programs and expose students to two teachers of reading. In addition, the collective efficacy (CE) between staff will accentuate learning. CE has an effect size of 1.57. In addition, Visible Learning list of influences has Interventions for Students with Learning Needs is .77. These powerful influencers can impact the growth of our English Learners, Foster Youth, and Low Income students. Those students with the greatest need, need to have the greatest influencers. HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: The needs of Unduplicated Students will be focused on first. Since most of our students are unduplicated there is a good chance they fall into one of the unduplicated categories. At the same time it does not leave out the student from benefiting from such a powerful action. STAKEHOLDER ENGAGEMENT: Stakeholders have always wanted a specialist to work with primary students. The district envisions the specialist working in the classroom so that students are not pulled out, don't disconnect from the classroom teachers, and are part of the regular class. CONTINUING ACTION: This is a new action.

ELECTIVES (COURSE EXPANSION)

OBSERVATION: According to Edutopia, electives at middle schools give students "avenues for choice and can function as vehicles for core content standards." According to an article by Laura Futterman, of the Miami Herald (February 9, 2016), electives empower practical skills and help find "hidden talents." The district concurs and works to establish options that Low Income and English Learning Students might find of interest or have little to no exposure to in the core curriculum. In addition, it gives students with little or "quiet" voices an opportunity to participate in something of their choice. HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: Unduplicated students will have the opportunity to participate in courses outside the core with the hopes that engagement levels go up and affective filters go down. These

students represent a majority of our population and need to be exposed to how the reading, writing and math can all go together in the real world. Exposure to careers and out of school experiences will be the focus. Giving Unduplicated Students the opportunity to participate in things like Music, Performing Arts, Advanced Technology, and Outdoor Learning will provide a foundation of love for education.

STAKEHOLDER ENGAGEMENT: The electives offered are always well thought of by all stakeholders. Junior High students are also given the opportunity to make suggestion on electives offered. CONTINUING ACTION: This is a continuing actin and is an important piece to the the junior high culture.

MEDIA CENTER

OBSERVATION: The school media center will be a combination of a traditional library blended with access to other media forms (technology, audio books, etc.). The center is essential to providing students with equitable access to the center. Students who are unduplicated will have access to all materials that others may have already have access too. A quality school library-media center will help close the achievement gap between students across different sub demographic groups. HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: Unduplicated students will have the opportunity to particiate before, during and after school in the school media center. They will have first hand exposure to resources they might not have current access too. In addtion, Unduplicated students, in most cases, are far removed from local libraries. Sunnyside goal is to provide a one stop shop for those who do not have regular access to such facilities.

STAKEHOLDER ENGAGEMENT: Upgrading he current archaic library has been a goal for many stakeholders. They have recognized the need to expose students to diverse, content rich materials, in a "higher learning" environment. CONTINUING ACTION: This is a new action that will benefit all learners.

PROFESSIONAL DEVLEOPMENT

OBSERVATION: Staff (certificated and classified) need to continue working on adding resources and tools to their teaching toolbox. This professional development generally revolves around the needs of English Language Learners and Low Income students. Due to the fact that All Learners have different needs, it is importan to provide staff the ability to learn new strategies, refine old strategies and to become proficient educators to have the most impact on our students. English Language students have different needs then the general school population. Many time those students who are not duplicated had different needs and thus we need teacher training and development that addresses all students. HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: Although the strategies learned will benefit all students (good strategies are), English Language Learners should truly benefit from the extra training that staff participates in. It is essential that any PD be focused around the Unduplicated Student needs since they represent such a high percentage of our student body.

STAKEHOLDER ENGAGEMENT: Staff has continually looked for methods and strategies that would enhance student learning.

CONTINUING ACTION: This is an ongoing action that has taken many different forms. This particular allocation will focus on school wide professional development, while funding from other sources will focus on individualized professional development of each instructor.

