

Sunnyside Union School District

21644 Avenue 196
Strathmore, California 93267

Website: www.sunnysideunion.com
Email: comments@sunnysideunion.com

SUNNYSIDE UNION SCHOOL DISTRICT

Board of Education

AGENDA - Regular Board Meeting

June 22, 2021 at 6:00 p.m.

Multi-Purpose Room

I. OPEN SESSION/CALL TO ORDER/ROLL CALL

II. ADA ACCOMMODATIONS REQUIREMENT

Persons who are in need of disability-related modification of accommodation to participate in the board meeting must make a request in writing to the District Office, 21644 Avenue 196 Strathmore, California, 559-568-1741 x. 203.

A request for accommodation should specify the nature of the modification or accommodation requested, including any necessary auxiliary aids or services required and the name and telephone number of the person making the request. The written request should be done as soon as possible and no later than two days before the meeting. The agenda, agenda packet, and any written documents distributed to the Board during a public meeting will be made available in appropriate alternative formats upon request by a person with a disability as required by the Americans with Disabilities Act.

Written documents concerning agenda items are available for public inspection during normal business hours within 72 hours of the regular board meeting at the Sunnyside Union School District Office.

III. PUBLIC COMMENT ON CLOSED SESSION AGENDA ITEMS

IV. ADJOURN TO CLOSED SESSION (Read Items Below)

While the Brown Act creates broad public access rights to the meetings of the Board of Education, it also recognizes the legitimate need to conduct some of its meetings outside of the public eye. Closed session meetings are specifically defined and limited in scope. They primarily involve personnel issues, pending litigation, labor negotiations, and real property matters.

A. Government Code 54957.6: Conference with Labor Negotiator

- a. CSEA Chapter 675
- b. Sunnyside Teachers Association
- c. Unrepresented Groups-Confidential Management
- d. Administration

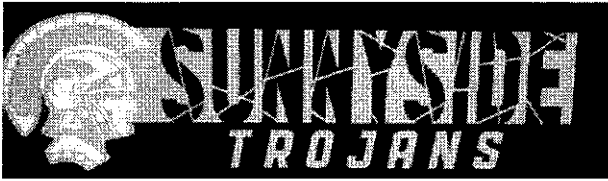
B. Government Code 54597: Public Employee Discipline/Dismissal/Release

C. Superintendent-Principal's Annual Evaluation Review

V. ADJOURN TO CLOSED SESSION _____ PM

VI. CALL BACK TO ORDER _____ PM

VII. ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION



VIII. GENERAL BUSINESS

- A. Flag Salute
- B. Welcome Visitors
- C. Adoption of Agenda for June 22 2021 ___ M ___ S ___ A

IX. PUBLIC COMMENTS

Members of the public may address the Board on non-agenda items that are within the subject matter jurisdiction of the Board. Please fill out a yellow card available at the entrance. Speakers may be called in the order that requests are received, or grouped by subject area. We ask that comments are limited to three (3) minutes with no more than 15 minutes per single topic so that as many people as possible may be heard. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to district staff or calendar the issue for future discussion.

X. PUBLIC HEARING

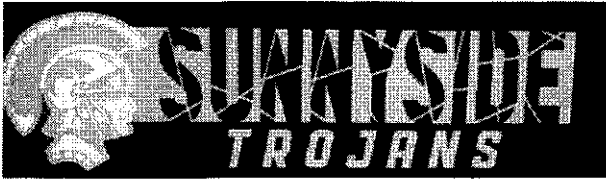
XI. CONSENT CALENDAR

ROUTINE ITEMS

- A. Approve Pay Vouchers/Purchase Orders for June 3 and 10 of 2021, Numbering 211087 to 2111119 in the amount of \$125,239.68 **Enclosure #1**
- B. Approve June 8, 2021, Regular Governing Board Meeting Minutes **Enclosure #2**
- C. Approve preliminary bus route maps for the 2021-22 school **Enclosure #3**

PERSONNEL

- A. Approve and Sign Certificated Contracts for the 2021-2022 School Year
- B. Approve-Accept the Resignation of Louie Chavez, Behavior Support Aide **Enclosure #4**
- C. Approve Hilda Osorio as Psychologist Intern for the 2021-22 School Year
- D. Approve job transfers for 2021-22 school year for the following employees:
 - i. Jennifer Salvador: Library Clerk to Health Aide
 - ii. Evelina Orozco: Yard Duty Supervisor to Instructional Aide
- E. Approve the hiring of the following employees for the 2021-2022 school year (previous temporary employees):
 - i. Julian Arroyo: Part Time Custodian to Computer Aide
 - ii. Maria Chavez: Cohort Leader to ELD Support Aide
 - iii. Paloma Gomez: Cohort Leader to Instructional Aide
 - iv. Francisco Orozco: Substitute Aide to Instructional Aide
- F. Approve Intern Certificated Teaching Position to the following employee beginning the 2021-22 School Year:
 - i. Anahi "Celia" Iniguez: Instructional Aide to Kindergarten Teacher – Back Fill Position
 - ii. Rosa Gomez: Kindergarten Teacher to Reading Literacy Teacher – Grant Funded
 - iii. Pat Manning: Part Time Art Teacher – Grant Funded
 - iv. Phillip Rodriguez; Part Time Math Support Teacher – Grant Funded



v. Snider Hendrickson: Band Teacher – Grant Funded

___ M ___ S ___ A

XII. ACKNOWLEDGEMENTS

- A. Acknowledgement of the 8th Grade Awards Function Committee
- B. Acknowledgement of the 8th Grade Graduation Event Team.

XIII. OLD BUSINESS

- A. Measure O Bond Report: Summer Projects (Roofing and Flooring)
- B. ESSER III: Review of Requirements
- C. Budget Update: State Budget Update
- D. Summer Extended Learning: Report on Summer Engagement Progress
- E. COVID 19 Update: Address COVID Related Items

XIV. DISCUSSION ITEMS

- A. Kinder Institute: Update on Kinder Institute Plan
- B. Student Mentor Program: Update on Mentorships Program for 2021-22
- C. Board Recommendations: Board Recommendations for the 2021-22 School Year
- D. Instructional Services Update
- E. Enrollment Update Projected Enrollment for 2021
- F. Discussion on allowing in building campus requests from outside agencies
- G. Review and discuss the 2019-2020 School Accountability Report Card **Enclosure #5**

XV. NEW BUSINESS

- A. Receive the Local Indicator Report for the 2020-21 School Year.
- B. Approve the Local Control Accountability Plan for the 2021-2022 school year (Year 1 of 3 Year Cycle), Including the Budget Overview for Parents

Steve Tsuboi ___ M ___ S ___ A

- C. Approve the Budget In the Matter of the Adoption of School District Budget, for the 2021-2022 School Year, of the Single-Budget Adoption Procedure.

Candy Alari ___ M ___ S ___ A

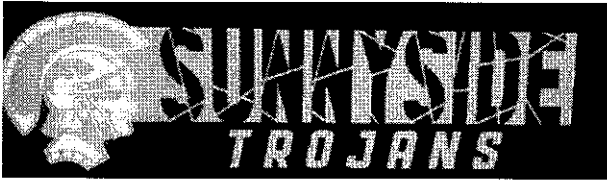
- D. Consideration and Approval of the balance transfer of Student body Student Awards Account of \$237.46 from 2020-2021 school year to 2021-2022 school year. **Enclosure #7**

Steve Tsuboi ___ M ___ S ___ A

- E. Consideration and Approval of updates to 2021-2022 new dress code and grooming guidelines.

Steve Tsuboi ___ M ___ S ___ A

- F. Consideration and Approval of Agency Agreement from the program Special Services – Mild Moderate for the 2021-2022 School Year.



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- Steve Tsuboi** ___ M ___ S ___ A **Enclosure #8**
- G. Consideration and Approval making Full –Time Custodian position due to COVID (expiring June 10, 2021) to a regular position.
- Steve Tsuboi** ___ M ___ S ___ A
- H. Approve the renewal of Superintendent-Principal’s Contract (positive evaluation) for three years (July 1, 2021 through June 30, 2024).
- Steve Tsuboi** ___ M ___ S ___ A
- I. Consideration and Approval of Short-Term Project: Painting Fence
- Steve Tsuboi** ___ M ___ S ___ A
- K. Consideration and Approval of the Application for Categorical Programs
- Jody Gunderman** ___ M ___ S ___ A **Enclosure #9**
- L. Consideration and Approval of the Madera County Superintendent of Schools Service Agreement in regards to SMAA RMTS Services for the 2021-2022 School Year.
- Jody Gunderman** ___ M ___ S ___ A **Enclosure #10**
- L. Consideration and Approval of the Application for Use of School Facilities for Child Evangelism Fellowship – Good News Club.
- Steve Tsuboi** ___ M ___ S ___ A **Enclosure #11**

XVI. BOARD INFORMATION & REPORTS

- A. Superintendent-Principal’s Report; **Enclosure #12**
- B. Vice Principal and Categorical Manager Report; **Enclosure #13**
- C. Other Reports (Staff and Students)

XVII. NEXT SCHEDULED BOARD MEETING

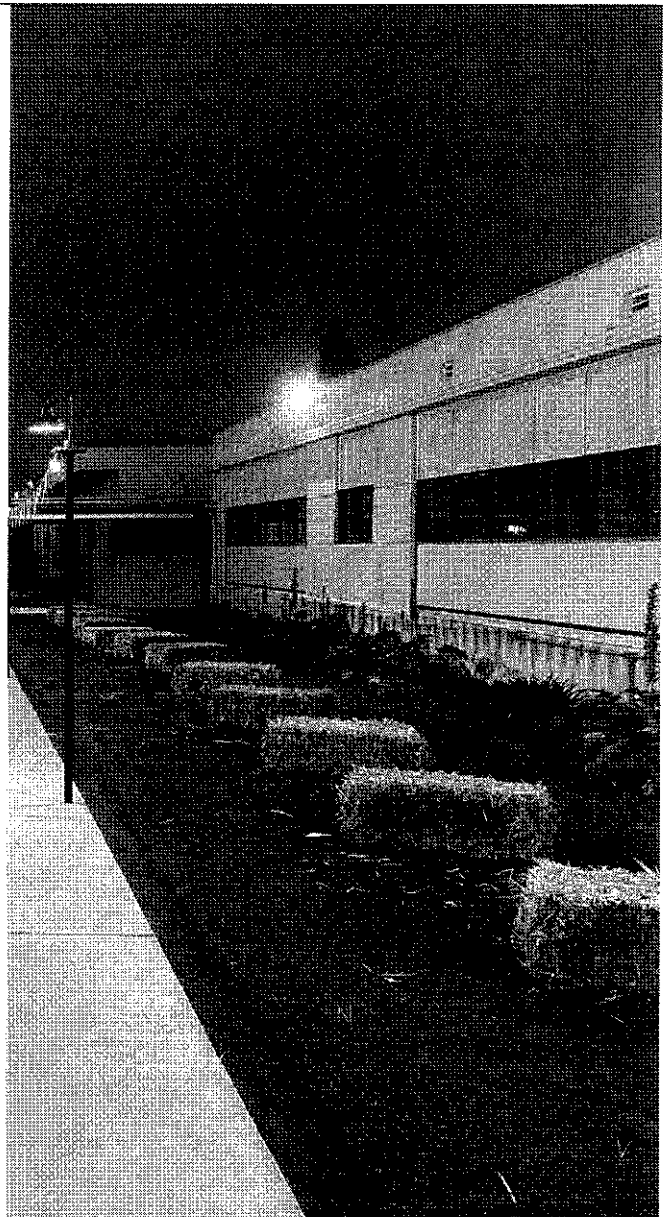
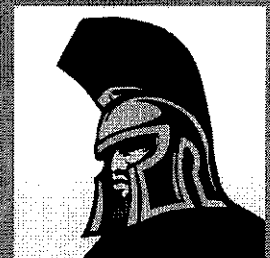
- A. July 13, 2021 – 6:00 p.m.

XVIII. ADJOURNMENT _____ PM

BOARD PACKET INFORMATION

JUNE 22, 2021

SUNNYSIDE UNION SCHOOL DISTRICT
Authored by: **STEVE TSUBOI**



Board Notes and Report

CONSENT CALENDAR

B. Approve – Accept the resignation of Louie Chavez, Behavior Aide. Mr. Chavez is going to be a psychologist intern at Exeter Unified for the 2021-22 school year. He has done a good job working with our most challenging youth. This will give him some experience outside of our campus, which we always encourage.

“TO INSPIRE, TO INSPIRE, UNTIL I EXPIRE!”

