

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Sunnyside Union Elementary

Contact Name and Title

Steve Tsuboi

Superintendent-Principal

Email and Phone

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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Sunnyside Union School District is a rural single school district located in the agricultural belt of southeastern Tulare County. The school serves 362 students from Transitional Kindergarten through Eighth Grade. In addition, the school houses a forty-eight (48) student State Preschool Program that serves three and four year students.

The district is located approximately one mile west of State Highway 65 on Avenue 196, in Strathmore, California. A majority of the student body resides in the unincorporated town of Plainview. This farm working community is located approximately 2.6 miles west of the school site. The geographic range of the district ranges from 6 miles from East to West and 4.5 miles North to South.

The district/school has the following demographic characteristics. The ETHNIC DISTRIBUTION of the students body, excluding the State Preschool is as follows: {A} - 334 students (92.27%) of the students are Hispanic or Latino; {B} - 27 students (7.4%) are White, Not Hispanic/Latino; and, {C} 1 student (0.28%) is considered Other. The GENDER BREAKDOWN is 184 females and 178 males in the Transitional Kindergarten - Eighth Grade program. Of the 362 students, 164 of those are classified as ENGLISH LANGUAGE LEARNERS. This represents 45.3% of the student body.

Sunnyside continues to offer small class sizes. In the elementary component of the schools (TK-5) all class range from 20-26 students in each class. All grades are represented by two teachers per grade level, with the exception of second and third grade (3 teachers - one per grade level, plus a 2/3

combination). In the upper grades, which are taught by instructors with Single Subject Authorization, classes are all below 24, with the exception of the current seventh grade (one class - total grade enrollment of 32).

The district is led by a five member Governing Board of Trustees. The current board has limited experience serving. Two members are serving their second year of a four year term. Two other members were "non elected" at the election prior. The fifth member was appointed approximately a couple years prior to that election.

Over the past three years Sunnyside's Certificated Staff has turnover significantly. In the single subject areas (grades six - eight), the district is served by two staff members who are completing their final year of internships, one teacher in her second full year of teaching, and two teachers who are in their fourth year. At the elementary level, there are two teachers in their first year on site, one in their second year, one in their third year. Two other teachers have less than five years at Sunnyside.

Sunnyside has worked diligently in the past two to three years to improve the facilities both inside and out. The campus went through a paint project two years ago, including all classrooms being standardized in color and highlight walls. The district currently has a \$650,000 State Modernization project currently out for bid. Modernized restrooms and multi-purpose building out on the docket for modernization by the winter of 2018. Sunnyside also applied and received a Preschool - Kindergarten Playground renovation grant through Tulare County First 5. This project includes synthetic grass and shade structure and is expected to be completed by the beginning of the 2018-2019 school year.

Sunnyside continues to Dream Big and is working on sustaining the groundwork that has been laid by the Local Control Accountability Plan. Growth continues to happen in all areas of the plan.

LCAP Highlights

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

There are many areas of focus of the 2018-2019 Local Control Accountability Plan. Below are seven areas of focus:

- A. Continue to build upon the technology foundation that Sunnyside has built from the beginning of the original LCAP Implementation. There will be a continued focus on the Creative/STEAM Room. Technology will also be supported by the expansion of the part-time technician being full-time. Students will continue to have the expanded opportunities to use technology in the classroom and in elective offerings. The implementation of technology will also be felt in the general core curriculum.
- B. Professional Development - The district/site will continue to focus on Instructional support from the Tulare County Office of Education. This year the plan will focus on multi-subject implementation of the Common Core Standards. An entire plan for the year will be developed between the district and county office. Professional Development opportunity for ALL staff both on and off campus will be available (CISC Symposium - off campus, Steve Ventura - on campus).
- C. Expanded Physical Education/Health - The district will emphasize early education with the hiring of a

K-5 Physical Education instructor. ALL students will receive physical education and/or health instruction daily. The district will support the implementation with both material and labor support.

D. Early Childhood Education - The district will implement a Full Day Transitional Kindergarten class. The district will support the implementation with both material and labor support.

E. Art Opportunities - The district will provide art opportunities for all students in Transitional Kindergarten through the Eighth Grade.

F. Reading Room - The district will continue expansion of its Professional Reading Room through increased titles and materials. The Reading Room continues to develop through the LCAP.

G. Safe Learning Environment and Support - The district will implement a one-to-one aide to support students who need that extra guidance. In addition, the district will have a one day per week/or equivalent School Resource Officer to work with both parents and students.

Review of Performance

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

Greatest Progress

The district is proud of the growth that has been made in English Language Arts. Through continued training and support the district was able to move from a LEVEL RED to a LEVEL YELLOW. Stakeholders believe this was due to the focus on increased and improved training in the areas of English Language Arts and the continued focused on building reading levels through proven structures and strategies. The exposure to more title and availability to titles continues to increase. Classroom libraries continue to develop at ALL grade levels.

The district was also able to interweave English Language Development (45% of our students are English Learners) into the mix of strategies. Initial English Language Development training was supported with voluntary participation in an additional 9 hours of training presented by Laura Gonzalez, English Language Development Consultant.

The district was able to continue to grow and build upon its technology program to support student learning. Students have gravitated towards using a variety of technology tools that are available for students use. Student participation and engagement is steadily improving.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has

determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

2017 Fall Dashboard

Mathematics English Language Arts

All Orange Yellow

English Language Learners Red Red

Socioeconomically Disadvantaged Red Orange

Hispanic Orange Yellow|

Suspension Rates

All Orange

English Language Learners Yellow

Homeless Red

Socioeconomically Disadvantaged Orange

Hispanic Red

White Red

Based upon the indicators on the Dashboard the district needs to target the following areas:

ENGLISH LANGUAGE ARTS

- (a) Continue to provide appropriate staff development, through the utilization of Instructional Consultants through the Tulare County Office of Education
- (b) Provide training for Certificated Staff and Administration on proper implementation of English Language Development Strategies.
- (c) Provide opportunities for Certificated Staff to broaden their toolbox of strategies by participating in effective Staff Development (CISC Symposium, Steve Ventura, Small Schools Staff Development Day)
- (d) Effectively train staff to sustain and monitor implementation of strategies.
- (e) Implement Professional Development in English Language Development to ensure that ELD Students are receiving both Integrated and Direct ELD instruction.
- (f) Provide time for all staff members to observe and provide feedback for colleagues through Vertical Articulation and Cross Curricular Planning.
- (g) Provide Transitional Kindergarten program that emphasizes Language development.
- (h) Extend first - third grade instruction time by 30-45 minutes per day with an emphasis on reading and writing.

MATHEMATICS

- (a) Provide additional Professional Development in Mathematics to 6-8 Program in the 2018-2019 School Year to Design and Implement a model mathematics program.
- (b) Provide additional Professional Development in Mathematics to TK-5 Self Contained Math instructors in the 2019-2020 school year.
- (c) Provide vertical articulation time to teach mathematics across the curriculum.
- (d) Provide STEM activities that demonstrate how to use mathematics in creative and deeper manner.

(e) Provide opportunities for Certificated Staff to broaden their toolbox of strategies by participating in effective Staff Development (CISC Symposium, Steve Ventura (academic leadership), Small Schools Staff Development Day)

(f) Extend contracted days by five (non instruction days) to collaborate and develop curriculum.

SUSPENSION RATES

(a) Provide a one-to-one aide to work with students who need social and emotional support. Training will be provided as need to the aide hired.

(b) Improve parent communications to create support with behavior issues. Establishing protocol to follow

when students are demonstrating need for support.

(c) Continue to provide mental services by utilizing support of two psychologists (one Tulare County Office of Education and one additional day from neighboring district).

(d) Contract one day of Campus Security Officer to work with students who demonstrate significant need of support.