ATHLETICS

OBSERVATION: According to the National Alliance of Sports Youth (Source: <https://www.nays.org/sklive/sure-shots/study-examines-academic-benefits-of-sports-for-middle-schoolers>), "Activities outside the classroom -- especially community engagement and sports -- may help low-income, urban youth academically as they transition into middle school." There is numerous reserach but based upon stakeholder input (formal and informal) we found out during the COVID 19 Pandemic that the lack of enagement impacted student academic growth. How many time if they could have sports they would be more focused academically. When Sunnyside offered Cross Country in February, we were told by a parent that was the best thing we could do. This is espically important for unduplicated students who have (a)

limited access to organized leagues ... all outside the district boundaries, (b) have little space or equipment access at home; and (c) have limited access to peers to socially interact other than through technology. It is Sunnyside's belief that we MUST provide this for the well-being and growth of our students.

HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET: A high number of Sunnyside Unduplicated Students need to have the opportunity to participate in athletics for all the reasons stated above. Student need to be given this opportunity with the full commitment and understanding that the district will invest in materials, supplies and facilities to support such teams. Unduplicated students have limited athletic opportunities outside of the school setting and need our institution to provide the appropriate environment that facilitates learning and growth on and off the field.

STAKEHOLDER ENGAGEMENT: Stakeholders expressed deep concern that during the Pandemic that many more students would have been more engaged and proficient if they would have had the opportunity to be part of a sport/team. When reopening campus to Small Cohorts, the district implemented Cross Country . . . in which a parent replied "that is the best thing you could have done."

CONTINUING ACTION: This is a new action.

PERFORMING ARTS

OBSERVATION: Sunnyside would like to continue and build upon the number of opportunities that students can express themselves in creative ways. The district has implemented different activities in a variety of fields and has found that students have many hidden talents. It is the responsibility of our district and staff to expose students to the performing arts that they may not be privy to based upon their Low Income Status, Language Barriers or over location of where they get to grow up. The arts allow students to develop discipline, expand their imagination and demonstrate these "hidden abilities." Research by EdTrust indicates that Low Income students and English Language Learners with more "arts" experience are more likely to continue on into a higher level of education. **HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET:** This is another way for Unduplicated Students to become involved in school "outside" of school. There are very limited opportunities for our students to participate in activities such as this. It will also open up more avenues for our students as many go into Harmony Magnet looking at different careers in the Arts. **STAKEHOLDER ENGAGEMENT:** Not as popular as many items, but missed when events such as On Stage and Talent Show do not take place. Stakeholders are amazed by the talent and recognize that opportunities need to be available. **CONTINUING ACTION:** This is a new action with a different focus. In the past it supported things like On Stage with TCOE and our local school/class wide Talent Show. We have seen the talent that is sometimes overlooked and/or never discovered, thus the district is looking at implementing a more formal Performing Arts program that shines on the many talents of our staff and students.

INNOVATIVE SMALL SCHOOL DISTRICT NETWORK

OBSERVATION: The district is actively seeking membership into a network of Small School Districts that have a similar philosophy that education needs to change its focus to student based, student engagement style of learning. It is a Core Belief of many districts that students need to have a voice in their education. A network will allow districts who want to change the trajectory of learning to a more project based, students engagement based, style of learning. The districts will be able to leverage funds to make an impact county wide. Almost all of the districts involved have similar demographics of English Learners, Foster Youth and Low Income families. This will also expose these students across districts to students of similar interest and make-up. It opens up more opportunities for learning based on student voice. **HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET:** Unduplicated students will get the opportunity to work in different settings and systems allowing their skill set and interests to shine through. Most unduplicated students are currently caught in a system that does not address their needs or interests. By becoming part of a network that fosters learning and provides opportunities for

students to collaborate (the future) with students at other sites with similar interests. **STAKEHOLDER ENGAGEMENT:** Stakeholders (mostly administrators from other small school districts) see the need to refocus education in our corner of the world. This concept mentioned above with a variety of stakeholders who found it intriguing or in most cases worth a try. Many stakeholders hold on to the archaic system of education that bases learning off of age, not off of growth, collaboration or ingenuity.