Former Sunnyside Employee

C. Approve Hilda Osorio as Psychologist Intern for the 2021-2022 School. After interviewing and conducting background/reference checks we believe the district should approve Hilda to be our Psychologist Intern. This is a full time, flat rate (\$20,000), position for one year. She will work under one or both of our current psychologists.

D. Approve Job Transfers (Current Employees). Jennifer has expressed interest in becoming our new health aide and Evelina (who actually was my classroom aide) has expressed interest in returning to the classroom. Both have done a good job for us in their current positions and I believe will also do so following the transfer. These two positions are grant funded.

E. Approve hiring the following employees. These employees' contracts terminated at the end of the school year. The positions they held were short-term. Julian came and really helped us out with not only custodial, but with some operations when we were shorthanded, and with the streaming of graduation. Maria and Paloma were hired on as small group cohort leaders and did a great job in the junior high setting. Francisco was brought on at the end of the year to sub as an instructional aide or support person. He did a good job wherever we put him.

F. Certificated Positions. Mrs. Iniguez has been a long-time instructional aide for the district and now has the credentialing to be an intern. She helped us out by substitute teaching when we were shorthanded this year. She has predominantly worked with Mrs. Gomez in Kindergarten and we think she will be a good fit. Mrs. Gomez has elected to try the new Reading Literacy position in which she will collaborate with early primary teachers to improve foundational skills. Mrs. Iniguez's position will be considered a back-fill. Mrs. Gomez will have bumping rights when funds are extinguished or the district decides to go down a different avenue.

Mrs. Manning has stated that she would like to come back aboard and work part-time (number of hours to be determined). The staff was excited to have her artistic teaching talents back. Mr. Rodriguez is long-termed subbed for us a couple years back and stayed on as support after that assignment ended. He like Mrs. Manning brings lots of past experience and talent and will work predominantly in Third – Fifth Grade, pushing into classrooms and working collaboratively with the homeroom teacher. His specialty is Mathematics. This is also a part-time position. Mr. Hendrickson, also retired, is willing to come in on a part-time basis. We rehired during the end of the past school year and he is working on Summer Engagement.

ACKNOWLEDGEMENTS

A. The district should formally recognize Jeannette Torres-Marquez, Adrianna Ambriz and Christina Montoya for their efforts in coordinating the 8th Grade Awards Night Event. The took care of all the decorations, ordering, refreshments, etc. The rest of the MOT staff and others helped do all the heavy lifting.

B. The district should formally recognize Brian Roberts for taking the lead in putting all of the graduation structural aspects together. With support from other staff, including Richard, Lisa, Julian, and Mario they put together one nice looking graduation area. As a team they really came through for the KIDS.

OLD BUSINESS

Measure O Bond Report: The district is working with **DFS Flooring** to ensure that the flooring project on the Primary Wing is completed as early as possible. The district did change color selections in order to expedite installation due to the material shortage and material coming overseas. In order to keep things positive on our end we have rented PODS for the month of June so that each teacher had the opportunity to move and store their materials. We hired an additional work day from any support staff, from any department to assist in the move. Teachers were directed to remove all items from cabinets and bookshelves so we can floor the room wall to wall, not just up to cabinets.

The roofing project will begin right after the Fourth of July. **Fresno Roofing** has already come out and conducted preliminary planning.

ESSER III: We are going to begin putting together a plan for the ESSER FUNDS. This is the big pot of federal cares funds that is now requiring a specific plan. Once we sign the assurances, we have 30 days to complete. We are still awaiting the template. Many of our “grand plan” projects and positions are built into this pot of funding.

BUDGET UPDATE: We should have a budget update for you as the Legislature should have something passed by the June 16th. There is potentially another **\$80,000 in revenue** if the governor gets his way in **SUPPLEMENTAL CONCENTRATION GRANT FUNDS (LCAP)**.

SUMMER EXTENDED LEARNING: The summer extended learning program has started along with the Thrively Online Camps. By the time we hit the meeting, we hope to have completed a primary extended learning activity (It's All About the Animals) and the Band Recording Studio (this is pending) and a little tricky with the guidelines. I hope that we have good things to report. We have added another offering and students continue to sign up even pass the deadline.

COVID 19 Update: We will bring a summary of the dos and don'ts after the governor does his announcement on June 15. This should give us at least some guidance as we move towards August. We are hoping that all guidelines are eliminated but are expecting masks indoors and no social distancing. Overall, I believe we shut down three classrooms over the past year and there were no further cases in either room during the quarantine period. I believe at last count over the past year there were 11 adult cases, of which 8 occurred during breaks, holidays, etc. and did not have any direct effect. The larger problem was HIGH CONTACTS with outside folks who were positive resulting in a vast number of quarantines due to contact.

DISCUSSION ITEMS

KINDER ACADEMY: Below is an outline for a kinder academy to be conducted right before school starts. The goal would be to help both parents and students get a good feel for school prior to the first day. This is what the kinder staff has drawn up as a first draft. Any input would be greatly appreciated.

Tuesday night August 3rd, 2021

2 hour evening for parents and students (childcare for students)
 ½ hour prep
 1 hour and 15 minutes hour presentation for parents and students
 15 minutes clean up

Wednesday August 4th, 2021

4 hour day with students
 ½ hour prep
 3 hour school activities with students
 ½ hour clean up

Materials

Pizza
Drinks
Napkins
Paper plates

Materials in a small bag for each student to keep at home

- bags
- pencils
- erasers

-
- box of crayons
 - flash cards:
 - Letter cards
 - Numbers at least to 20.

Tuesday night: Childcare Movie to watch (something G) or books read aloud by Rosa
She can supervise in library

STUDENT MENTOR PROGRAM: We are currently designing a program where each teacher will work with a group of approximately 20 students (across grade spans K-2, 3-5, and 6-8) every six weeks or so to develop skills that the staff deems necessary to success. This includes but is not limited to; leadership skills, organizational skills, social skills, and a sense of resiliency. The groups may also work on civil projects and work across grade spans. Each teacher led group will could potentially work with past, current and future students. This is also designed to get kids to work across grades. It will also help connect students to an adult mentor they can turn too in times of need. This requires no additional out of work time and focuses primarily on making connections.

BOARD RECOMMENDATIONS and IDEAS: It was mentioned at a previous meeting that board member(s) had some ideas they would like to share. One thing you might want to consider is something like an "Above and Beyond" award (t-shirt, plaque, medallion, etc.) for any staff member who goes above and beyond. It would be good if the district could develop some form of acknowledgement program for staff. It might also be good for the board to support/sponsor/direct a welcome back party/bbq/gathering in August for the community. How about a Chenille letter for staff and you give pins away for accomplishments?

INSTRUCTIONAL SERVICES UPDATE: We are looking at the following new positions from an instructional standpoint: Reading Literacy Teacher, Math Recovery Teacher, Art Teacher, Band Teacher, ELD Support Aide, and Paraprofessional Aide(s). These positions will involve working directly with students. The district also should consider looking at a **standards based report card** that is based on student growth rather than archaic grading (i.e. 80% is a "B"). We hope to bring some sample report cards to you for preliminary review and discussion. We need to continue to look at different ways to ENGAGE students, build instruction around interests, and look at growth over time (rather than this is where you scored and this is your grade). You will also find in your packet an outline of the **Steve Ventura** learning opportunities that will occur next year and a copy of the **individualized professional development** accountability model. Your academic coach is building on **assessment calendar**, your reading literacy teacher is working on scheduling, data desegregation, and **training paraprofessionals** on good practices and assessments.

ENROLLMENT: Here are the projected numbers for next year along with class sizes. We have estimated the following year at **97% ADA** on the enrollment numbers below and that would result in a **LOSS of approximately \$156,000 in revenue.**

PROJECTED CLASS SIZE		
KINDERGARTEN	15	16
FIRST	19	19
SECOND	22	22
THIRD	19	20
FOURTH	24	
FOURTH-FIFTH	12	12
FIFTH	24	
6A	17	
6B	18	
7A	18	
7C	19	
8A	19	
8B	19	

NEW BUSINESS

G. Full – Time Custodian. At the beginning of the school year you moved Mario Placentia to full-time custodian for the remainder of the school year. We are recommending that you go ahead and make this a permanent full-time position.

H. Renewal of Contract: Based upon a positive evaluation we are requesting the board renew the Superintendent-Principal's contract for three year beginning July 1, 2021.

I. Short Term Project: We are allowed to create short term projects (one time things that are not recurring) that allow us to hire current staff or outsiders to complete a project. The project needs to be clearly defined (wrought iron fence painting), and the duration of the project (still establishing). I will bring a formal proposal to the board meeting for your approval. Our fence needs to be painted, it is a laborious project, and will take time to do it right. I believe we also have staff that could fill these positions and get it done.

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 Accounts Payable Final Prelist - 6/3/2021 10:09:02AM

6/3/2021
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*** FINAL ***
 Batch No 370
 Audit

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
012549	A T & T	PV-211090	5/24/2021		0306025811		010-00000-0-00000-72000-59000-0-0000	\$21.41		
	A T & T		5/24/2021		0306025811		010-00000-0-00000-27000-59000-0-0000	\$49.97		
								\$71.38		
014006	AMAZON	PV-211087	5/28/2021		1KFJ-HGN9-1R9K		010-11000-0-11100-10000-43000-0-0000	\$36.62		
	AMAZON	PV-211088	5/24/2021		1D3L-314J-N91W		010-11000-0-11100-10000-43000-0-0000	\$88.80		
								\$125.42		
013605	AMERICAN INCORPORATED	PV-211089	5/28/2021		7128484		130-53100-0-00000-37000-56000-0-0000	\$623.23		
								\$623.23		
014045	B & B SURPLUS INC	PV-211091	5/17/2021		1482179		010-32120-0-00000-85000-61700-0-0000	\$775.80		
								\$775.80		
013775	CROUZET IRRIGATION SUPPLY, INC	PV-211092	5/26/2021		INV0170634		010-00000-0-00000-81000-43000-0-0000	\$48.09		
								\$48.09		
013757	HAPPY COOKERS CATERING	PV-211093	5/18/2021		2123		010-00000-0-00000-71100-58000-0-0000	\$1,350.00		
								\$1,350.00		
013742	MID VALLEY DISPOSAL	PV-211096	5/31/2021		2083163		010-00000-0-00000-81000-55000-0-0000	\$187.05		
								\$187.05		
013711	MISSION LINEN SUPPLY	PV-211095	5/26/2021		261597	*	130-53100-0-00000-37000-58000-0-0000	\$160.68		
	MISSION LINEN SUPPLY		5/26/2021		261597	*	010-00000-0-00000-81000-58000-0-0000	\$123.72		
								\$284.40		
013711	MISSION LINEN SUPPLY	PV-211094	5/26/2021		288032	*	120-61050-0-00010-10000-58000-0-0000	\$153.92		
								\$153.92		
011922	PORTERVILLE RECORDER	PV-211097	5/26/2021		929814		010-00000-0-00000-71500-58000-0-0000	\$127.02		
								\$127.02		
014030	R & I Crow Distributing	PV-211098	6/1/2021		DAIRY		130-53100-0-00000-37000-47000-0-0000	\$742.56		
								\$742.56		

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6/3/2021
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Vendor No Vendor Name Reference Number Invoice Date PO # Invoice No Separate Check Account Code Amount Flag EFT

013665 SHRED-IT USA LLC PV-211099 5/31/2021 8182102909 010-00000-0-00000-72000-58000-0-0000
 Total Check Amount: \$742.56
 Total Check Amount: \$124.65

012831 SISC III PV-211100 6/1/2021 72181 010-00000-0-00000-00000-95028-0-0000
 SISC III 6/1/2021 72181 010-00000-0-00000-71100-34010-0-0000
 SISC III 6/1/2021 72181 010-00000-0-00000-00000-95024-0-0000
 Total Check Amount: \$65,584.36
 \$4,463.70 G
 \$11,613.34 G
 \$49,507.32 G

012867 SMART & FINAL STORES CORP. PV-211101 6/1/2021 387572 130-53100-0-00000-37000-47000-0-0000
 SMART & FINAL STORES CORP. 6/1/2021 387572 010-00000-0-00000-81000-43000-0-0000
 SMART & FINAL STORES CORP. 6/1/2021 387572 130-53100-0-00000-37000-43000-0-0000
 Total Check Amount: \$120.48
 \$79.11
 \$33.75
 \$7.62

005383 SOUTHERN CALIF EDISON CO PV-211102 5/26/2021 700586727984 130-53100-0-00000-81000-55000-0-0000
 SOUTHERN CALIF EDISON CO 5/26/2021 700586727984 010-00000-0-00000-81000-55000-0-0000
 Total Check Amount: \$6,011.07
 \$306.56
 \$5,704.51