(e) Establish a Sixth - Eight grade Mentoring Program with teachers, administration and other support staff. Create another layer of 15:1 support by establishing teams throughout the junior high level.

Mentors and their groups will be required to develop activities that support student leadership.

(f) Provide continuous training for all Support Staff to grasp the concept of their impact on students.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

The following areas fall more two levels below the ALL group:

ENGLISH LANGUAGE ARTS PERFORMANCE LEVEL

All Student Groups: Yellow

English Learners: Red

Steps to Rectify:

(a) Implement Professional Development in English Language Development to ensure that ELD Students are receiving both Integrated and Direct ELD instruction.

(b) Provide training for Certificated Staff and Administration on proper implementation of English Language Development Strategies.

(c) Provide Transitional Kindergarten program that emphasizes Language development.

(h) Extend first - third grade instruction time by 30-45 minutes per day with an emphasis on reading and writing.

SUSPENSION RATE LEVEL

All Student Groups: Orange

English Learners: Red

Homeless: Red

White: Red

Hispanic: Red

Steps to Rectify:

- (a) Provide a one-to-one aide to work with students who need social and emotional support. Training will be provided as need to the aide hired.
- (b) Improve parent communications to create support with behavior issues. Establishing protocol to follow when students are demonstrating need for support.
- (c) Continue to provide mental services by utilizing support for of two psychologists (one Tulare County Office of Education and one additional day from neighboring district).
- (d) Contract one day of Campus Security Officer to work with students who demonstrate significant need of support.
- (e) Establish a Sixth - Eight grade Mentoring Program with teachers, administration and other support staff. Create another layer of 15:1 support by establishing teams throughout the junior high level. Mentors and their groups will be required to develop activities that support student leadership.
- (f) Provide continuous training for all Support Staff to grasp the concept of their impact on students.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved Services

Sunnyside will spotlight services for low-income students, English learners and foster youth in the 2018-2019 plan by focusing on the following actions:

- Providing quality Professional Development in Reading/Language Arts and English Language Development and bridging literacy into all subject areas. How can core areas such as math, science, physical education, and social studies support reading, writing and literacy in general.
- Development a Transitional Kindergarten that spotlights reading and writing skills. The goal is to develop students who are entering kindergarten with the necessary grade level skills. This should allow the district to redesignate students as proficient English Learners at a greater rate.
- Utilize the new MakerSpace/Creative Learning Room into a room that is used by ALL students and promotes deeper learning and engagement. This can be achieved through proper implementation of a technology based (3D Printing, Design, Video, Etc.) program with the support of a full-time technician to assist Certificated staff in the development of said program.
- Establish a Kindergarten - Fifth Grade Physical Education/Health program that provides a foundation for learning in all curricular areas. The development of motor skills and healthy life styles will allow students to be more engaged in education. It will provide classroom teachers the opportunity to watch model teaching (during their "prep" time).
- Utilize the services of the Campus Security Officer to ensure that students are in school as much as possible. In addition, when they are in school they are in the classroom and not out of class for disciplinary reasons.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	2018-2019 \$4,655,502
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	2018-2019 \$1,030,728

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

- Sunnyside Union School District provides the following services to all Sunnyside students:
- Home to School Transportation
 - On Site Food Services
 - County Services - Outside LCAP (Psychological Services, General Consultations, Lozano Smith, Etc.)
 - After School Athletic Program for Fourth – Eighth Grade Students
 - After School Program (CHOICES – Tulare County Office of Education)
 - Migrant Services (After School and Summer Programs)
 - Small Class Sizes (Class Size Reduction in K-3 & 24 and below in grades 4-8)
- Sunnyside Provides the Following Programs for Early Childhood Education and Development
- State Preschool Program (Two Sessions Daily)
 - Save the Children – Early Steps to Student Success
 - P3 Community Continuum
- Sunnyside Staffing
- Certificated Classroom Teachers (18.4 FTE)
 - Certificated Administration (Superintendent-Principal & Vice Principal-Categorical Programs)
- Instructional Setting
- Transitional Kindergarten – Fifth Grade: Self Contained Classroom Setting
 - Sixth – Eighth Grade: Rotations (Regular) – Single Subject

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	2018-2019 \$3,874,265

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities: Staff Teaching Assignment Data

Annual Measurable Outcomes

Expected

Actual

CAASPP Math CURRENT DISTANCE FROM LEVEL III

2015-2016

All 89 points below

SED 91.4 points below

Hispanic 90.1 points below

EL 95.3 points below

Expected Overall Change for 2016-2017

All Improve 64 points

SED Improve 66.4 points

Hispanic Improve 65.1 points

ELD Improve 70.3 points

All 93 points below Level III

SED 99 points below Level III

Hispanic 94 points below Level III

EL 102.4 points below Level III

The district testing scores in CAASPP Mathematics for the 2016-2017 testing period declined in all areas.

Expected

CAASPP ELA CURRENT DISTANCE FROM LEVEL III
2015-2016
All 70.1 points below
EL 83.2 points below
SED 73.6 points below
Hispanic 97.1points below

Expected Overall Change for 2016-2017
All Improve 35 points
SED Improve 38.6 points
Hispanic Improve 62.1 points
ELD Improve 48.2 points

Status goals based on all groups getting to 35 points below
Difference goal is all groups getting to 7 points below

Actual

Actual results for 2016-2017
All Improved 10.4 points 59.7 Points Below Level III
SED Improved 9.1 points 64.5 Points Below Level III
Hispanic Improved 10.6 points 61 Points Below Level III
ELD Improved 4.9 points 78.3 Points Below Level III

All three major subgroups (Socioeconomically Disadvantaged, Hispanic and English Language Learners) all improved in English Language Arts. This resulted in a change on the California Dashboard from Red to Yellow.

Expected

KINDERGARTEN – FIFTH GRADE DRA RESULTS At or Above Grade Level

Kindergarten: 39.47% (47S-3L)

First: 44.44% (18S-12L)

Second: 42.86% (35S-24L)

Third: 27.03% (37S-38L)

Fourth & Fifth Not Enough Data

Goal for 2017-2018

100% of the students will grow a minimum of one grade level

- 50% of students will be at grade level at the end of the school year

RAPID ASSESSMENT will be used to assess the likelihood that a students will achieved grade level success by the end of the year.

Baseline Data to Be Established in 2017-2018

Fall 14%/42 students

Winter 18%/63 studetns

Spring 23%/63 students

Actual

KINDERGARTEN - FIFTH GRADE DRA RESULTS At or Above Grade Level

Grade/Number of Students/Percentage

K 27/52.9%

1 19/47.5%

2 9/24.3%

3 15/44.1%

4 22/50%

5 26/9.1%

K-2 55/47%

3-5 63/53%

K-5 118/50%

Reading Success Probability - Likelihood of end-of-year reading success on a gold-standard, national outcome measure:

TIME FRAME PERCENT NUMBER OF STUDENTS

Fall 14% 42 Students

Winter 18% 63 Students

Spring 23% 63 Students

As of June 4, 2018

Expected

Staff Teaching Assignment Data – CAL PADS
 2016-2017 Data
 18.5/18.5 Teachers Properly Assigned and Credentialed

Expected 2017-2018 Outcomes
 Maintain 100% Properly Assigned and Credentialed

2015-2016 Data State Standards Implementation
 School Dashboard
 Option
 Average Score 3.39

Expected 2017-2018 Outcomes
 3.75

Actual

16.4/16.4 Teachers Properly Assigned and Credentialed

Outcome #6 - State Standards Implementation from Dashboard: 3.6
 English Language Arts 4
 Mathematics 4
 Next Generation Science 3
 History-Social Science 3

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue to provide up-to-date usable technology to support and improve student outcomes, with continued implementation of one-to-one Kindergarten – Eighth Grade

Technology was available at all grade levels. This includes one-to-one technology in Grades 1-8 and approximately two-to-one in kindergarten. Some units were repaired and others were updated and replaced. Most of the technology purchases this year were designated towards chromebooks. A class set of chromebooks was placed in the MakerSpace room in case it was needed in other learning situations.