CONTINUING ACTION: This is a new action.

MUSIC

OBSERVATION: A wide variety of research indicates the importance music plays in the development of children, especially at the early childhood stages. Sunnyside believes it is one of the few organizations locally that unduplicated students can access some type of music. Materials for music should range from smaller class set(s) of materials for younger ages to instruments and other items for those students who want to take music to the next level. The music experience can help in the development of social emotional skills, locomotor skills and creativity. Due to the lack of resources in the Sunnyside area, it has become the responsibility of Sunnyside to expose students to music to help further enhance their literacy proficiency. **HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET:** Many of the players in our junior high jazz band meet the criteria for being unduplicated. These students will continue to have the opportunity to learn and display talents beginning in the fourth grade. Many, not all of the unduplicated members, have access to instruments (except from the school) or to formal training.

STAKEHOLDER ENGAGEMENT: All stakeholders were amazed and stunned of the first year of Jazz Band built from scratch and from players who had very little musical experience and training. Highly Supported.

CONTINUING ACTION: This action is continuing but in a different format. This action will take place utilizing the teachings from a retired staff member who had just began to build a Jazz Band when the pandemic hit. Retirement followed and now we are looking at rebuilding that success.

EXPANDED PROFESSIONAL DEVELOPMENT CALENDAR (CERTIFICATED)

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

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

ENGAGEMENT: Stakeholders enjoy the days used for professional development. For Parent and Student Stakeholders they enjoy the break in instruction. The days are generally scheduled when there are long runs between holidays. For staff, it gives them the opportunity to rejuvenate and improve their craft. **CONTINUING ACTION:** This is an ongoing action that is supported by past success.

Success measured in culture and implementation.

INTERVENTION/IMPROVEMENT MATERIALS

OBSERVATION: These funds were allocated to address the material needs to run intervention programs to assist all learners, including English Language Learners and Low Income students. **HOW UNDUPLICATED STUDENTS NEEDS ARE BEING MET:** Based upon data many of our Unduplicated Students will be receiving the services of our Reading Literacy Teacher and Mathematics Intervention teacher.

Materials to support these programs should be both directly and indirectly accessible for students. **STAKEHOLDER ENGAGEMENT:** Stakeholders whole-heartedly support interventions, and funding needs to be there to support such programs.

CONTINUING ACTION: This is a new action.

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

ENGLISH LANGUAGE LEARNER SUPPORT PARAPROFESSIONAL

The district has identified a need for Paraprofessional Support for students struggling to exit Level I and Level II on the ELPAC and for students who are new to the country who have limited to no skills in English. The support will be academic support, identifying areas of need (i.e. native language proficiency), and providing transitional social emotional support. It is the goal that with these supports students can transition much quicker and assimilate into the school system with more success. Currently the LCAP has allocated two positions that will be used at necessary grades levels based upon caseload.

ELD STAFF TRAINING: Dedicated professional development funding will be allocated to English Language Learner strategies for both certificated and classified staff. It is necessary for classified staff to learn the skills and strategies to support English Language Learners during INTEGRATED ENGLISH LANGUAGE DEVELOPMENT. Professional Development for certificated will focus more around, but not exclusive, to DESIGNATED ENGLISH LANGUAGE DEVELOPMENT class. Paraprofessional may work with a wide ability range group. Some students may need extensive support (language, social transition, etc.) while other who are more proficient in their native language might need minimal social support and/or academic support (maybe just directions translated).