013392 SOUTHWEST SCHOOL & OFFICE PV-211103 5/20/2021 PINN0821358 010-11000-0-11100-10000-43000-0-0000
 SOUTHWEST SCHOOL & OFFICE PV-211104 5/18/2021 PINN0820237 010-11000-0-11100-10000-43000-0-0000
 Total Check Amount: \$83.29
 \$11.64
 \$71.65

012637 STRATHMORE PUBLIC PV-211106 5/31/2021 10017P-00 130-53100-0-00000-81000-55000-0-0000
 STRATHMORE PUBLIC 5/31/2021 10017P-00 010-00000-0-00000-81000-55000-0-0000
 Total Check Amount: \$378.72
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005388 THE GAS COMPANY PV-211107 5/28/2021 17621639008 130-53100-0-00000-81000-55000-0-0000
 THE GAS COMPANY 5/28/2021 17621639008 010-00000-0-00000-81000-55000-0-0000
 Total Check Amount: \$234.70
 \$11.96
 \$222.74

014038 THE STAGE DEPOT PV-211105 4/29/2021 210047 8849 010-32120-0-00000-85000-64000-0-0000
 Total Check Amount: \$42,773.90
 \$42,773.90 A

013955 VALLEY EXPETEC PV-211108 5/26/2021 Y00001034 010-11000-0-11100-10000-58000-0-0000
 Total Check Amount: \$862.00

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 Batch No 370
 Audit

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
014046	VISALIA TARPS SERVICES	PV-211109	5/27/2021		1637		010-32100-0-11100-10000-43000-0-0000	\$1,222.83		
Total Check Amount:								\$862.00		
006227	WEISENBERGERS ACE HARDWARE WEISENBERGERS ACE HARDWARE	PV-211110	5/31/2021		58867		010-00000-0-00000-81000-43000-0-0000	\$22.35		
Total Check Amount:								\$1,222.83		
					58867		120-61050-0-00010-10000-43000-0-0000	\$5.95		
Total Check Amount:								\$28.30		
014041	WORKMAN PUBLISHING COMPANY	PV-211111	5/31/2021		262246		010-90271-0-81000-59000-43000-0-1822	\$617.48		
Total Check Amount:								\$617.48		

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Tulare County Office of Education

Accounts Payable Final Prelist - 6/3/2021 10:09:02AM

6/3/2021
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*** FINAL ***

Batch No 370

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit Flag	EFT
Total District Payment Amount:										
\$122,530.65										

Accounts Payable Final Prelist - 6/3/2021 10:09:02AM

*** FINAL ***

Batch No 370

Audit: Amount Flag EFT

Vendor No Vendor Name

Reference Number Invoice Date

PO # Invoice No

Separate Check Account Code

Batch No 370

Total Accounts Payable:

\$122,530.65

The School District hereby orders that payment be made to each of the above vendors in the amounts indicated on the preceding Accounts Payable Final totaling 122,530.65 and the County Office of Education transfer the amounts from the indicated funds of the district to the Check Clearing Fund in order that checks may be drawn from a single revolving fund (Education Code 42631 & 42634).

Carly Davis
Authorizing Signature Date 6/3/21

Fund Summary	Total
010	\$120,419.76
120	\$159.87
130	\$1,951.02
Total	\$122,530.65

Accounts Payable Final Prelist - 6/10/2021 8:34:15AM

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Batch No 371

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit Flag	EFT
014006	AMAZON	PV-211113	6/3/2021		1FC-4XQQ-H9RP	SCHOOL SUPPLIES	010-00000-0-11100-10000-43000-0-0000	\$7.41		
								\$7.41		
013610	CALIFORNIA DEPARTMENT OF ED	PV-211114	6/3/2021		21 SF-38543	COMMODITIES	130-53100-0-00000-37000-58000-0-0000	\$145.35		
								\$145.35		
013574	FLYERS ENERGY, LLC	PV-211115	5/31/2021		CFS-2646717	BUS AND MAINTENANCE FUEL	010-07230-0-00000-36000-43000-0-0000	\$1,244.76		
	FLYERS ENERGY, LLC		5/31/2021		CFS-2646717		010-00000-0-00000-81000-43000-0-0000	\$27.65		
								\$1,272.41		
013797	FRESNO MOBILE RADIO INC.	PV-211116	5/31/2021		41-84955	BUS RADIO SERVICE	010-07230-0-00000-36000-59000-0-0000	\$152.00		
								\$152.00		
013685	MATA, DIANA	PV-211117	5/24/2021		DM-MAY21	VROOM AND ESSS SUPPLIES	010-90271-0-81000-59000-43000-0-0000	\$45.43		
	MATA, DIANA		5/24/2021		DM-MAY21		010-90271-0-81000-59000-43000-0-1822	\$172.32		
								\$217.75		
013742	MID VALLEY DISPOSAL	PV-211112	5/31/2021		2092997	UTILITIES	010-00000-0-00000-81000-55000-0-0000	\$624.40		
								\$624.40		
013726	TREDWAY, JOSHUA	PV-211118	5/26/2021		JT-MAY21	VROOM SUPPLIES	010-90271-0-81000-59000-43000-0-1822	\$114.71		
								\$114.71		
013722	VAST NETWORKS	PV-211119	6/1/2021		28572	INTERNET CONNECTION	010-00000-0-00000-27000-59000-0-0000	\$122.50		
	VAST NETWORKS		6/1/2021		28572		010-00000-0-00000-72000-59000-0-0000	\$52.50		
								\$175.00		

Accounts Payable Final Prelist - 6/10/2021 8:34:15AM

*** FINAL ***

Batch No 371

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit Flag	EFT
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Total District Payment Amount: \$2,709.03

Accounts Payable Final Prelist - 6/10/2021 8:34:15AM

*** FINAL ***

Batch No 371

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Audit Flag	EFT
-----------	-------------	------------------	--------------	------	------------	----------------	--------------	------------	-----

Batch No 371 Total Accounts Payable: \$2,709.03

The School District hereby orders that payment be made to each of the above vendors in the amounts indicated on the preceding Accounts Payable Final totaling 2,709.03 and the County Office of Education transfer the amounts from the indicated funds of the district to the Check Clearing Fund in order that checks may be drawn from a single revolving fund (Education Code 42631 & 42634).

Authorizing Signature *Caroly Allen* Date 6/10/21

Fund Summary	Total
010	\$2,563.68
130	\$145.35
Total	\$2,709.03

Sunnyside Union Elementary School
Governing Board Minutes
June 8, 2021
6:00 pm – Multi-Purpose Room/Auditorium

- I. OPEN SESSION/CALL TO ORDER/ROLL CALL 6:00 PM
Board Members Present – Schuyler Glover, Rudy Ruiz, Humberto Quezada, Kimberly Braziel
- II. ADA ACCOMMODATIONS REQUIREMENT
 - A. All Accommodation Meet
- III. PUBLIC COMMENTS – None
- IV. ADJOURN TO CLOSED SESSION (Read Items Below)
 - A. Government Code 54957.6: Conference with Labor Negotiator
 - a. CSEA Chapter 675
 - b. Sunnyside Teachers Association
 - c. Unrepresented Groups-Confidential Management
 - d. Administration
 - B. Government Code 54597: Public Employee Discipline/Dismissal/Release
 - C. Superintendent-Principal Annual Evaluation Review
- V. ADJOURN TO CLOSED SESSION 6:01 PM
- VI. CALL BACK TO ORDER 6:47 PM
- VII. ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION - None
- VIII. GENERAL BUSINESS
 - A. Flag Salute
 - B. Welcome Visitors – Laura Nordin, Katherine Tucker, Kila Fulton, Lori Dieterle
 - C. Adoption of Agenda for June 8, 2021 – Before the adoption of the Agenda, the Board agreed to move item XVI. A.-C. after item IX. to allow the two students to present their Gum PowerPoint Report.
Motion by: Schuyler Glover
Second by: Humber Quezada
Votes: 4-0
- IX. PUBLIC COMMENTS - None
- X. BOARD INFORMATION & REPORTS
 - A. Superintendent-Principal’s Report; **Enclosure #9** Mr. Tsuboi provided the Board with his report in the Board packet. He explained we are rapping up everything bring us to the end of another school year. As he presented photos on the screen, he stated; Preschool had their graduation. We were able to take a picture of the Class of 2021 by drone. The Flower Show was a success, and the smell was fabulous. The boys played volleyball games to help get them involved, and the girls play. Mrs. Demerath released the butterfly. Sunnyside has views to take great pictures. The sunrise at Sunnyside is beautiful. The mass production of the cafeteria meals. The Awards Night for the 8th-grade students after it ended. Mrs. Sierra’s class made lava paths throughout the room. Finally, a picture of a piece of the old stage. It will be on display on campus for all to see. See Board Material Notes in the Board packet for more information.
 - B. Vice Principal/Categorical Manager; **Enclosure #10** Mrs. Gunderman provided the Board with her report in the Board packet. She explained that today was special for the nineteen preschoolers. They had a fun day during graduation and were excited to put on their caps and gowns. Last night was a great evening, and ready for the end of the school year. See the Board packet for more information.

- C. Other Report (Staff and Students) Katherine Tucker and Kila Fulton presented PowerPoint Gum to allow gum in school. Katherine first asked the audients if anyone wanted gum. Mrs. Gunderman took a piece. Katherine started reading her presentation. Introduction – Gum should be allowed in schools because it boosts energy, fights stress and anxiety, helps with better concentration, reduces appetite, and improve oral health. She explained it Boosts Energy – Studies have shown that chewing gum increases blood flow, which is good because this increases oxygen to the brain, which can help with memory. Studies have also shown that chewing gum increases blood flow by 25-40%. Lots of chewing also unlocks a part of the brain that is important to our memory and learning. She explained it Fighting Stress and Anxiety – Chewing gum relieves tension and nervous energy. An Australian study says, the regular motion of chewing gum lowers levels of the stress hormone, cortisol, making you feel calmer. She explained it Reduces Appetite – Trying to drop a few pounds. Get this: a study published in the Journal Appetite found chewing on gum for 45 min or 15 mins per hour for 3 hours can reduce hunger and increase your feeling of fullness. This can help you lose weight. She explained it Improve Oral Health – Chewing gum can increase saliva flow, which helps wash away bad sugars and food waste. It can fight bad breath, stop stains, lower plaque, repei cavities, and helps decomposed teeth. Her Conclusion in conclusion, we should have gum in school because it is important to our health, memory, learning, appetite, concentration, and reducing stress. Now, I think that we should have a contract that the kids will sign to say that they will not stick it to anything. That they will keep it in their mouths, and that they will through it into the trashcan when they are done, and if they break the contract, one they will get a warning, if they do it again they will get detention, and if they do it again they will get the privilege taken away. Thank you! Her Resource – Hello doctor. The Board explained that they would take her information under advisement and get back to her. Mr. Tsuboi asked what should happen if a student gets gum on school property. Katherine said that they explained the steps, but if they damage property, the parents should have to pay for the damage. Mrs. Torres-Marquez said maybe the gum could be used during classroom testing or certain assignments. Katherine said that would be a good idea. The Board thanked Katherine and Kila for presenting her report and they hope to hear more from students. Thank you, we will get back to you. See the Board packet for the information regarding the PowerPoint.

XI. PULIC HEARNING

- A. Declare a Public Hearing for the review of the 2021 LCAP Operation Report – Kimberly Braziel read the Public Hearing and opened it to the public. Mr. Tsuboi briefly explained that the LCAP has two parts. The writing of the Goals, Actions, Formal Action Recommendations, Effect Action, Budget, and Accountability Action Plan are all a part of both plans. We submitted the plan to the County, and now we are waiting for a response to any needed correction. It should be ready for the next Board meeting. Kimberly Braziel closed the Public Hearing after Mr. Tsuboi spoke.
- B. Declare a Public Hearing for the review of the 2021-2022 Budget – Kimberly Braziel read the Public Hearing and opened it to the public. Mr. Tsuboi stated that it is a Hefty General Fund. Mrs. Alari briefly explained the Budget for 2021-2022. The total general fund revenues is \$6,590,472 with COVID Federal funds of \$1,431,390 and State funds of \$204,938. The total projected expenditures are \$6,428,775 covering certificated, classified, benefits, books and material, service and operation, and capital outlay. The revenues minus the expenses will give us a surplus or (deficit) of \$161,697. The ending general fund balance is \$1,952,694 after adding the beginning balance of \$1,790,997 plus the surplus of \$161,697. The components of the ending fund balance are \$467,862 Restricted Funds, \$5,166 Additional Board Reserves 19%, \$257,333 Reserve for Economic Uncertainties and \$5,166 Reserved for Encumbrances. Any questions. The Board did not have any questions. Kimberly Braziel closed the Public Hearing after Mrs. Alari spoke.