\$32,000
Supplemental/Concentration
Object Codes 43000-4000

As of May 30, 2018
\$31,463

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue to provide Visual and Performing Arts (VAPA) activities and support through the Tulare County Office of Education.

The Tulare County Office of Education and the school district were unable to secure a two-week period as they have in past years. Due to the fact that a date could not be secured, the district took the opportunity to make radical changes to its annual Talent Show (going on over 70 years). Instead of having volunteers from different grade levels, all teachers were assigned to put together a 3-5 minute performance requiring all students to participate in some fashion. We had 100% participation by all classrooms and 100% participation by students in attendance. Each classroom had a \$200 budget if they so chose to spend it.

\$12,000
Supplemental/Concentration
Object Codes 43000, 58000

As of May 30, 2018
\$3,630

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide a support staff individual to maintain district technology and provide additional support in newly implemented MakerSpace Classroom.

The district hired on a 5.75 computer technician. The technician provided support in the classroom and campus wide in all operations. They also insured that all technology was up and running was repaired in a timely manner. They were able to troubleshoot daily classroom problems. In addition, the monitored internet surfing and research of all students. They were able to take materials and implement immediately. New items such as 3-D printing, 3-D pens, laser printer/cutter, green screen studio, cameras, etc. were quickly up and running. The computer technician was able to set up Sunnyside a Facebook and Twitter account. The technician was able to take pictures, implement video reports and provide positive media highlighting campus wide successes.

\$32,125
Supplemental/Concentration
Object Codes: 24000, 30000

As of May 30, 2018
\$30,583

Action 4

Planned Actions/Services

Provide a learning environment that allows for collaborative experimentation, creation, construction and innovation. This will include the complete renovation-remodeling of current classroom to include different aspects of a learning space(i.e. MakerSpace)

Actual Actions/Services

The district fully invested into the MakerSpace style room for all students. This room was an old classroom that was renovated with new flooring and paint. The room itself has flexible seating, two 60 inch monitors, a green screen space, two 3-D printers, multiple workstations, twenty-four 3-D pens, a laser cutter/engraver, a portable charging station with 24 chromebooks and six MacAir books. The room can be utilized by any grade level to take learning to the next level.

Budgeted Expenditures

\$60,000
Supplemental/Concentration
Object Codes: 43000, 44000

Estimated Actual Expenditures

As of May 30, 2018
\$26,995

Amended: The district purchased and additional \$5519 in MacBook Air laptops and a DVD Burner (\$273) for the MakerSpace Room.

Revised as of June 14: \$32,787

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue to invest in both school and classroom libraries to support learning and student performance, with an emphasis on English Language Learners, Foster Youth and Low Income needs.

All classrooms in Grades Kindergarten - Fifth grade added sets of library books to their classrooms this year. An additional set of books is available for future classrooms (when combinations are eliminated). Books were added in different manners (baskets, shelves, stacks, etc.).

\$40,000
Supplemental/Concentration
Object Codes: 42000

As of May 30, 2018
\$36,999

Action 6

Planned Actions/Services

Provide training to both Certificated and Classified Support Staff in both the Reading Plus and LEXIA Programs targeting English Language Learners, Economically Disadvantaged and Foster Youth.

Actual Actions/Services

Training was provided at the beginning of the school year to be Certificated and Classified support staff in both Reading Plus, LEXIA Core 5 and the new RAPID Assessment.

Budgeted Expenditures

\$2,550
Supplemental/Concentration
Object Codes: 58000

Estimated Actual Expenditures

As of May 30, 2018
\$2,550

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

RAPID Assessment to monitor and screen language and reading skills Kindergarten – Eighth Grade.
Year 1 – Program and Training

The Rapid Assessment was given three times throughout the school year at all grade levels (Kindergarten - Eighth Grade). The online assessment was in its first year.

\$3,732
Supplemental/Concentration
Object Codes: 58000

As of May 30, 2018
\$4,310

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Goal Number 8 was to begin in the 2018-2019 School Year. That goal was training to implement AVID Elementary. It was completely removed from the plan beginning in 2018-2019 due to lack of training interest.

NA

NA

NA

Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue subscription for Reading Plus (January 31, 2019 – Year 2) and LEXIA (June 30, 2019 – Year 3) to continue support of reading improvement.

In grades 6-8 students Reading Plus was built into the daily schedule. Roughly twenty (20) minutes per day per student. Other students in lower grades graduated into the program throughout the year. LEXIA Core 5 was used extensively in the primary grades and in the after school program.

No Cost in 2017-2018 - Renewal costs in 2018-2019 and 201-2020

0

Action 10

Planned Actions/Services

Sunnyside will expand the services of an Art Teacher school wide beginning the 2017-2018 school year. (Previously only worked with Junior High)

Actual Actions/Services

The art teacher was able to expose all students in Kindergarten - Eighth Grade to different styles and methods of art. In grades 6-8 it was conducted in an Elective setting. In fourth grade students received art everyday. All other grade levels received art at least once per week. A culminating art show was held at the Spring Festival in April.

Budgeted Expenditures

\$119,000
Supplemental/Concentration
Object Codes: 11000-30000

Estimated Actual Expenditures

As of May 30, 2018
\$111,280

Action 11**Planned Actions/Services**

Sunnyside will design a vertical articulation program allowing for staff to observe colleagues and develop a sense of goal and objectives from grade level to grade level. The cost of this action is certificated coverage (i.e. substitute teachers) while colleagues are observing and collaborating.

Actual Actions/Services

Sunnyside used some of the funds, not nearly what was budgeted, for teachers to (a) observe colleagues in action; (b) observe at different sites. Funds were used mainly to pay for substitute teachers.

Budgeted Expenditures

\$20,000
Supplemental/Concentration
Object Codes: 11002-30000

Estimated Actual Expenditures

\$2,446

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions were fully implemented in Goal 1.

TECHNOLOGY
 All students in grades First through Eighth grade have access to one to one technology allowing students access to such programs as LEXIA Core 5 and Reading Plus. In addition, it allowed all district students to complete the RAPID Assessment. Students also had direct access at any given time to research and complete assigned tasks. Students were also able to access the Tulare County Office of Education Library Services and to such offered programs as Tumblebooks. All students had access to State Testing with no drop off times. Additional technology resources were added to the Creative Learning room allowing for more technology access. All students and staff were able to successfully use technology in different formats throughout the school year with the assistance of the Computer Technician. The MakerSpace/Creative Room has been laid out and it ready for complete implementation during the 2018-2019 school year. The use of this room by students has grown steadily during the Spring of the 2017-2018 school year.

VISUAL AND PERFORMING ARTS (VAPA)
 The district and stakeholders were happy to adjust the VAPA action from County Contracted to whole school participation. After this year's trial run the district believes that future funding for the action will be expended.

ART
 Art was fully implemented campus wide to all students with great success. Feedback from all stakeholders was very positive.

CLASSROOM LIBRARIES
 Another fully funded program. In grades Kindergarten - Fifth grade a variety of titles, as recommended by the Tulare County Office of Education, were stocked in each classroom. Grades 6-8 were completely stocked in the Language Arts classroom the previous year. The district feels comfortable with

the number of titles in the classroom.

READING PLUS, LEXIA CORE 5 and RAPID

The district was satisfied with the continued implementation of these programs. In particular it was happy to see the implementation of Reading Plus into the daily schedule of all junior high students during the 2017-2018 school year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Outcome #1 - Math Results 2016-2017 CAASPP

The district was disappointed in the results of the math results. Most of the training and resources went into the English Language Development training during the past two years. The district will provide additional math training in 2018-2019 to the junior high level, with the transitional kindergarten - fifth grade receiving the attention in 2019-2020.