ACCESS TO FIRST LANGUAGE MATERIALS: The importance of allowing students to become proficient in their native language can be supported by providing (at this time) Spanish titles for students to be able to access valuable and quality literature from both classroom and school libraries. This will also indicate to students that their native language is valued.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$982,293.00	\$63,625.00	\$89,717.00	\$83,517.00	\$1,219,152.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$727,483.00	\$491,669.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	COMPUTER TECHNICIAN	\$58,636.00	\$20,159.00			\$78,795.00
1	2	All	TECHNOLOGY HARDWARE & SOFTWARE: STUDENTS	\$31,805.00				\$31,805.00
1	3	All	WIFI CONNECTIVITY	\$13,195.00	\$6,805.00			\$20,000.00
2	1		SAVE THE CHILDREN - EARLY STEPS TO SUCCESS SUPPORT	\$20,000.00				\$20,000.00
2	2	All	THRIVELY ONLINE PROGRAM & SEL	\$10,000.00				\$10,000.00
2	3	All	ATTENDANCE TECHNICIAN	\$21,690.00		\$21,690.00		\$43,380.00
2	4	All	PARENT COMMUNICATION SYSTEMS	\$9,700.00				\$9,700.00
2	5	All	PARENT INVOLVEMENT ACTIVITIES	\$15,000.00				\$15,000.00
2	6	All	FAMILY ID	\$5,000.00				\$5,000.00
2	7		FAMILY ID	\$5,000.00				\$5,000.00
2	8	All	BEHAVIOR INTERVENTION AIDES	\$92,507.00				\$92,507.00
3	1	All	PLAYGROUND EQUIPMENT	\$84,000.00				\$84,000.00
3	2	All	CAMPUS WIDE SECURITY	\$12,000.00				\$12,000.00
3	3	All	CLIMATE & CULTURE	\$12,000.00				\$12,000.00
4	1	English Learners	ELD Support Liasion	\$48,422.00				\$48,422.00
4	2	English Learners	ELD Professional Development	\$13,176.00				\$13,176.00
4	3	English Learners	ELD NATIVE LANGUAGE READING & SUPPORT MATERIALS	\$5,000.00				\$5,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	1	All	TOSA - ACADEMIC COACH	\$131,700.00				\$131,700.00
5	2		TK-5 Physical Education Instructor	\$82,648.00				\$82,648.00
5	3	All	TK - K CERTIFICATED TEACHER	\$68,027.00		\$68,027.00		\$136,054.00
5	4	All	LEARNING EXPERIENCE STUDY TRIPS	\$25,000.00				\$25,000.00
5	5	All	LEARNING RECOVERY - LITERACY AND READING TEACHER	\$68,517.00			\$68,517.00	\$137,034.00
5	6	All	ELECTIVES - COURSE OFFERINGS	\$25,000.00				\$25,000.00
5	7	All	LIBRARY - MULTIMEDIA CENTER	\$17,000.00				\$17,000.00
5	8		CROSS CURRICULAR PROFESSIONAL DEVELOPMENTS	\$20,000.00				\$20,000.00
5	9	All	ATHLETIC GROWTH AND INTERACTION	\$15,000.00				\$15,000.00
5	10	All	PEFORMING ARTS	\$15,000.00				\$15,000.00
5	11	All	INNOVATIVE NETWORKS AND INSTRUCTION	\$15,000.00			\$15,000.00	\$30,000.00
5	12	All	MUSIC - SEL	\$10,000.00				\$10,000.00
5	13		SOCIAL EMOTIONAL - MUSIC	\$10,000.00				\$10,000.00
5	14	All	CERTIFICATED ADDITIONAL TRAINING DAYS	\$10,789.00	\$36,661.00			\$47,450.00
5	15	All	INTERVENTION MATERIALS	\$11,481.00				\$11,481.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$66,598.00	\$66,598.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$61,598.00	\$61,598.00
Schoolwide Total:	\$5,000.00	\$5,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	1	SAVE THE CHILDREN - EARLY STEPS TO SUCCESS SUPPORT			All Schools	\$20,000.00	\$20,000.00
4	1	ELD Support Liasion	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$48,422.00	\$48,422.00
4	2	ELD Professional Development	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$13,176.00	\$13,176.00
4	3	ELD NATIVE LANGUAGE READING & SUPPORT MATERIALS	Schoolwide	English Learners	All Schools	\$5,000.00	\$5,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.