XII. CONSENT CALENDAR

ROUTINE ITEMS

- A. Approve Payroll for May 2021 in the amount of \$259,009.43
- B. Approve Pay Vouchers/Purchase Orders for May 27 of 2021, Numbering 211042 to 211086 in the amount of \$310,507.36 *Enclosure #1*
- C. Approve May 25, 2021, Regular Governing Board Meeting Minutes *Enclosure #2*
- D. Approve Declaration of Need for Fully Qualified Educators Form for 2021-2011 School Year. *Enclosure #3*
- E. Approve the Annual Statement of Need 30-Day Substitute and Designated Subjects Career Technical Education 30-Day Substitute Teaching Permits for the 2021-2022 School Year. *Enclosure #4*

Motion by: Schuyler Glover

Second by: Rudy Ruiz

Votes: 4-0

XIII. ACKNOWLEDGEMENTS

- A. Acknowledgement of Retirement of Diana Jayroe. The information is available on the Board Material Notes provided in the Board packet.
- B. Acknowledgment of Nancy Kimura, RN Tulare County Office of Education. The information is available on the Board Material Notes provided in the Board packet.
- C. Acknowledgment of Dennys Gomez, 8th Grade Student, for completing the entire Reading Plus program. The information is available on the Board Material Notes provided in the Board packet.
- D. Acknowledgment of 6th Grade Class Water Cycle presentations and collaborative learning project with 3rd Grade (Teachers: Neil Merzoian and Eileen Demerath). The information is available on the Board Material Notes provided in the Board packet.

XIV. OLD BUSINESS

- A. Review and UPDATE OF 8TH Grade Graduation-Promotion Activities for June 9, 2021 The information is available on the Board Material Notes provided in the Board packet.
- B. Update on Extended Summer Learning Activities for Summer of 2021. The information is available on the Board Material Notes provided in the Board packet.
- C. COVID 19 guidelines, report and operations. Mr. Tsuboi briefly added that there is nothing new to report. It is said, masks in the classroom is possible next year. For us the number of cases where minimal. When we had the two cases, we did not hear from the County until two weeks after the students returned. There is no more temperature checks. There were a few upset parents, but they have gotten past it and they are take temperatures on their own before kids are coming to school.

XV. DISCUSSION ITEMS

- A. Facility Needs Review: Campus Tour The information is available on the Board Material Notes provided in the Board packet.
- B. Discussion of ESSER CARES Funds Required Plan The information is available on the Board Material Notes provided in the Board packet.
- C. Update on Local Control Accountability Plan and Extended Learning Opportunity Grant Approval. The information is available on the Board Material Notes provided in the Board packet.
- D. Review current job assignments for the 2021-22 school year. The information is available on the Board Material Notes provided in the Board packet.
- E. Review and discuss any recommendation for changes to the 2021-2022 Dress Code. The information is available on the Board Material Notes provided in the Board packet.
- F. Review updated 2021-22 School Calendar The information is available on the Board Material Notes provided in the Board packet.
- G. Review of the Family ID program. The information is available on the Board Material Notes provided in the Board packet.
- H. Strathmore Public Utility District Annual Water Quality Report

Enclosure #5

XVI. NEW BUSINESS

- A. Consideration and Approval of Budget Revisions for 2020-2021 SY Mrs. Alari briefly went over the \$268,000 addition of Revenue Interest Earned, Bond Fund Interest, and the \$191,000 Bond proceed until Bond is paid. The Board approved budget revision.

Candy Alari

Enclosure #6

Motion: Schuyler Glover

Second: Humberto Quezada

Vote: 4-0

- B. Consideration and Approval of Memorandum of Understanding with CSEA Chapter 675 outlining guidelines and procedures for New Hires and Transfers of unit members to grant funded positions. **Steve Tsuboi** – Mr. Tsuboi explained to the Board that he provided the information in the packet.

Motion: Rudy Ruiz

Second: Schuyler Glover

Vote: 4-0

- C. Consideration and Approval of 2021-2022 School Bus Stop Plan. **Steve Tsuboi** – Mr. Tsuboi asked to table the item until the next Board meeting due to changes to the plan. The Board Agreed.
- D. Consideration and Approval of Resolution 378 In the Matter of the 2021-2022 Local Agreement for Child Development Services. **Steve Tsuboi** *Enclosure #7*
Mrs. Gunderman said this is for Preschool. The Board approved the resolution.
Motion: Schuyler Glover
Second: Rudy Ruiz
Vote: 4-0
- E. Consideration and Approval of Summer Rates for Classified and Certificated Positions involving student learning. **Steve Tsuboi**
Motion: Rudy Ruiz
Second: Schuyler Glover
Vote: 4-0
- F. Consideration and Approval of Resolution 379 In the Matter of the Spending Determination for Funds Received from the Education Protection Account pursuant to Article XIII, Section 36 of the California Constitution 2013-14 Fiscal Year. **Steve Tsuboi** *Enclosure #8*
Mrs. Alari explained to the Board that the resolution is necessary for the spending of \$658,000 funds.
Motion: Schuyler Glover
Second: Humberto Quezada
Vote: 4-0

XVII. NEXT SCHEDULED BOARD MEETING

- A. June 22, 2021 – 6:00 p.m. (Delivery Method: To Be Determined)

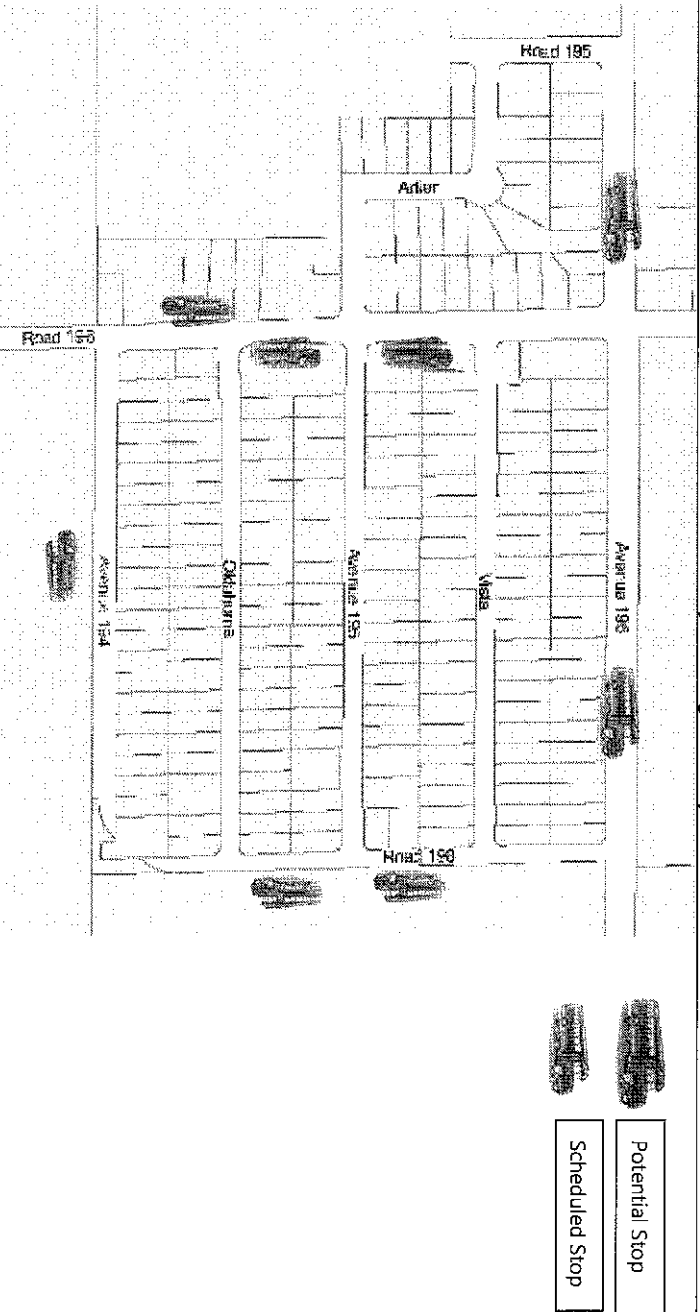
XVIII. ADJOURNMENT 8:17 PM

Respectfully Submitted,

Rudy Ruiz, Clerk

BUS STOP MAP – PLAINVIEW (2020 – 2021)

Board Approved: June 22, 2021	Definitions
SCHOOL BUS STOPS	<ul style="list-style-type: none"> • The school bus will stop in designated areas of Plainview. See Map • All other stops (outside of Plainview) will be within a reasonable walking distance.
GENERAL RULES OF CONDUCT	<ul style="list-style-type: none"> • Students must be at stop before bus arrives. • Students must be in line waiting in an orderly manner. • All school rules apply
RED LIGHT	<ul style="list-style-type: none"> • Students will be crossed over by driver when necessary. • Students who are still on the bus must remain seated at all times.
SCHOOL BUS DANGER ZONE	<ul style="list-style-type: none"> • The School Bus Danger Zone is 12 feet around the entire bus. Students are not to enter this area without permission.
WALKING TO AND FROM SCHOOL	<ul style="list-style-type: none"> • All students walking to and from school shall have permission by school officials and parents.
ADDITIONAL NOTES	<ul style="list-style-type: none"> • Students to the west of Road 196 are to report to bus stop on west side of the road. • Students to the east of Road 196 are to report to a bus stop on the east side off the road. • All students receive Evacuation and Bus Safety Training Annually.



STUDENTS ARE ONLY TO RIDE ASSIGNED BUS

June 9, 2021

Mr. Tsuboi
Superintendent Principal
Sunnyside Elementary School

JUN 10 2021

Dear Mr. Tsuboi,

Please accept this letter as notice of my resignation from my position as Behavior Intervention Aide.

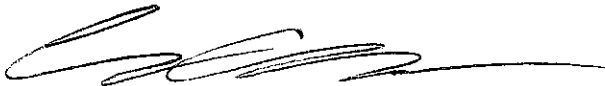
I received an offer to be a School Psychologist Intern at Exeter Unified School District. Even though this was a difficult decision, I have accepted the offer and excited to start this new journey.

It was a pleasure working with you and the staff/faculty of the school over the last two and a half years. I cannot thank you enough for allowing me to better myself. From the day you asked me to be a one-on-one, let me know that a bright future was ahead. This job has strengthened my skills set and gave me a new perspective on assisting students with behavior issues.

Mr. Tsuboi, thank you again for hiring me and believing in me. Sunnyside will always be seen as my first home, bringing me in and building lasting connections. I wish you and all the staff/faculty the best, and I look forward to staying in touch with you.

Sincerely,

Louis Chavez

A handwritten signature in black ink, appearing to read 'Louis Chavez', with a long horizontal flourish extending to the right.



Sunnyside Elementary

Sunnyside Union Elementary School District

Serving Grades Kindergarten
through Eighth

2019-2020 School Accountability Report Card

21644 Avenue 196
Strathmore, CA 93267
(559) 568-1741
(559) 568-0291 Fax
CDS: 54 72181 6054407

Board of Education

Kimberly Braziel
President

Schuyler Glover
Vice President

Rudy Ruiz
Clerk

Humberto Cardenas
Member

Humberto Quezada
Member

District Administration

Steve Tsuboi
Superintendent/Principal
stsuboi@sunnyside.k12.ca.us

Jody Gunderman
Vice Principal/Categoricals Mgr.

Candy Alari
Business Manager

Jennette Torres-Marquez
Administrative Assistant

www.sunnysideunion.com

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lcl/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.
- To view our SARC online, please visit our website or scan the QR code to the right.



DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard and only limited data and information will be posted for the 2020-21 school year. The Dashboard can be accessed at <https://www.caschooldashboard.org>.

Superintendent's Message

Welcome to Sunnyside School. It is our goal to establish a caring learning environment, in which all are actively involved, including parents, staff, students, and other community members. The district commits itself to providing a learning environment for all students in which they can learn and grow as individuals. With a safe environment and a supportive learning community, we believe we can provide a wonderful opportunity for each student to become a successful member of today's ever-changing society. Sunnyside currently has approximately 355 students. We encourage all those in our community to participate in the education of our students. Together, we can make a difference in today's students and tomorrow's leaders. We look forward to working with you and having you on campus. Together, as a team, we will make the difference.

Sincerely,
Steve Tsuboi
Superintendent/Principal

Mission Statement

The Mission of the Sunnyside Union Elementary School is to foster academic excellence by providing an educational environment which will afford staff and students an opportunity to work, learn, and enjoy themselves and others.