Outcome #2 - English Language Results 2016-2017 CAASPP

The district was elated to see the growth in all subgroups in English Language Arts. The results were not as great as hoped but the district is looking forward to the 2017-2018 results.

Outcome #3 - DRA Results (K-5)

KINDERGARTEN - FIFTH GRADE DRA RESULTS At or Above Grade Level

Grade Minimum Percentage

K 3 27/51=52.9%

1

2 28 9/37=24.3%

3 38 15/34=44.1%

4 40 22/42=50%

5 50 26/44=59.1%

K-2 45/98=46%

3-5 63/120=53%

K-5 108/218=50%

Outcome #4 - RAPID Results

Reading Success Probability

Fall 14% 42 Students

Winter 18% 63 Students

Spring 23% 63 Students

As of June 4, 2018

Outcome #5 - Teacher Assignments

The district continues to employ qualified certificated instructional staff. The district achieved its goal of maintaining a 100% qualification rate.

Outcome #6 - State Standards Implementation from Dashboard: 3.6

English Language Arts 4

Mathematics 4

Next Generation Science 3

History-Social Science 3

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

VAPA - change in intended action from County Contract to Self Program.

MakerSpace - Amount was not spent as projected due to amount of self work by the district put into room renovations and not knowing what full implementation would cost.

Vertical Articulation - A minimal amount of funds were spent on Vertical Articulation. This was based upon the program never really getting started as intended. We used the \$2000 plus spent on substitute teachers to cover during professional teacher observations and visits.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

For the upcoming 2018-2019 LCAP actions were realigned to match a more appropriate goal. In addition, some actions were combined to because they were serving the same overarching outcome (i.e. Technology). The district intends to keep the same rubrics. It is also looking at how to integrate and teach content in a more cross-curricular manner.

Changes to Goal #1 can be found below:

2017-2018 LCAP ACTIONS 1-3-4 have been combined into one action for the 2018-2019 LCAP. These can be found under GOAL #1 - ACTION #1

Goal #1- Action #10 - Art Teacher can now be found under GOAL #1 - ACTION #5 in the 2018-2019 LCAP.

Goal #1 - Action #9 - Reading Plus can now be found under GOAL #1 - ACTION #6 in the 2018-2019 LCAP.

Goal #1 - Action 11 - Moved to Goal #2 - Action #2

NEW ACTIONS added to this goal beginning the 2018-2019 school year.

Transitional Kindergarten Teacher: Goal 1 - Action 4

Transitional Kindergarten - Fifth Grade Physical Education Teacher: Goal 1 - Action 3

Discontinued Actions-

Item 5 - School and Classroom Library - Action Discontinued for the 2018-19 School Year. Book title will be added to Professional Development/Reading Room

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities: Sufficiency of Instructional Materials - Implementation of State Standards

Annual Measurable Outcomes

Expected

Actual

CAASPP Math CURRENT DISTANCE FROM LEVEL III

2015-2016

All 89 points below

SED 91.4 points below

Hispanic 90.1 points below

EL 95.3 points below

Expected Overall Change for 2016-2017

All Improve 64 points

SED Improve 66.4 points

Hispanic Improve 65.1 points

ELD Improve 70.3 points

All 93 points below Level III

SED 99 points below Level III

Hispanic 94 points below Level III

EL 102.4 points below Level III

The district testing scores in CAASPP Mathematics for the 2016-2017 testing period declined in all areas.

Expected

CAASPP ELA CURRENT DISTANCE FROM LEVEL III
2015-2016
All 70.1 points below
EL 83.2 points below
SED 73.6 points below
Hispanic 97.1points below

Expected Overall Change for 2016-2017
All Improve 35 points
SED Improve 38.6 points
Hispanic Improve 62.1 points
ELD Improve 48.2 points

Status goals based on all groups getting to 35 points below
Difference goal is all groups getting to 7 points below

Actual

Actual results for 2016-2017
All Improved 10.4 points 59.7 Points Below Level III
SED Improved 9.1 points 64.5 Points Below Level III
Hispanic Improved 10.6 points 61 Points Below Level III
ELD Improved 4.9 points 78.3 Points Below Level III

All three major subgroups (Socioeconomically Disadvantaged, Hispanic and English Language Learners) all improved in English Language Arts. This resulted in a change on the California Dashboard from Red to Yellow.

Expected

KINDERGARTEN – FIFTH GRADE DRA RESULTS At or Above Grade Level

Kindergarten: 39.47% (47S-3L)

First: 44.44% (18S-12L)

Second: 42.86% (35S-24L)

Third: 27.03% (37S-38L)

Fourth & Fifth Not Enough Data

Goal for 2017-2018

100% of the students will grow a minimum of one grade level

- 50% of students will be at grade level at the end of the school year

RAPID ASSESSMENT

Baseline Data to Be Established in 2017-2018

Actual

KINDERGARTEN - FIFTH GRADE DRA RESULTS At or Above Grade Level

Grade Minimum Percentage

K 3 27/51=52.9%

1 14 19/40=47.5%

2 28 9/37=24.3%

3 38 15/34=44.1%

4 40 22/42=50%

5 50 26/44=59.1%

K-2 55/118=47%

3-5 63/120=53%

K-5 118/218=50%

Reading Success Probability

Fall 14% 42 Students

Winter 18% 63 Students

Spring 23% 63 Students

As of June 4, 2018

Expected

Sufficient Core Instructional Materials as measured by annual board resolution
 2016-2017 School board Adoption of “Sufficiency of Instructional Materials” Resolution

Expected Outcome
 100% Sufficient Instructional Materials

2015-2016 Data State Standards Implementation
 School Dashboard
 Option
 Average Score 3.39

Expected 2017-2018 Outcomes
 3.75

Actual

100% Sufficiency of Instructional Materials

Outcome #6 - State Standards Implementation from Dashboard: 3.6
 English Language Arts 4
 Mathematics 4
 Next Generation Science 3
 History-Social Science 3

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide professional development in all Core areas including, but not limited to; ELA, Math, Science, Social Studies and Technology with emphasis in ELD.

Sunnyside was able to contract with the Tulare County Office of Education for training in the following areas:
 English Language Arts: 47 Days spread over three different Instructional Consultants
 History (6-8): 11 Days from one consultant
 Technology (6-8): 5 Days from one consultant
 Mathematics (Approx. 5 Days in 6-8): one consultant

In addition the district picked up another 9 hours of training in English Language Development.

\$120,454
 Supplemental/Concentration
 Object Codes: 11002, 58000

As of May 30, 2018
 \$90,421

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide an additional five (5) workdays to the Certificated Schedule for Professional Development outside of regular instructional minutes, resulting in improved academic proficiency in English Language Arts and improved reclassification rates.

The district utilized five workdays that focused on English Language Art and strategies to involve all students, including English Language Learners participation/engagement rates. Trainings focused on behavior, student engagement, literacy for all, and academic conversations (for all students).

\$47,055
Supplemental/Concentration
Object Codes: 11000, 30000s

As of May 30, 2018
\$41,962

Action 3

Planned Actions/Services

Provide professional development opportunities on/off campus including registrations and salaries focusing on CC Standards.

Actual Actions/Services

The district had a variety of teachers attended training's in their subject areas and or English Language Development. If the training took place outside of contracted time, personnel was compensated at their daily rate of pay.

Budgeted Expenditures

\$24,000
Supplemental/Concentration
Object Codes: 11000, 30000s,
52000

Estimated Actual Expenditures

As of May 30, 2018
\$11,520

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

The students will be provided the opportunity to participate in an Outdoor Education experience (SCICON).