Community & School Profile (School Year 2019-20)

Strathmore is located in southeastern Tulare County where the year-round temperatures range from a winter low of 32 degrees to a summer high in excess of 100 degrees. Strathmore provides easy access to Sequoia and Kings Canyon National Parks featuring some of the nation's most breathtaking landscapes. The educational programs at Sunnyside Union Elementary School are designed to provide the skills and tools necessary for students to explore their creativity while developing a strong educational base.

School Attendance

Sunnyside Union Elementary School accepts students from neighboring schools and districts provided space is available and class sizes do not exceed the school's maximum allowable class size.

Regular attendance and punctuality are necessary parts of the learning process and are critical to academic success. In addition, school districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities including notification of when and why students are absent. Independent study is available for students who require extended leaves from school.

Regular daily attendance is a priority at Sunnyside Union Elementary School. Absence reports are regularly reviewed by the school's secretary. Parents are advised of absences through phone calls, letters, parent conferences, and home visits if necessary. Those students who continue to exhibit excessive absences are directed to the appropriate authorities, including School Administrators, Social Service Worker and/or SARB.

The state of California has been heavily impacted by the COVID-19, which has created the necessity of schools to provide students with a quality education while maintaining the health and safety of all students and school staff. In order to educate students in the safest manner, most schools in the state are participating in full distance learning and some with a hybrid of distance learning and in-person learning.

Currently, the school has been providing a hybrid program of distance learning and in-person instruction to students. When participating in distance learning, students work with teachers from their school online. Teachers provide daily live interaction with students, using a variety of tools to help students learn and complete their assignments. Students are responsible for participating in group classes as well as completing work on their own. They are expected to complete and turn in all assignments for grading. The district was able to resume some in-person instruction in January 2021.

School Enrollment

The following charts illustrate the enrollment trends by grade and student group.

Enrollment Trend by Grade Level

	2017-18	2018-19	2019-20
K	47	64	52
1st	38	37	39
2nd	35	37	38
3rd	33	35	34
4th	41	34	37
5th	43	42	37
6th	40	45	43
7th	31	40	43
8th	42	34	45
Total	350	368	368

Enrollment by Student Group

	2019-20	Percentage
Asian		0.5
Hispanic or Latino		88.6
White		10.9
EL Students		44.6
Socioeconomically Disadvantaged		84.8
Students with Disabilities		5.7
Foster Youth		1.9
Homeless		4.3

Conditions of Learning

State Priority: Basic

Teacher Credential Status

	School			District
	18-19	19-20	20-21	20-21
Fully Credentialed	17	19	19	19
Without Full Credentials	1	2	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Misassignments/Vacancies

	18-19	19-20	20-21
Misassignments of Teachers of English Learners	1	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	1	0	0
Vacant Teacher Positions	0	0	0

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

School Facilities (School Year 2018-19)

Sunnyside Union Elementary School provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1941, extend 46,899 square feet, and sit on 9.32 acres. The school's facilities are up to date and provide adequate space for students and staff; they include 15 permanent classrooms, ten portable classrooms, a library, a multipurpose/auditorium, a cafeteria, a windows based computer lab, a Chromebook testing and research computer lab, band room, a student projects room and two main playgrounds. The facility strongly supports teaching and learning through its ample classroom and playground space, and staff resource room.

Cleaning Process and Schedule

The District governing board has adopted cleaning standards for Sunnyside Union Elementary School. A summary of these standards is available at the school office.

The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Sunnyside Union Elementary School has four part-time custodians on duty.

Maintenance and Repair

Sunnyside Union Elementary School District administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school uses the SchoolDude Maintenance System.

The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 07/28/2020				
Overall Summary of School Facility Conditions: Good				
Data Collected: January, 2021				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains		X		
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)		X		
External (Grounds, Windows, Doors, Gates, Fences)	X			

Instructional Materials (School Year 2019-20)

Sunnyside Union Elementary School District held a public hearing on September 8, 2020 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in October 2020 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Data Collected: October, 2020					
Grade Levels	Subject	Publisher	Adoption Year	From Most Recent Adoption	% Lacking
K-4	ELD	Avenues	2007	Yes	0.0%
5th-8th	ELD	High Point	2001	Yes	0.0%
K-8	Mathematics	Go Math!	2016	Yes	0.0%
K-8	Reading/Language Arts	Heinemann	2019	Yes	0.0%
K-5	Science	Pearson Scott Foresman	2008	Yes	0.0%
4th-8th	Science	Pearson/Prentice Hall	2008	Yes	0.0%
4th-6th	Social Science/History	Houghton Mifflin	2007	Yes	0.0%
6th-8th	Social Science/History	McDougal Littell	2007	Yes	0.0%
K-3	Social Science/History	Pearson Scott Foresman	2007	Yes	0.0%

Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities)

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA). Additionally, the new California Science Test (CAST) based on the Next Generation Science Standards for California Public Schools (CA NGSS) was first administered operationally in the 2018–2019 school year.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

Due to the COVID-19 pandemic, Executive Order N-30-20 was issued in the spring of 2020. This order waived the requirement for statewide academic testing of Mathematics, English Language Arts, and Science for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the tables.

The first table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
English Language Arts/Literacy (Grades 3-8 and 11)	22	21	26	22	21	26	48	50	50
Mathematics (Grades 3-8 and 11)	9	11	15	9	11	15	37	38	39
Science (Grades 5, 8, and 10)	--	--	--	--	--	--	--	--	--

The second table displays information on overall student achievement of the school by subject for student groups with all grade levels combined.

California Assessment of Student Performance and Progress									
Student Groups	Total Enrollment	Number Tested	English-Language Arts			Mathematics			
			Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard
All Students	234	232	99.15	0.85	26.29	234	100.00	0.00	14.53
Male	111	110	99.10	0.90	13.64	111	100.00	0.00	9.91
Female	123	122	99.19	0.81	37.7	123	100.00	0.00	18.7
Hispanic or Latino	217	215	99.08	0.92	26.51	217	100.00	0.00	14.29
White	17	17	100.00	0.00	23.53	17	100.00	0.00	17.65
Socioeconomically Disadvantaged	199	197	98.99	1.01	22.34	199	100.00	0.00	11.06
English Learners	120	118	98.33	1.67	18.64	120	100.00	0.00	8.33
Students with Disabilities	17	17	100.00	0.00	0	17	100.00	0.00	0
Migrant Education	23	23	100.00	0.00	13.04	23	100.00	0.00	4.35

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

Physical Fitness

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ).

The table displays the percent of students at the school meeting fitness standards by grade level, for the most recent testing period. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued. This order waived the requirement to administer the physical fitness performance test results for the 2019-2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the table. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

Percentage of Students in Healthy Fitness Zone			
2018-19			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	7.3%	22.0%	34.1%
7	31.0%	31.0%	11.9%

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school-site.

Community Involvement (School Year 2019-20)

In typical school years, the school is very fortunate to have the involvement and support of parents and community members. Parents can participate in the Parent Teacher Support Group, School Site Council, Prairie Center 4-H Club, Save the Children, Early Steps to Success, and several student activities. This year, the school is following guidelines in order to best replicate parent and community volunteerism while adhering to current COVID-19 restrictions.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension and expulsion rates; and
- Other local measures on the sense of safety.

Safe School Plan (School Year 2019-20)

Safety of students and staff is a primary concern of Sunnyside Union Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards.

During the COVID-19 pandemic, protecting the health and safety of staff, students and families is a priority. The district has created comprehensive health and safety protocols which include: cleaning, disinfecting and sanitizing, use of personal protective equipment, symptom screening, social distancing, hygiene practices, testing, and responding to positive cases.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted on a

monthly basis throughout the school year and earthquake drills are held periodically.

Assigned staff members monitor school grounds before, during, and after school. All visitors must report to the front office, sign in, and obtain a visitor's pass before entering the campus.

The Comprehensive Safety Plan was developed by the District in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment.

Components of the Comprehensive Safety Plan include the following: child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy. Sunnyside Union Elementary School reviews the plan annually and updates it as needed. The safety plan was last reviewed with the staff in November 2020. An updated copy of the plan is available to the public at the school office.

Discipline & Climate for Learning

Sunnyside Union Elementary School has found that good discipline is a solid foundation on which to build an effective school; good discipline and school effectiveness seem to have a strong correlation. Sunnyside Union Elementary School has established a comprehensive approach to discipline that includes a partnership with parents. The goal of Sunnyside Union Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior.

Sunnyside Union Elementary School believes students who develop a sense of personal responsibility will mature both academically and emotionally. The administration practices a counseling approach to student discipline that reinforces students' accountability for their actions and teaches viable alternatives for handling difficult social and personal interactions. Parents and students are informed of discipline policies and the Sunnyside Student Conduct Code at the beginning of each school year.

Suspensions and Expulsions

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019-2020 suspensions and expulsions rate data are not comparable to prior year data. Since there was not in-person learning for the entire 2019-2020 school year, it would be inappropriate to make any comparisons of the suspensions and expulsions rates in the 2019-2020 school year to the rates in prior school years.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	17-18	18-19	19-20	17-18	18-19	19-20
School	5.12	3.00	4.20	0.00	0.00	0.00
District	5.12	3.00	4.20	0.00	0.00	0.00
State	3.50	3.50	2.50	0.08	0.10	0.05

Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district annually dedicates four full days exclusively to the professional development of school site staff. Additionally, early release days for students provide additional opportunities for professional development. The district continuously offers additional professional development opportunities to staff throughout the school year.

The table displays the number of professional development days available to staff.

Professional Development			
	18-19	19-20	20-21
Number of school days dedicated to Staff Development and Continuous Improvement	14	34	34

Average Class Size and Class Size Distribution

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	18	19	20	1-20 Students			21-32 Students			33+ Students		
	18	19	20	18	19	20	18	19	20	18	19	20
By Grade Level												
K	24	21	17	-	1	2	2	2	1	-	-	-
1	19	18	20	1	1	2	1	-	-	-	-	-
2	23	23	25	-	-	-	1	1	1	-	-	-
3	23	25	23	-	-	-	2	2	1	-	-	-
4	20	25	25	1	-	-	1	1	1	-	-	-
5	22	26	25	1	-	-	1	2	1	-	-	-
6	17	17	17	7	4	6	5	10	12	-	-	-
Other	-	19	24	-	1	-	-	-	2	-	-	-
By Subject Area												
English	18	19	22	4	4	4	1	-	5	-	1	-
Mathematics	24	19	22	2	4	3	1	-	1	-	1	-
Science	17	19	21	6	4	4	1	-	1	-	1	-
Social Science	24	25	22	2	2	3	1	-	1	-	1	-

Counseling & Support Staff (School Year 2018-19)

It is the goal of Sunnyside Union Elementary School to assist students in their social and personal development as well as in academics. The district provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The superintendent coordinates the counseling and support services at Sunnyside Union Elementary School. Student guidance and counseling-support time is provided to the school by a number of specially trained personnel from the Tulare County Office of Education.

Sunnyside Union Elementary School District's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. It is the district's goal to ensure that all students are provided the support they need in order to experience success in their academic career.

Through teacher training, monitoring of student achievement, and modification of instruction, Sunnyside Union Elementary School is able to offer programs to meet the individual needs of its students.

For students whose primary language is not English, and who have limited English proficiency, Sunnyside Union Elementary School offers programs to prepare them to meet the State's academic content and performance standards.

Students are identified as English Learners through the California English Language Development Test (CELDT). Those students identified as English Language Learners (ELL) are assigned to appropriately credentialed teachers. Each grade level has an English Immersion Class where Limited English students are transitioned to English in accordance with state requirements.

Sunnyside Union Elementary School offers support to students whose test results indicate they need additional assistance to achieve grade level proficiency. Students can participate in the school's Title I Program, an After-School Intervention Program, and Summer School. Teachers and staff provide tutorials and work with students on a variety of skills to enhance their academic progress including study skills, time management, and note-taking. The school works diligently to maintain open communication with parents regarding their child's progress throughout the school year.

Sunnyside Union Elementary School provides instruction to all students in the least restrictive environment possible. Students with special needs are accommodated with a variety of options. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction and assistance a student will receive which may include sessions with a Resource Specialist, Speech/Language Specialist, and/or Adaptive PE Specialist. Inclusion of Special Education students is maximized, depending on their individual abilities, to provide them with learning opportunities in a suitable environment.

The school does not have an academic counselor. The chart displays a list of support service available to students who attend Sunnyside Union Elementary School. Currently Sunnyside Union Elementary does not have a counselor on site. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Nurse	2	1.2
Psychologist	2	1.2
Speech/Language/Hearing Specialist	1	0.2

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city of Strathmore and Tulare County, which contain numerous computer workstations.

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These school-wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems.

The school also participates in the Tulare City Rurals League, which is an athletic program that promotes individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Extracurricular and athletic activities include:

- Spelling Bee
- Basketball
- Soccer
- Poetry and Prose
- Football
- Baseball
- Track and Field
- Volleyball
- Softball
- Student Council
- Field Trips

Recognition & Awards

Certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include:

- Cafeteria Recognition
- Perfect Attendance
- Good Character Awards
- Reading Achievement Awards
- Honor Roll Awards
- Student of the Month Awards
- Transportation Awards

District Revenue Sources (Fiscal Year 2018-19)

In addition to general state funding, Sunnyside Union Elementary School District received state and federal funding for the following categorical, special education and support programs:

- Title I
- ESEA
- Interagency Contracts
- Instructional Materials
- Class Size Reduction
- ERAF
- Mandated Cost Reimbursement
- EPA
- Title II
- ESSA - Title IV
- AB 1808 Classified Professional Development Block Grant
- AB 1808 Low-Performing Student Block Grant

District Expenditures (Fiscal Year 2017-18)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2016-17 school year. The figures shown in the Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures that will be reported in the 2018-19 fiscal year.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$12,598
From Supplemental/Restricted Sources	\$772
From Basic/Unrestricted Sources	\$11,826
State	
From Basic/Unrestricted Sources	\$7,750
Percentage of Variation between School & State	52.6%

School Site Teacher Salaries (Fiscal Year 2017-18)

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the California Department of Education has provided average salary data from school districts throughout the state having less than 1,000 Average Daily Attendance (ADA). The table illustrates the average teacher salary at the school and district and compares it to the average teacher salary at the state level. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Average Teacher Salaries	
School & District	
School/District	\$66,655
School & State	
All Elementary School Districts	\$71,448
Percentage of Variation	-6.7%

Teacher & Administrative Salaries (Fiscal Year 2017-18)

The table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts' budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website, www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2018-19		
	District	State
Beginning Teachers	\$50,012	\$46,965
Mid-Range Teachers	\$71,481	\$67,638
Highest Teachers	\$93,452	\$88,785
Elementary School Principals	-	\$112,524
Middle School Principals	-	\$117,471
High School Principals	-	-
Superintendent	\$125,028	\$128,853
Salaries as a Percentage of Total Budget		
Teacher Salaries	27.0%	30.0%
Administrative Salaries	6.0%	6.0%

Sunnyside Union Elementary 2020-2021 Local Performance Indicator Progress

Due August 2021, presented at board meeting on June 22, 2021

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

Williams' requirements were completed by Jody Gunderman in the Fall of 2020 and submitted to the Tulare County Office of Education. Sunnyside did have all of their teachers appropriately assigned and all students did have access to aligned instructional materials. Sunnyside didn't receive any complaints or other deficiencies throughout the academic year. Sunnyside did share the results to its local governing board and will also report to stakeholders and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

Unfortunately, State testing was postponed due to the pandemic for the 2019-2020 school year and progress toward state academic standards were not measured. State testing for the 2020-2021 school year did take place with a modified test given in May 2020. State Academic Standards were taught during the school year of 2020-2021 and local measures, such as a DRA, writing assessments, and benchmarks (STAR in Reading in and Mathematics) were given to help guide instruction.

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

- 1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)		2			
Mathematics – Common Core State Standards for Mathematics		2			

Next Generation Science Standards		2			
History-Social Science		2			

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing). Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics		2			
Next Generation Science Standards		2			
History-Social Science		2			

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	1				
Health Education Content Standards			3		
Physical Education Model Content Standards				4	
Visual and Performing Arts	1				
World Language	1				

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			3		
Identifying the professional learning needs of individual teachers			3		

Providing support for teachers on the standards they have not yet mastered			3		
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Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Sunnyside has hired an intervention teacher for the 2021-2022 school year to push into classrooms to help with progress on academic progress in the primary grades. Sunnyside is also investigating a supplemental online curriculum for both Science and History-Social Science in the Junior High that is closely aligned to California academic standards. Our English Language Development class for Junior High students has proven to be beneficial to our ELD students to gain extra support in their core subjects. Sunnyside has interest in improving our elective program to include more visual and performing arts, language and career technical education.

Parent and Family Engagement (LCFF Priority 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Sunnyside always has a goal to meet with as close to 100% of parents during parent conferences. Teachers work diligently to try to make contact at least 3 times per year. Even during the year of the pandemic this goal was almost met however parent conferences were conducted via the phone or over zoom. Sunnyside's Vice Principal and Social worker performed home visits to reach parents who teachers had difficulty contacting. Sunnyside offered a few Parent Involvement nights where parents were given opportunities to give suggestions. There were also a few fun Parent Involvement Nights via Zoom, where families were able to have fun together during the pandemic. Some of these nights were Paint Night, E&M Reptile and Magic Shows. We try to gather ideas from parents on what guest speakers and ideas they would like to learn about in our parent involvement nights.

Sunnyside Union Elementary provides opportunities for parents to be involved and to help collaborate with decision making at the Annual Parent Involvement Policy Evaluation Meeting which was held during the 2020-2021 school year. In addition, the ELAC and SSC created a Needs Assessment which was utilized during the creation of the Single Plan for Student Achievement, which was adopted in February 2021. Sunnyside also holds monthly board

meetings in which parents are always welcome to share in the public input period. During the pandemic, many of these meetings were offered via Zoom, however, now the board meetings are being held live. The School Site Council meet via Zoom and teachers, staff and parents actively participated and help advise the Superintendent/Principal on Sunnyside's goal and objections. Sunnyside continues to partner with Save the Children and the State Preschool to hold collaborative parent meetings for our younger age students. Sunnyside also has an ELAC, but participation on this committee is very low and meeting quorum is often difficult. Sunnyside holds multiple LCAP planning meetings with parents and asks for suggestions on how to improve the schools. Unfortunately, these meetings are often poorly attended especially during the pandemic.

Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

- 1. Building Relationships between School Staff and Families
- 2. Building Partnerships for Student Outcomes
- 3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

Building Relationships

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
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<p>1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.</p>				4	
<p>2. Rate the LEA's progress in creating welcoming environments for all families in the community.</p>				4	
<p>3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.</p>				4	

<p>4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.</p>				4	
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Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

As difficult as the 2020-2021 school year has been, it did bring parents and teachers together and more communication occurred than in any other year. Both parents and teachers actively engaged in the students' education when students were at home. It is a strong goal for teachers to maintain this level of parental engagement for years to come. Class Dojo, Zoom meetings, school wide text messaging and emails were very effective means of communication that we plan on continuing to use. Sunnyside needs to improve the engagement of the underrepresented students. So often these parents are only contacted regarding irregular attendance, poor grades or discipline issues and parents don't necessarily want that contact. Administration needs to make a point of contacting parents for positive comments, meeting invitations and letting parents know we want them to be involved in their child's education.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
<p>5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.</p>	1				
<p>6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.</p>	1				

<p>7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.</p>		2			
<p>8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.</p>		2			

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Parents are encouraged to self advocate for their children. However, this would be one area in which Sunnyside could improve upon. Parents need education on how to stay informed, be involved and share with them ways to self advocate for their children.

Seeking Input for Decision Making

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
<p>9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.</p>		2			
<p>10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.</p>		2			

<p>11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.</p>		2			
<p>12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.</p>		2			

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Sunnyside Union Elementary provides ample opportunities for parents to be involved and help collaborate with decision making via School Site Council, ELAC, LCAP meetings. However, so often these meetings are poorly attended. Sunnyside also holds monthly board meetings in

which parents are always welcome to share in the public input period. Sunnyside partners with Save the Children and State Preschool to hold collaborative meetings for our younger age students. The LCAP planning meetings are probably the most efficient way for parents to be involved and seldomly we even have 1 parent attend. This is definitely one area that Sunnyside needs to work on so that parents feel empowered that they have a voice and opportunity to provide input on policies, programs and implementation of both.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard. During the 2020-2021 school year, the Healthy Kids Survey was administered in May of 2021. Parents were given notice regarding the survey and some parents did choose to opt their children out of the survey.

80% of the students surveyed feel safe at school All or Most of the time

69% enjoy coming to school All or Most of the time

77% of the students feel they are treated kindly by other students All or Most of the time

63% of the students feel they get to do interesting things at school All or Most of the time

51% of students feel staff make an effort to get to know them All or Most of the time

86% of students feel students are well behaved at school All or Most of the time

80% of students feel if they tell a staff member they are getting bullied they feel teachers will do something about it All or Most of the time

93% of students have not been hit or pushed by another student this school year

93% of students have not had any rumors or lies told about them or someone else

2% of students have brought a dangerous weapon to school

22% of the students saw the dangerous weapon

One area that Sunnyside staff has been working very hard on ensuring that the students' social and emotional needs are being met, especially after the Pandemic and Lockdown. The Sunnyside certificated and classified staff are receiving training on the importance of caring for

all students and making an effort to get to know them. Currently 50% of students feel staff makes an effort to know them. We will continue to offer trainings and share these results with staff and stress the importance of making connections and relationships with students. Our goal would be that 100% KNOW without a doubt that we truly care about each and every one of our students. Sunnyside currently has psychological services twice weekly in addition to a social worker and starting in 2021 a psychologist intern to help students and staff build better relationships. Ensuring meeting social-emotional needs will continue to be a priority for all staff.

Previously an area of concern last year was student's feeling safe. This year, we had 80% of our students feeling staff All or Most of the time. This is a vast improvement from last year. But still an area that we will continue to want to improve.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code (EC)* for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Sunnyside administration/leadership team meets regularly to discuss how to best serve all students. Administration also looks at our yearly calendar, daily lesson plans, PE teacher schedules and our enrollment numbers in our junior high electives to determine the extent to which our students are offered a broad course of study. All of our single subject core classes are coded accurately with Calpads and the Superintendent and Calpad Coordinator collaborate to ensure all students receive core classes and all classes are taught with a credentialed teacher. All designated ELD is taught as part of the core curriculum. All Special Education services are provided during core classes using push in support.

As a small rural single school school district, Sunnyside is very fortunate with a broad course of study offered to all students. With the help of the local control funding, Sunnyside has 2 full time PE/Health Teachers and a part-time Music Teacher and effective in the 2020-2021 school year a certificated Art Teacher. The art teacher will be providing art to all TK-8th grade students. Sunnyside also offers a wide variety of electives for our 6th-8th grade classes such as Dance, Band/Music, Tinker Cad, Mythology and Landscaping/Botany. During the 2021-2022 school year, we will provide 6-8th grade students more access to performing arts with a Performing Arts Elective. Students have opportunities to change electives each trimester and attend these electives daily. Our K-5th grade classrooms have PE/Health from a certificated teacher. 4th and 5th grade will also have access to Music with a certificated teacher. Sunnyside has high hopes of bringing back special events such as Talent Show, Grandparents Day and a Winter Concert once we are able to have more events back on campus when COVID restrictions are lightened or lifted..

One barrier Sunnyside faces with providing access to a broad course of study is that K-5th currently does not have access to performing art instruction unless it is provided by the classroom teacher. TK-3rd also does not have access to music instruction unless it is provided by the classroom teacher. Another barrier is 6-8th grade students are offered visual and performing arts and career/technical education in electives and only given 1 elective per trimester. Students choose electives and are encouraged to change their electives every trimester, however many students keep their same electives due to their interests and aren't exposed to some of the other great electives offered.

Sunnyside is very fortunate to have added an additional Designated ELD or ELA intervention period to support our English Learners and struggling learners. This class offering allowed all students access to the same amount of electives regardless of their English Learner Status. Ideally,.Our school site council is also investigating having a career day to allow our students to learn about a variety of careers.

Budget Carryover Request Form
Sunnyside Union School
Student Awards

Request to Carry Over Excess Ending Balances for the Fiscal Year: 2020-2021

I. The following organization requests approval to carry over an amount in excess of the district's 20 percent limit.

Club/Organization: Student Awards
Club Advisor: Steve Tsuboi Date: June 22, 2021

II. Calculation of Excess Carryover

a. Total estimated annual revenues:	\$ 100.00
b. 20 percent of annual revenue:	\$ 20.00
c. Amount of carryover requested:	\$ 237.46
d. Excess carryover (B minus C):	\$ 217.46

III. Explanation Provide an explanation of the need to carry over amounts in excess of the 20 percent limit. Indicate the manner in which student approval was obtained, and when the club will use the excess funds.

The account was created to help raise revenue for money awards. The money awards go to the Strathmore High for the Emerson Scholarship Awards for graduates who attended Sunnyside School and Sunnyside's 8th Grade Graduates.