All costs associated with SCICON were provided to sixth grade students. All students participated except those who did not have parental permission. One student did not attend due to the fact that they enrolled the week before. Action covered costs for week long trip for sixth graders and day trip for fifth graders.

\$10,000
Supplemental/Concentration
Object Codes: 58000

As of May 30, 2018
\$1,204

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions in this goal were implemented to a high degree. The professional development plan outlined in Action 1 took place with all days contracted utilized. There were additional days added in junior high mathematics training. The district continues to utilize the five additional days added to the work calendar. All five were used to their fullest. These days were either highlighted by a guest speaker (one day) or continued work laid out by Instructional Consultants on the remaining days. Many instructors took advantage of the training opportunities. One of the other extra days was the participation at the annual small schools day. This was highlighted by Karen Karp (math) and Colleen Cruz (language arts) presenting to our staff and another 250+ educators.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The district focused on the results of the ELA performance of the 2016-2017 CAASPP. English Language learners were able to improve by 4.9 points. Reclassification rates remain stagnant with the late spring implementation of the ELPAC exam. Testing went into May so reclassification rates (mainly ELPAC + ELA CAASPP results) will not be known until later in the Summer of 2018. The district is looking at reclassifying multiple students at the beginning of the 2018-2019 school year. With the training the staff was also able to reorganize K-5 Direct ELD Instruction through methods learned through training. Based upon onsite observations of the ELPAC, students were more focused and wanting to achieve during the initial testing of the ELPAC.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference was as follows (Based on May 30):

Action 1 - 75% of budget - part of the Professional Development was paid through Title II

Action 4 - 12% of budget - All expenses for SCICON have not cleared and/or were paid out of other funding.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The following actions were modified for the 2018-2019 School Year:

Goal 2 - Action 2: Now encompasses all professional development training opportunities outside of Instructional Coaching and Support. This includes adding funds to send staff to the Curriculum Instruction Steering Committee (CISC) conference that will support all learners. Goal 2 - Action 3 is now included in this goal/action

Goal 2 - Action 3 of the 2018-2019 realigned the professional development reading room into this goal. This was part of the 2017-2018 LCAP Goal 1 - Action 5. The district will continue in 2018-2019 to add resources into this ever developing room.

Action #4- SCICON: Will be removed beginning the 2018-19 school year. The action will be taken care through the General Fund.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

AMAO I
Percentage of ELs Making Annual Progress in Learning English
TARGET: 60.5%
ACTUAL: 41.4%

2014-2015 DATA Data was never found or available

Actual

Awaiting Results of the 2017-2018 ELPAC

Expected

AMAO II
Percentage of ELs Attaining the English Proficient Level on the CELDT
LESS THAN 5 YEARS

TARGET: 24.2%

ACTUAL: 6.8%

5 YEARS OR MORE

TARGET: 50.9%

ACTUAL: 38.2%

2014-2015 DATA

CAASPP
ENGLISH LANGUAGE ARTS CURRENT DISTANCE FROM LEVEL III
EL 83.2 points below

Spring DATA 2016

RECLASSIFICATION RATE
Annual Percentage
2016-2017 DATA 20% OF ELs Population
2 Reclassifications
1.3%

Actual

Awaiting Results of the 2017-2018 ELPAC

Distance from LEVEL III
78.3 points

1 Student was Reclassified in 2017-2018

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide additional learning support through After School Reading Intervention in Grades K-2, utilizing the services of Instructional Paraprofessionals.</p>	<p>Throughout the year students were selected by classroom teachers (K-2) grade to participate in the after school LEXIA program. After each trimester students were exited out of the program. A small group participated in the program more than once. Three instructional aides ran the program 4 days out of the week and used the fifth day to design and review data. They also printed out achievement certificates for the students.</p>	<p>\$11,701 Supplemental/Concentration Object Codes: 21000, 30000s</p>	<p>As of May 30, 2018 \$17,259</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
--------------------------	-------------------------	-----------------------	-------------------------------

Provide Summer School, targeting English Language Learners, in a Project Based Learning Environment.

For the 2017-2018 School Year, the district has preliminary voluntary enrollment of over 90 students. This number is anchored by early primary grades. The district intends to run the program from June 11 - June 22 and turn no students away. Students will rotate among five teachers and receive instruction in the following; mathematics, science, writing, reading and physical education. There will be four hours of instruction with both breakfast and lunch served. An additional three paraprofessional aides will be hired to support the Summer School program.

\$15,000
Supplemental/Concentration
Object Codes: 10000, 30000s,
24000, 43000

\$13,718

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide professional learning opportunities for staff, including administration, in English Language Development.

Staff participated in a variety of different training's, including but not limited to: annual best practices training in English Language Development. In addition, the staff was offered an additional 9 hours of ELD training outside of contract time.

\$12,000
Supplemental/Concentration
Object Codes: 52000, 58000

As of May 30, 2018
\$7,363

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Sunnyside was able to provide a two week Project Based Summer School in June of 2017. This year's Summer School Plan is being slightly modified. The program will consist of five teachers with students of all ages rotating between teachers. English Language Development will be integrated into each subject area.

A staff member from each grade span and one administrator attended the Best Practices English Language Development Training in Fresno. The staff also utilized the expertise of Laura Gonzalez, English Language Consultant from the Tulare County Office of Education, who provided an additional nine hours of ELD training to interested staff. Approximately ten staff members attended the sessions.

The after school LEXIA reading program was implemented and ran four days a week with students. The students attended a minimum of one trimester before exiting the program. The three paraprofessionals worked with students in kindergarten - second grade with varying results. A few students participated in multiple groups.

Data from the after school program is as follows:

PILOT I - Grade Level Material (GLM)

Beginning: 85% Below GLM and 15% at GLM

End: 8% Below GLM, 69% at GLM and 23% Above GLM

PILOT II

Beginning: 100% Below

End: 15% Below, 62% At, 23% Above

PILOT III

Beginning: 100% Below

End: 15% Below, 46% At, 39% Above

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The Summer School program has garnered over 90 plus students for the 2017-2018 summer school session. This is approximately three times as many students that usually attend.

English Language Students grew by 9.4 points on the English Language Arts CAASPP exam given in the Spring of 2017. Although it was small growth, the gap is closing between the different demographic groups.

Reclassification rates were again stagnant due to the changing of administration times of the annual English Language Assessment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1 - Slightly over budget due to employee costs (raises not accounted for in original budget)

Action 2 - Approximately \$1,000 under cost due to creative restructuring of schedules

Action 3 was under budget at 61%. This number will be more reflective once all ELD Stipends are paid to teachers attending end of year ELD Training

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

METRIC CHANGES

The district will use Outcomes 3 and 4 for the 2018-2019 school year. Data with AMAOs is not been provided in a timely manner due to testing changes. The district will focus on reclassification rates and continued positive progress on the English Language Arts CAASPP assessment. In addition, with new ELPAC data the district will add the outcome of students who are growing one proficiency level (overall).

ACTION/SERVICE CHANGES

The district will no longer include GOAL 3 - ACTION 1: After School LEXIA. The district intends to extend instructional time for the First - Third grade students to match the same dismissal time of the Fourth - Eighth Grades. Kindergarten will remain the same. The district intends on utilizing the paraprofessionals in the classroom during this time. With the implementation of a Transitional Kindergarten, eliminating the Transitional Kindergarten-Kindergarten class will provide students a greater opportunity during regular instruction time. More information on the Transitional Kindergarten program can be found in GOAL 1.

Due to the extension of the school day, Action 1 was no longer needed. Additional aide time will be given to ELD.