The following reasons make it necessary for the Student Award's account to have a large carry over:

- 1) Guarantees us having enough money to carry over for the New Year money awards (Paid out \$400.00 in money awards, and received a donation of \$100.00).
- 2) Donation assistance will not always be available (last year's 2019-2020 donation was \$100).
- 3) Would like to increase the Emerson Scholarship Award as year's progress.
- 4) Continue to assist 8th Grade graduates with money awards that exceed donated dollar amounts.

Report prepared by club representative: _____
Jeannette Torres-Marquez, Admin Asst. Date

Report reviewed by club advisor: _____
Steve Tsuboi, Superintendent/Principal Date

Approved by school superintendent/principal: _____
Jody Gunderman, Principal Date

Approved by district business office: _____
Candy Alari, Business Manager Date

Presented and recorded at Board Meeting: _____
Rudy Ruiz, Board Clerk Date

For TCOE Office Use	
Vendor #	_____
Req. #	_____
PO #	_____
Contract #	<u>220143</u>

AGENCY AGREEMENT

THIS AGREEMENT, is entered into between the **Tulare County Superintendent of Schools**, referred to as **SUPERINTENDENT** and **SUNNYSIDE UNION ELEMENTARY**, referred to as **DISTRICT**.

ACCORDINGLY, IT IS AGREED:

1. **TERM:** This Agreement shall become effective as **August 1, 2021**, of and shall expire on **June 10, 2022**.

2. **SERVICES:** DISTRICT shall provide services as set forth: (See attach Exhibit A for details. The Exhibit A is made part of this Agreement by reference.)

3. **COST OF SERVICES:** SUPERINTENDENT shall pay DISTRICT the actual cost of such services to the extent they are allowable not to exceed the sum of **\$28,300.00**.
SUPERINTENDENT

4. **METHOD OF PAYMENT:**
 - a. DISTRICT must submit itemized invoices to SUPERINTENDENT for the cost of the services.
 - b. DISTRICT is responsible for maintaining verifiable records for all expenditures.

5. **INDEMNIFICATION:** SUPERINTENDENT and DISTRICT shall hold each other harmless, defend and indemnify their respective agents, officers and employees from and against any liability, claims, actions, costs, damages or losses of any kind, including death or injury to any person and/or damage to property, arising out of the activities of SUPERINTENDENT or DISTRICT or their agents, officers and employees under this Agreement. This indemnification shall be provided by each party to the other party regarding its own activities undertaken pursuant to this Agreement, or as a result of the relationship thereby created, including any claims that may be made against either party by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, or any claims made against either party alleging civil rights violations by such party under Government Code section 12920 et seq. (California Fair Employment and Housing Act). This indemnification obligation shall continue beyond the term of this Agreement as to any acts or omissions occurring under this Agreement or any extension of this Agreement.

6. **TERMINATION:** Either party may terminate this Agreement without cause by giving thirty (30) calendar days advance written notice to the other party.

THE PARTIES, having read and considered the above provisions, indicate their agreement by their authorized signatures below.

DISTRICT

Steve Tsuboi
Sunnyside Union Elementary
21644 Ave 196, Strathmore CA 93267

SUPERINTENDENT

Tim A. Hire, Superintendent
Tulare County Superintendent of Schools
Tulare County Office of Education
P.O. Box 5091
Visalia CA 93278-5091

By: _____

Date: _____

By:  _____

Date: 5/28/21 _____

TCOE Program Information

Contact Person and Phone No.: Elizabeth Rodriguez (559) 730-2910 x5152
Division: Special Services
Program Title: Mild/Moderate
Budget Number: 010-65008-0-576001-112000-58000-000-00-0000

Please return an original copy to:

Tulare County Office of Education
ATTN: Internal Business Services Secretary
P.O. Box 5091
Visalia, CA 93278-5091

EXHIBIT A

SCOPE OF SERVICES

1. RESPONSIBILITIES OF DISTRICTS:

(Please provide a detailed description of services and deliverables to be provided by contractor.)

Sunnyside Union Elementary shall provide services as set 5.75 hrs. per day of Instructional Aide support for 180 days per yr.

2. RESPONSIBILITIES OF SUPERINTENDENT:

(Please provide a list of items The Tulare County Superintendent of Schools will furnish.)

Superintendent shall pay District the actual cost of such services to the extent they are allowable under the terms of the applicable grant not to exceed the sum set forth in the Agency Agreement.

EXHIBIT A

FEE SCHEDULE

The contract total for services to be provided are estimated to be, **\$28,300.00** including travel or other expenses.

$\$28,300.00 / 180 \text{ days per year} = 157.22$

$157.22 \text{ per day} \times 180 \text{ days per year} = \$28,300.00$ *(Not to exceed Contract Amount)*

Payment will be by the job or day unless specified otherwise in a fee schedule attached to this document.

2021-22 Application for Funding

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board:

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name: Olga Martinez
(non-LEA employee)

DELAC review date: 6/17/2021

Meeting minutes web address: <https://www.sunnysideunion.com/page/elac>

Please enter the web address of DELAC review meeting minutes (format <http://SomeWebsiteName.xxx>). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.

DELAC comment:

If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment.
(Maximum 500 characters)

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

*** Title I, Part A (Basic Grant):**

ESSA Sec. 1111 et seq.

SACS 3010NoYes

*** Title II, Part A (Supporting Effective Instruction):**

ESEA Sec. 2104

SACS 4035NoYes

*** Title III English Learner:**

ESEA Sec. 3102

SACS 4203NoYes

*** Title III Immigrant:**

ESEA Sec. 3102

SACS 4201NoYes

*** Title IV, Part A (Student and School Support):**

ESSA Sec. 4101

SACS 4127NoYes

Title V, Part B Subpart 1 Small, Rural School Achievement Grant:

ESSA Sec. 5211 SACS 5810

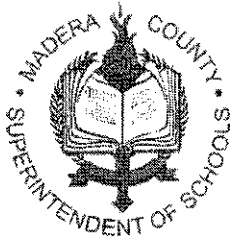
NoYes

Title V, Part B Subpart 1 Alternative Uses of Funds Authority Participation:NoYes

Title V, Part B Subpart 2 Rural and Low-Income Grant:

ESSA Sec. 5221 SACS 4126

NoYes



MADERA COUNTY SUPERINTENDENT OF SCHOOLS

SERVICE AGREEMENT

This Agreement is entered into by and between Sunnyside Union Elementary hereinafter referred to as Sunnyside Union and the Madera County Superintendent of Schools hereinafter referred to as "MCSOS".

ARTICLE 1. SCOPE OF SERVICES AND/OR DELIVERABLES

A general overview of services, as well as, the specific services and/or deliverables to be provided by MCSOS as described in Exhibit A attached hereto and made a part hereof are understood and agreed to by both parties.

ARTICLE 2. COMPENSATION AND/OR REIMBURSEMENT

Sunnyside Union shall compensate MCSOS for services/deliverables as described in Exhibit A attached hereto and made part of hereof.

ARTICLE 3. PAYMENT TERMS

Sunnyside Union shall pay MCSOS the compensation on the dates or milestones set forth in Exhibit A attached hereto and made a part hereof. The check(s) are to be made payable to the Madera County Superintendent of Schools and mailed to 1105 South Madera Avenue, Madera, CA 93637.

ARTICLE 4. TERM OF AGREEMENT

This Agreement shall become effective as of July 1, 2021, and shall automatically renew until terminated.

ARTICLE 5. CONTACT INFORMATION FOR EACH PARTY

All inquiries and notices to the parties in connection with this Agreement shall be given personally or by regular mail addressed as follows:

Madera County Superintendent of Schools
Cecilia A. Massetti, Ed.D.
1105 South Madera Avenue
Madera, CA 93637

Sunnyside Union
Steve Tsuboi
21644 Avenue 196
Strathmore, CA 93267

ARTICLE 6. INDEPENDENT PARTY

It is expressly understood by both parties that at all times, while MCSOS is rendering the services and/or deliverables described in Exhibit A, and in complying with any terms and conditions of this Agreement, MCSOS is acting as an independent party and not as an officer, agent, or employee of Sunnyside Union to this Agreement for any purpose. MCSOS shall be solely responsible for the acts or omissions of its employees and agents.

Sunnyside Union employees and agents shall not be considered officers, agents, employees, or independent contractors of MCSOS for any purpose. Sunnyside Union shall be solely responsible for the acts or omissions of its employees and agents.

ARTICLE 7. RESPONSIBILITIES OF Sunnyside Union

Sunnyside Union agrees to fulfill its responsibilities and to comply with all reasonable requests of MCSOS (and provide access to all documents reasonably) necessary to the performance of MCSOS' duties under this Agreement as described in Exhibit A attached hereto and made a part hereof.

ARTICLE 8. INSURANCE

Each party shall, at its sole cost, ensure its activities and indemnification obligations in connection with this Agreement from its inception and shall keep in force and maintain insurance or self-insurance as follows: general liability, business automobile liability, workers' compensation, and such other insurance as may be necessary to provide coverage for its performance under this Agreement. The coverage required herein shall not in any way limit the liability of either party. The insurance provided for under this Agreement shall not replace Sunnyside Union obligation to indemnify MCSOS.

ARTICLE 9. INDEMNIFICATION OF LIABILITY

Sunnyside Union shall defend, indemnify and hold harmless MCSOS, its officers, agents, employees, representatives, and volunteers against any and all liability imposed or claimed for damages for injury or death of any person or damage to any property, including attorney's fees and other legal expenses, arising directly or indirectly from any act or omission of Sunnyside Union assistants, employees or agents, or in connection with the performance of this Agreement, except for liability resulting from the sole or active negligence or willful misconduct of MCSOS or from its officers, agents, employees or representatives who are employed with MCSOS.

ARTICLE 10. CONFIDENTIALITY

Sunnyside Union may from time to time communicate to MCSOS certain information to enable MCSOS to effectively perform the services. MCSOS shall treat all such information as confidential, whether or not so identified, and shall not disclose any part thereof without the prior written consent of Sunnyside Union. MCSOS shall limit the use and circulation of such information, even within its own organization, to the extent necessary to perform the services. The foregoing obligation of this paragraph, however, shall not apply to any part of the information that has been disclosed in publically available sources of information; is now in the possession of MCSOS without any obligation of confidentiality; or has been or is hereafter rightfully disclosed to MCSOS by a third party, but only to the extent that the use or disclosure thereof has been or is rightfully authorized by that third party.

ARTICLE 11. OWNERSHIP OF DOCUMENTS/DATA

The MCSOS owns its documents and/or data and has the right to recover, in a suitable form, all of its proprietary documents and/or data upon expiration or termination of this Agreement for any reason.

ARTICLE 12. RETENTION OF RECORDS

MCSOS agrees to maintain and preserve its records related to this Agreement for a period of three (3) years from the date of final payment under this Agreement.

ARTICLE 13. LICENSES, CERTIFICATIONS, PERMITS, ETC.

MCSOS represents and declares to Sunnyside Union that it has all licenses, certifications, permits, qualifications, and approvals of whatever nature that is legally required to practice its profession. MCSOS represents and warrants to Sunnyside Union that MCSOS shall, at its sole cost and expense, keep in effect at all times during the term of this Agreement, any license, certification, permit, qualification, or approval which is legally required for MCSOS to practice its profession.

ARTICLE 14. CERTIFICATION OF FINGERPRINT CLEARANCE

MCSOS certifies that no MCSOS employee who may come in contact with students in performance of this Agreement has been convicted of a serious or violent felony.

ARTICLE 15. APPLICABLE LAWS

This Agreement is subject to all applicable laws of the State of California, rules and regulations of the State Board of Education, and all applicable federal laws, all of which are made part of this Agreement and incorporated herein as if fully set forth. It is also subject to any amendments in such laws during the term of this Agreement. Should it be determined by a Court of competent jurisdiction that this Agreement or any portion of it is illegal or invalid, the Agreement shall be deemed terminated and both parties relieved of their obligations hereunder except the obligation of Sunnyside Union to pay for services already completed.

ARTICLE 16. AMENDMENTS

The parties agree that the terms of this Agreement cannot be changed or supplemented orally and may be modified or superseded only by a written instrument executed by both parties.

ARTICLE 17. DISPUTE RESOLUTION

If a dispute arises between the parties under this Agreement, representatives from each party shall meet and confer within five (5) business days to resolve the dispute. If the dispute cannot be resolved, the matter may be submitted to Cecilia A. Massetti, Ed.D., Madera County Superintendent of Schools, and the chief executive officer of Sunnyside Union who agree to use their best efforts to promptly and amicably resolve such dispute(s) through direct negotiations. If both parties make a good faith effort to resolve a dispute arising under this Agreement in accordance with the dispute resolution procedures above, but are unable to resolve the dispute, then either party to this Agreement may decide to unilaterally terminate its participation as a party by providing fifteen (15) days' advance written notice to the other party. The parties may also mutually agree to cancel this Agreement as a result of the dispute at any time by written instrument executed by both parties.

ARTICLE 18. ATTORNEY'S FEES

If either party becomes a party to any litigation concerning this Agreement, each party shall be liable for its own attorney's fees and costs incurred by it in the litigation.

ARTICLE 19. TERMINATION

Either party may terminate this Agreement upon sixty (60) days' written notice to the other party. During said sixty (60) days, MCSOS shall conduct services in accordance with this Agreement. If Sunnyside Union terminates this Agreement, Sunnyside Union shall pay MCSOS for all costs and any non-cancelable obligations incurred supported by documentary evidence up to the effective date of notice of termination. The parties may also mutually agree to terminate this Agreement at any time by written instrument executed by both parties.

ARTICLE 20. ENTIRE AGREEMENT OF THE PARTIES

This Agreement supersedes any and all agreements, either oral or written, between the parties hereto with respect to the rendering of services by MCSOS for Sunnyside Union and contains all the covenants and agreements between the parties with respect to the rendering of such services in any manner whatsoever. Each party to this Agreement acknowledges that no representations, inducements, or agreements, orally or otherwise, have been made by any party, or anyone acting on behalf of any party, which are not embodied herein, and that no other agreement, statement, or promise not contained in this Agreement shall be valid or binding. Any modification of this Agreement will be effective only by written instrument executed by both parties.

ARTICLE 21. EXECUTION IN COUNTERPARTS

This Agreement may be executed in counterparts or duplicate copies, and any signed counterpart or duplicate copy will be equivalent to a signed original for all purposes, including copies of signature pages transmitted electronically.

The parties have executed this Agreement by their authorized representatives as follows:

Madera County Superintendent of Schools

Sunnyside Union Elementary

Cecilia A. Massetti, Ed.D.
Madera County Superintendent of Schools

Steve Tsuboi
Superintendent-Principal

Date

June 22, 2021
Date

EXHIBIT A
To
MADERA COUNTY SUPERINTENDENT OF SCHOOLS (MCSOS)
SERVICE AGREEMENT

ARTICLE 1. SCOPE OF SERVICES AND/OF DELIVERABLES

**MEDI-CAL ADMINISTRATIVE ACTIVITIES (MAA)
LOCAL EDUCATIONAL CONSORTIUM (LEC) COORDINATOR**

General Duties

- Receive and review all MAA related correspondence, including information and policy directives from the Department of Health Services (DHCS) and the California Department of Education (CDE) and mandated by state law.
- Ensure that information is forwarded to Local Educational Agency (LEA) MAA Coordinators in a timely manner.
- Respond to requests for information from DHCS and CDE.
- Oversee and coordinate the software platform Public Consulting Group (PCG).
- Represent the LEA in communication with DHCS for approvals and invoice payments.
- Assist LEA Coordinator with compliance.
- Actively participate in policy discussion, provide input for decision-making and problem resolution through the state LEC Advisory Committee, and related Work Groups.
- Inform the DHCS about regional MAA issues requiring policy clarifications.

Training and Technical Assistance

- Attend statewide MAA training sessions conducted by the DHCS, the CDE, or program related contractors.
- Develop, arrange and provide regional trainings for the LEA to maintain compliance with MAA policies and program requirements.
- Provide regular MAA updates to LEA Coordinators and fiscal staff through county meetings and email communication.
- Identify areas for LEA training needs within the region. Provide regional training or local technical assistance when necessary.

Review and Coordination of Program Required Documents

- Assist each LEA in RMTS reviews and audit binder compliance.
- Maintain compliance with LEC/DHCS MAA Contracts and Participation Fee's.
- Submit quarterly invoice's to the DHCS on behalf of the LEA and convey to the LEA by warrant or cash transfer all funds received on behalf of the LEA less any amount due the MCSOS as determined in Article 2. No funds will be conveyed to the LEA for invoices that have been disallowed by the DHCS

Random Moment Time Survey (RMTS)

- As mandated by the DHCS, provide a software platform (also referred to as the “RMTS System”) through a third party administrator, through which the LEA shall utilize the RMTS process. Although the LEC will make reasonable effort to facilitate use of the software platform, the LEC is not responsible for problems resulting from software platform or system errors.
- Code all RMTS moments and make available to the LEA its quarterly coding results for their review and certification.
- The LEC shall assign a code to a moment based on the presumption that the response from the participant is accurate, all necessary documentation for the claim exists, and the service has been provided to an eligible recipient. The LEC shall not be responsible for monitoring, reviewing, or verifying documentation for any coded moment. The LEC shall not be liable for any audit exception or federal disallowance related to direct service documentation and shall not be responsible for recouping any amount of funds paid to an LEA for participation in the LEA Billing Option Program.

ARTICLE 2. COMPENSATION AND/OR REIMBURSEMENT

- Monitor, review and verify required documentation for any coded moment. For services provided by MCSOS to the LEA for each claiming period, MCSOS will deduct from the claims paid by DHCS an amount equal to 7%.

ARTICLE 7. RESPONSIBILITIES OF LEA

- Participate in all state mandatory RMTS trainings and LEC Coordinator training.
- Ensure that all staff participating in RMTS meet all applicable requirements and regulations as determined by the SMAA and LEA Billing Option Program.
- Ensure Time Survey Participant’s (TSP) are accurate for all required information including name, email address, cost pool, job category, job title and work schedule (shift).
- Responsible for timely certification of TSP list in the RMTS System.
- Ensure TSP’s participating in time surveying participate in annual trainings conducted by the LEC or with the LEA coordinator.
- Monitor TSP’s time survey and ensure compliance with applicable laws and regulations.
- Monitor TSP list for changes occurring during the quarter that require changes in the RMTS System.
- Be actively involved in the preparation, review, and compliance requirements of program-required documents including MAA Audit Materials, MAA Contracts, and MAA Invoices.

- Establish and maintain appropriate audit files/systems.
- Oversee documentation necessary for completion of MAA invoices, ensuring that claims do not duplicate reimbursements received from other payment mechanisms and that invoices are submitted in a timely manner.
- Receive and review all MAA-related correspondence, including information and policy directives from the LEC and the Department of Health Care Services (DHCS).
- Ensure staff is surveying to appropriate MAA activities as defined by their job classification.
- Ensure pertinent information is forwarded to appropriate program/staff in a timely manner.
- Facilitate relationships and network with the programs/staff participating in MAA.
- Respond promptly to requests for information from the LEC and DHCS.
- Inform the LEC of changes in LEA MAA Coordinator information.
- Actively participate in policy discussion and provide constructive input for decision-making and problem resolution through the LEC.
- Review quarterly time survey Coding Reports and submit Review Certification form to LEC.
- Monitor, review and verify required documentation for any coded moment.
- The LEC shall assign a code to a moment based on the presumption that the response from the participant is accurate, all necessary documentation for the claim exists, and the service has been provided to an eligible recipient. The LEC shall not be responsible for monitoring, reviewing, or verifying documentation for any coded moment. The LEC shall not be liable for any audit exception or federal disallowance related to direct service documentation and shall not be responsible for recouping any amount of funds paid to an LEA for participation in the LEA Billing Option Program.

JUN 11 2021

Sunnyside Union Elementary School District
Application for Use of School Facilities

E 1330(a)

FACILITY USE/FEE SCHEDULE

Minimum of two hour charge for opening, closing and cleaning facility when outside of normal staffing hours. An additional fee may be charged for cleaning.

Normal Daily Staffing Hours

School Year 7:00 A.M. to 6:00 P.M.
Summer Hours 6:30 AM to 3:00 P.M.

Library Sept. - April 2021-2022 - 2:30-4:15pm

Facility	District Cost Fee/Per Hour	Fair Value/Per Hour	Hours	Cost
Auditorium	\$18.00	\$20.00		
Cafeteria (No Kitchen Use)	\$15.00	\$17.00		
Classroom (each room)	\$5.00	\$5.00		
Softball/Baseball Fields	\$8.00	\$10.00		
Football/Soccer Field	\$10.00	\$12.00		
Restroom	\$10.00	\$15.00		
Cleaning Fee	As Needed/Necessary	As Need/Necessary		

No Charge

Joint Facility Use Agreement, Non-Profit Organizations, Clubs/Associations that Promote Youth and School Activities

District Cost Fees

Religious Services, Charitable Fund Raisers, Public Agencies, Events Sponsored by Religious or Community Groups (except those which qualify for free use)

Fair Value

Groups using grounds for entertainment, meetings, or activities where admission is charged or contributions are solicited and the net receipts are not expended for charitable purposes or for the welfare of the district's students.

Name of Individual Assuming Liability for Rental, Bodily Injury & Property Damage or Additional Expenses Resulting from or During Usage		
Printed Name <i>Deborah M. Baldwin</i>	Today's Date <i>June 11, 2021</i>	
Title: <i>Club Coordinator</i>	Name of Organization <i>Child Evangelism Fellowship - Good News Club</i>	
Address: <i>1322 E. Shaw Ave., #110, Fresno, CA 93710</i>		
Telephone Number (Organization):	Telephone Number (Home/Cell):	Signature: <i>Deborah M. Baldwin</i>
Security will be required for events that are open to the general public. Security is responsibility of Individual Listed above. Proof of Security is required 7 days prior to event. Security is Required <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Additional charges may apply if additional clean-up or repairs are required due to misuse or damage to facility as determined by Superintendent or designee		
<u>Restrictions</u>		
<ol style="list-style-type: none"> Any use by an individual or group for the commission of any crime or any act prohibited by law. Any use which is inconsistent with the use of the school facility for school purposes or which interferes with the regular conduct of school or school work. Any use which involves the possession, consumption for sale of alcoholic beverages or any restricted substances, including tobacco use. 		
<u>Damage and Liability</u>		
<ol style="list-style-type: none"> Shall be liable for any property damages resulting from its negligence during the use of the facilities or grounds. The group shall bear the cost of insuring against the risk and defending itself against claims arising from this risk (Education Code 38134). Shall provide the district with evidence of insurance against claims arising out of the group's negligence. Groups or organizations shall also be required to include the district as an additionally insured on their liability policies for claims arising out of the negligence of the group. As permitted, the District may require a hold harmless agreement and indemnification when warranted by the type of activity or the specific facility being used. 		
For Office Use Only		
District Approved Signature:	Special Instructions	
Date:		

SUPERINTENDENT – PRINCIPAL'S REPORT

June 22, 2021

Graduation: I thought graduation went very well. The crowd was very respectful and followed all guidelines. The event on our new stage was awesome. The last piece of the stage was dedicated by the Class of 2021. The event was streamed on FACEBOOK LIVE. We unveiled new banners beginning with the Class of 2019 (the last class to use the stage) showing the previous winners of American Legion and Sunnyside Pride. The banner with this year's recipients was also uncovered at the ceremony. The Class of 2021 also started the tradition of a banner with class quote. The class also is filling a time capsule. RECOMMENDATION: All future American Legion Winners should be announced by a previous winner (i.e. the winner of the class of '97 or the class of 2019 or ...). This would help reconnect alumni and if successful demonstrate to the community and students the value of this award.

The Final Walk – The elementary teachers put together a final walk for the 8th graders. On the last day of school the 8th graders (no matter if they graduated or not) walked the corridors and were greeted by hooting and hollering students of all ages who were celebrating the 8th graders' accomplishments. Signs were made by the students. I heard one student say "I feel loved." A celebration for all and continuing to develop culture. We did a tunnel run for the class of 2019. Both events were surprises to the 8th graders.

Meetings –

1. Interview Committee for Tulare County Office of Education ERS Administrator: Two full Friday Afternoons
2. County Superintendents Meeting – Moved to every two weeks
3. Small Schools Superintendent's Dinner – June 24
4. TCOE/ACSA Summer Institute – June 16
5. CTCS JPA Meeting – June 16
6. TCHLN Summer Retreat – June 21

Other:

1. Diane Jayroe Retirement Celebration
2. Nancy Kimura Retirement Celebration
3. First Aid – CPR Training for the following on June 14
 - a. Bus Drivers, Future Bus Drivers, Coaching Staff

Categorical Program/Vice-Principal Report
June 22, 2021

- Quit Horsing Around - I am doing a horseback riding Summer Camp-I'm super excited to share my expertise.
- Consolidated Application
- Textbook Consumable orders
- Preschool Flooring Project
- Local Indicators Report-presented tonight