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 6, 7

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Number of Truancy Letters March 28, 2017 Data Collection

Tardy Letters 30

1st Absence Letter 37

2nd Absence Letter 8

Attendance Contracts 4 (Written)

Attendance Contracts 1 (Verbal)

Expected Outcome 2017-2018 (TARGET)

Tardy Letters 20

1st Absence Letter 24

2nd Absence Letter 5

Attendance Contracts 3 (Written)

Attendance Contracts 0 (Verbal)

Average Daily Attendance (District Records) April 5, 2017 Data Collection

Kindergarten – Second: 95.44%

Third – Fifth: 96.15%

Sixth – Eighth: 94.68%

Expected Outcome for 2017-2018

96% or Higher at Each Grade Span

As of May 30, 2018

Tardy Letter:88

First Letter 51

Second Letter: 15

Third Letter 2

Attendance Contracts: 2 (Written)

As of May 31, 2018

Kindergarten - Second Grade: 93.1%

Third - Fifth Grade: 95.6%

Sixth - Eighth Grade: 97%

Expected

School Wide Perfect Attendance(District Records)
Perfect Attendance As Of April 25, 2017
Kindergarten – Fifth Grade: 10
Sixth – Eighth Grade: 13 School Wide Perfect Attendance

Expected Outcome for 2017-2018
30 Students

Participation in Grade Span Study Trips by all students, including
Unduplicated and Students with Special Needs Participation Rates
2016-2017

Kindergarten – Second Grade

113/119=94.96%

Third – Fifth Grade

114/124 = 91.9%

Sixth – Eighth Grade

115/122=96.93%

Special Education School Wide 6.25% (1/16)

Expected Outcomes for 2017-2018

Kindergarten – Second Grade 98%

Third – Fifth Grade 95%

Sixth – Eighth Grade 98%

Special Education School Wide 100%

Actual

As of May 30, 2018

Kindergarten - Fifth Grade: 11

Sixth - Eighth Grade: 14

Total as of May 30, 2018: 25 School Wide

Attendance is if student was in attendance on day of trip either (a)
attending the trip or (b) in attendance but not on trip:

Kinder - First Grade: 88/89 = 98.9%

Second Grade: 34/34 = 100%

Third - Fifth Grade: 119/123 = 96.7%

Sixth - Eighth Grade: 114/116 = 98.3%

Expected

Pupil Expulsion Rates
(Dataquest) Baseline Data for Expulsions 2014-2015

Number of Offenses
2

Expected Outcome for 2017-2018
0 Offenses

Middle School Dropout Rate Baseline Data for Middle School Drop Out
Rate 0%
2016-2017

Expected Outcome
Maintain a 0% Dropout Rate for Middle School Students

Actual

0 Offenses

0%

Expected

Chronic Absenteeism
Baseline Data 2016-2017

Junior High (6-8)
% of Students with 10% or more absenteeism 4.6% (6/130)

Elementary (K-5)
% of Students with 10% or more absenteeism 6.2%

Expected Outcomes for 2017-2018
Junior High: 4.1%
Elementary: 5.7%

Actual

As of May 30, 2018
Elementary Level (Kinder - Fifth Grade): 3%
Junior High Level (6-8): 3%

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue to split-fund Attendance (70%)/Account (30%) to monitor and maintain attendance and truancy records for all students, including unduplicated students.

The district fully implemented the Attendance/Account Technician position. The employee tracked all attendance for Kindergarten - Eighth Grade and Period attendance for Grades 6-8.

\$47,000
Supplemental/Concentration
Object Codes: 24000, 30000s

As of May 30, 2018
\$41,779

Action 2

Planned Actions/Services

Health Services: The district will continue to contract with the Tulare County Office of Education for nursing services at an average of 2 days/week.

Actual Actions/Services

The district continued to contract services from the Tulare County Office of Education Health Services Program.

Budgeted Expenditures

\$47,711
Supplemental/Concentration
Object Codes: 58000

Estimated Actual Expenditures

As of May 30, 2018
\$50,423

Action 3

Planned Actions/Services

Attendance: The district will provide the students with a Perfect Attendance Incentive each trimester (additional study trip, assembly, etc.).

Actual Actions/Services

The district held its first Attendance Incentive the 100 Day Challenge. Those meeting the required criteria in Grades TK-5 and 6-8 were rewarded along with one parent on a special trip. The TK-5 (and one parent) trip attended Quantum

Budgeted Expenditures

\$15,000
Supplemental/Concentration
Object Codes: 43000, 58000

Estimated Actual Expenditures

As of May 30, 2018
\$3,348

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Leap in Visalia and the 6-8 (and one parent) attended Magic Mountain. Sunnyside Elementary School is holding its FIRST ANNUAL 100 Day Attendance Challenge. The challenge will began on October 2, 2017 and conclude on April 5, 2018.

Students with 98% attendance (cannot miss more than two days) during this time period will be eligible for a trip to a location that will be determined by Grade Level.

Number of TK-5 Students: 102 students attended trip
 Number of 6-8 Students: 40 students attended trip

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Early Education: The district will provide support funding for the Early Steps to Success, Save the Children, program that is onsite.

The district continue to support the Save the Children, Early Steps to Success Program by contributing to the coordinators health and welfare benefits.

\$12,000
Supplemental/Concentration
Object Codes: 34020

\$12,000
Supplemental/Concentration
Object Codes: 34020

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Study Trips: The students will participate in grade span study trips to experience learning in a different environment. (Any associated costs, salaries, etc.)

The students participated in the following trips:
K- 2 Circle J Ranch (two different trips due to number of students)
3-5 Attended the California Science Center at Exposition Park, Los Angeles, California
6-8 Attended the La Brea Tar Pits and the Museum of Tolerance

\$22,000
Supplemental/Concentration
Object Codes: 21000, 30000s,
58000

As of May 30, 2018
\$15,176

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Additional Offerings: Engagement will increase with offerings/events that are appealing to students (Art, Marathon Madness, Band/Music, Landscape and Design, Etc.)

Students were offered a myriad of different electives in the sixth through eighth grades. The following were electives were offered:

- (a) Running for College - Cross Country
- (b) Folkloric Dance
- (c) Landscape and Gardening
- (d) Creative Media
- (e) STEM
- (f) Advanced Band
- (g) Art

This action help provide materials for the above programs. This includes funds for Folkloric Outfits, Materials for Cross Country and materials for the Band program.

\$8,439
Supplemental/Concentration
Object Codes: 43000

As of May 30, 2018
\$9,125

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide students with learning opportunities, elective courses based upon student survey results, outside the Core in Elective Setting. Prep buy back costs to create more offerings.

The following staff taught during their PREP period:
Folkloric Dance
Running for College
Creative Media
STEM
Landscape and Gardening

\$35,000
Supplemental/Concentration
Object Codes: 11000, 30000s

As of May 30, 2018
\$15,809

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Goal 4 Actions were almost all fully implemented. All actions were conducted in the 2017-2018 school year. Many of the services provided were associated with personnel resulting in the high completion rate of the actions.

The Attendance Technician - continued to provide data for the district in regards to Attendance. The position also requires this individual to track period attendance for the Junior High.

Contracted Nurse - the nurse continued to provide health services for the district, maintain records, prepare health packs for trips, and provide instructional support for mandated subjects.

Attendance Incentive Trip - both trip were conducted during the week of May 29 - June 1. Note, less than 50% of the parents invited attended the trip(s).

Early Steps - the Early Steps coordinator continued to connect parents and learning for students age 0-5.

Field Trips - all trips went on without a hitch and continue to be a favorite among stakeholders

Other Course Offerings - staff continue to participate in the prep buy back for teaching a second elective. Programs are beginning to receive notoriety (Folkloric Dance, Cross Country, Etc.)

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The outcome of the elective course offerings was very positive. Students are becoming more interested in the course offerings and are providing

feedback and suggestions.

Attendance data improved in some areas and remained stagnant in others.

- The number of students who are considered truant as depicted by number of truancy letters remains high.
- The goal of reaching 96% attendance school wide by grade span was achieved by the Third - Fifth Grade Span (95.6%) and the Junior High 6-8 (97%).
- Attendance issues are more prevalent at the early childhood grade levels.
- The number of students achieving Perfect Attendance was down, but overall ADA was up in two grade spans.
- Incentive Trip Attendance (either through participation or being at school) remains very high.
- The percentage of students with 10% absentee rates exceeded goals.

Behavior

- During the 2017-2018 school year, there were no expulsions.
- The district did see a rise in Suspensions in all areas.
- No Junior High Students dropped out of the district.

The overall effectiveness of the program improved but work still needs to target early childhood attendance and upper grade behavior.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 3 is currently showing significant amount under budget. This will change upon all final costs of end of year attendance incentive trips are updated in ledger.

All other actions were close to budget.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

MODIFICATIONS

The district modified GOAL 4 - ACTION 2: This goal will see a reduction in the number of contracted days for the county nurse, but create a Licensed

Vocational Nurse, 5.75 hour position, on a daily basis. This will put a health professional on campus daily, and also provide students with special needs with appropriate support.

The psychologist was moved from Goal 6/Action 1 to Goal 4/Action 2

Actions 6 and 7 were combined into Action 6

METRICS

Add a Baseline Metric for office referrals for 48900(k) incidents - Reduce 48900(k) office referrals by 15% per year.

Goal 5

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 6

Local Priorities: Parent Engagement

Annual Measurable Outcomes

Expected

Actual

Sign In Sheet at Parent-Student-Teacher Conferences K- 5 Grade Third Trimester 77.69%

6-8 Grade Third Trimester
45.53%

Special Education Students

Schoolwide: 15

Percentage Attended Third Trimester 60%

Overall for School
66.8%

Records were incomplete for 2015-2016, as noted in previous LCAP.
Thus, 2016-2017 data listed above will be used for Baseline.

Expected Outcome: 75% or Higher Attendance School Wide for Each Trimester
Special Education Students 100%

Parent Conferences
Kindergarten - Fifth Grade
First Trimester 77.6%
Second Trimester 68.3%
Third Trimester 76.6%
Overall 74.1%

Sixth - Eighth Grade
First Trimester 44.7%
Second Trimester 43.5%
Third Trimester 43.1%
Overall 43.9%

Expected

Sign In Sheets at School Sponsored Events (i.e. Guest Speaking Events, Site Council, Open House, ELAC, Etc.)
Baseline in Development

2017-2018 Expected Outcomes
20 or more families represented at targeted group events

Actual

Events
Fall Carnival
Parent Involvement Night District Attorney _____ families (SEE BELOW) - Estimated at 20-24 Families
Parent Involvement Night Dr. Resa Adults signed In: 20
Parent Involvement Night Darren Seargent _____ families (SEE BELOW) - Estimated at 12-15 Families

We used adult sign in numbers due to the fact that differentiating adults for each family (husband, wife, aunt, uncle, etc.) was not determined. Families = a minimum of one adult per family, not child.

Expected

Completion of Parental Notification Connections Using School Out Reach
 Phone Messages
 92.5% Delivered
 Emails
 79.5% Delivered

Expected Outcomes for 2017-2018
 95-100% Delivery of All Phone Messages
 90 – 95% Delivery of All Emails

Actual

The results of this metric are not accurate. At the beginning of the school those who enter messages changed their local passwords. The notification system did not notify users that when this occurs you must also change the notification password also. This resulted in a large percentage of the school year where the district believed messages were been sent and they actually were not. The district was not notified by anyone regarding no messages until late in the school year. Below is the data that was collected (August 2018) before security was changed.

Phone Messages:
 Delivered 1,741 89.6%
 Not Delivered 203 10.4%

Emails:
 Delivered: 4,952 79.1%
 Not Delivered: 1,311 20.9%

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
--------------------------	-------------------------	-----------------------	-------------------------------

School Out Reach: The district will continue to use the School Out Reach Messaging system to provide mass communication to parents via phone calls and text messages.

The district continued to utilize the School Messaging System. The goal for the end of the year and the beginning of next year is to implement the TEXT MESSAGING system as requested by parent stakeholders.

\$1,070
Supplemental/Concentration
Object Codes: 58000

As of May 30, 2018
\$1,270

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

The district will provide and sponsor different learning activities and events that promote parental involvement (i.e. Speakers, Orientation Night, Trainings, Seminars, Literacy Nights, Lunch on the Lawn, Pancakes for Parents, Etc.), including support materials

The district continued to provide a variety of different parent involvement activities.

- (a) Pancakes for Parents - once a year for both parents
- (b) Doughnuts for Dads - once a year for Dads
- (c) Muffins for Moms - once a year for Moms
- (d) District Attorney - Guest Speaker for Human Trafficking
- (e) Darren Sargent - Motivational Speaker
- (f) Marathon Madness - Student Recognition
- (g) Materials that Support Events: For Example . . . Shade Tents for Talent Show, Graduation, Awards Night, Etc.
- (h) Dr. Resa - Parent Involvement Night
- (i) Parent - Student - Staff Volleyball Tournament
- (j) Parent - Student - Staff Softball Game

\$13,000
 Supplemental/Concentration
 Object Codes: 43000, 58000

As of May 30, 2018
 \$6,430

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide 12-Month School Calendars for each family that includes scheduled events, highlights, photos, etc. (including translated calendars for non-English parents and students)

The calendars were printed and given to all Stakeholder in English and Spanish.

\$3,000
Supplemental/Concentration
Object Codes: 58000

\$2,295

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

NA - Goal of a Family Incentive Trip was scheduled to begin in 2018-2019. Goal has been removed from LCAP

NA

NA

NA

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions were implemented during the 2017-2018 School Year. The school calendars will continue to be in the LCAP Plan due to the positive receptiveness of all Stakeholders. Events for parents will continue to be planned. A focus on messages that can be presented in both English and Spanish will be a priority. The district will continue using the same messaging system but incorporate text messages.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall all the actions were well received. Th major issue that the district needs to address is the participation rate of parents at events designed for their benefit. The number of parents that attend parent conferences on a regular basis school wide average 64.5%. The Kindergarten - Fifth Grade parent participation at conferences was 74.1% and the Junior High (6-8) was 43.9%.

The number of families (represented) attending events is less than a dozen. Messages via phone email were completed at 92%.

The parent notification system failed to be productive during the 2017-2018 school year. A majority of the problem was that it was determined that system failed to send out messages after August. The system did not notify the district that it was rejecting messages based on non matching username/passwords. The district needs to monitor the system on a regular basis to ensure that messages are being put out.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2 - District over budgeted for costs of parent engagement speakers. There are still some costs not reflected in ledger.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The following changes and suggestions involving the following Metrics:

- (a) Include Text Messaging in the Communication System
- (b) Develop a more efficient method to collect participation data
- (c) Parent Conferences - possible expansion of time

The following ACTIONS have been MODIFIED or CHANGED:

GOAL 5 - ACTION 1: This action combined the 2017-2018 LCAP Goal 5 - Action 1 and Goal 5 - Action 3

GOAL 5 - ACTION 2: This action combined the 2017-2018 LCAP Goal 5 - Action 2 and Goal 5 - Action 4

The following ACTION(S) have been added to this goal:

Action 3 - Community Birdhouse Libraries

The district is also considering using the following matrix to determine parent participation:

The number of parents/guardians who are cleared as volunteer chaperones.

Goal 6

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 6, 8

Local Priorities: Conditions of School - Williams FIT & School Climate

Annual Measurable Outcomes

Expected

Healthy Kids Survey Grade 5 (2015-2016)

Do you feel safe at school?

- a. No, Never 5%
- b. Sometimes 10%
- c. Most of the time 25%
- d. All of the time 50%

Hit or Pushed

- a. No, Never 80%
- b. Sometimes 15%
- c. Most of the time 0%
- d. All of the time 5%

Brought Weapon to School

Actual

TBD - Awaiting Results

Expected

a. Yes 5%

b. No 95%

Saw Another Student with a Weapon at School

a. Yes 10%

b. No 90%

Expected Outcomes for 2017-2018

Do you feel safe at school?

a. No, Never 0%

b. Sometimes 0%

c. Most of the time 25%

d. All of the time 75%

Hit or Pushed

a. No, Never 90%

b. Sometimes 10%

c. Most of the time 0%

d. All of the time 0%

Brought Weapon to School

a. Yes 0%

b. No 100%

Saw Another Student with a Weapon at School

a. Yes 0%

b. No 100%

Healthy Kids Survey Grade 7 (2015-2016)

Perceived Safety at School

a. Very Safe 40%

b. Safe 40%

Actual

TBD - Awaiting Results

Expected

Actual

c. Neither 20%

d. Unsafe 0%

e. Very Unsafe 0%

Afraid of Being Beaten Up

a. 0 87%

b. 1 Time 7%

c. 2-3 Times 7%

d. 4 or more times 0%

Threatened or Harmed

a. 0 Times 100%

Been Offered, Sold or Given Illegal Drugs

a. 0 100%

Been Threatened with a Weapon

a. 0 Times 93%

b. 1 Time 7%

Expected 2017-2018 Outcomes

Perceived Safety at School

a. Very Safe 60%

b. Safe 30%

c. Neither 10%

d. Unsafe 0%

e. Very Unsafe 0%

Afraid of Being Beaten Up

a. 0 100%

b. 1 Time 0%

c. 2-3 Times 0%

d. 4 or more times 0%

Expected

Threatened or Harmed

a. 0 Times 100%

Been Offered, Sold or Given Illegal Drugs

a. 0 100%

Been Threatened with a Weapon

a. 0 Times 100%

b. 1 Time 0%

Actual

Suspension Rates Suspension Rates Spring 2017 Dashboard (2015)

All Students

Status: 5.6%

Difference: +1%

English Language Learners

Status: 5.3%

Difference: +2.2%

Socio Disadvantaged

Status: 5.4%

Difference: +0.8

Hispanic:

Status: 5.7%

Difference: +1.7%

White

Status: 5.1%

Difference: -6.3%

2017-2018 Dashboard

ALL - Increase 1.9%

ELs - Maintained 0.1%

SED - Increase 1.2%

Hispanic - Increased Significantly 2.2%

Expected

Actual

Expected 2017-2018 Outcomes

All Students

Status: +2.6%

Difference: +.7

English Language Learners

Status: +2.3%

Difference: +2.0%

Socio Disadvantaged

Status: +2.4%

Difference: +.5

Hispanic:

Status: 2.7%

Difference: +1.4%

White

Status: 2.1%

Difference: +7.3

Expected

- Williams Report FIT
- A. Systems – Good (2/2)
- B. Interior – Good (2/2)
- C. Cleanliness – Good (2/2)
- D. Electrical – Good (2/2)
- E. Restrooms/Fountains – Good (2/2)
- F. Safety– Good (2/2)
- G. Structural– Good (2/2)

The district goal is to meet the Exemplary Goal in 50% of the areas and the Good Goal in all other Facility Areas

Actual

- Williams Report FIT (August 2017)
- A. Systems – Good (3/3)
- B. Interior – Good (3/3)
- C. Cleanliness – Good (3/3)
- D. Electrical – Good (3/3)
- E. Restrooms/Fountains – Good (3/3)
- F. Safety– Good (3/3)
- G. Structural– Good (3/3)

Overall School Rating: EXEMPLARY

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services

Mental Services: The district will continue to contract an additional day from neighboring district for Student Mental Health Services

Actual Actions/Services

The district continue to utilize the services of a one day per week School Psychologist as contracted from a neighboring district. The school psychologist worked with 42 different students throughout the school year.

Budgeted Expenditures

\$20,000
Supplemental/Concentration
Object Codes: 58000

Estimated Actual Expenditures

As of May 30, 2018
\$20,035

Action 2

Planned Actions/Services

Classroom Environment:
Classroom Management Training
(i.e. Ron Howerton)

Actual Actions/Services

Ron Howerton provided Classroom Management training for all Certificated Staff Members prior to the beginning of the 2017-2018 School Year.

Budgeted Expenditures

\$5,000
Supplemental/Concentration
Object Codes: 58000

Estimated Actual Expenditures

As of May 30, 2018
\$1,380

Action 3

Planned Actions/Services

Common Improvements: Provide support to all buildings and learning areas to improve and enhance the learning environment and experiences for all students

Actual Actions/Services

An outdoor learning area project began in June of 2018. This was the development of an area were classes and grade spans can sit in a theater style bench seating.

Budgeted Expenditures

\$22,731
Supplemental/Concentration
Object Codes: 43000

Estimated Actual Expenditures

As of May 30, 2018
\$8,675

Not accounted for (estimates)
\$6,421 for Chromebook Set

Planned Actions/Services

(i.e. Outdoor Reading Areas, Outdoor Learning Space, and Enhanced AV for Auditorium). Enhancements that go above and beyond the basis services that engage students in learning.

Actual Actions/Services

The district purchased an additional set of chromebooks for classroom expansion. In June of 2018, the district determined that a conversion of school office space into a true nursing/health/first aid center would benefit all students. A majority of funds was spent towards enhancing safety and security of the school (added gates, upgrades, etc.). The district worked diligently on creating a single entrance to the school campus for the protection of all students. A small portion was spent on a jump pit for the students. Other one time expenditure went to the flooring of the MakerSpace room and Communication upgrades for transportation (school bus safety).

Budgeted Expenditures

Estimated Actual Expenditures

\$1000 for outdoor learning space
\$2000 for Health Office conversion

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions 1 & 2 were fully implemented.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

School Psychologist - the support and services provided by the one day per week contract is immeasurable. They were supportive of numerous students who needed the targeted attention. Between the two contracted Psychologists (Tulare County Office of Education and Independent Contract) the team worked with 42 different students throughout the year.

Behavior Management - the behavior management presentation was well received. At the beginning of the school year it was well implemented with vary few behavior issues.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Staff training came in well under budget. Original plans of possible additional trainings were not needed. The Common Improvement benefited all students and were developed mostly around safety and on an as needed basis.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

MODIFIED - ELIMINATED ACTIONS

LCAP 2017-2018 Action 1 - Mental Services (Psychologist - Extra Day): Moved to GOAL 4 - ACTION 2

LCAP 2017-2018 Action 2 - Classroom Management - Eliminated

LCAP 2017-2018 Action 3 - Common Improvement - Eliminated

NEW ACTIONS

Action 1 - Adding additional security on to campus in the following manner:

(a) Cyber Key the School - limiting access to the campus and different rooms/buildings. It will also create a safer environment for staff by limiting access during non contracted times. This will be split funded with the General Fund.

(b) Campus Security Officer - this will be equivalent to one day per week and contracted with the Porterville Unified School District. This person will assist with campus security and with meetings with Parent/Community Stakeholders.

Action 2 - Contribute funds to a grant received from Tulare County First 5 for a Preschool-Kindergarten Renovation Project. The project will be concluded during the 2018-2019 school year and be limited to a one-year action. The action consists of a 20x30 shade structure and flex grass under the structure. This will provide a safe environment for all students, including students with special needs.

Action 3 - The district will train all support personnel on how to provide Social and Emotional support for students with whom they have contact with. Most of these training's will occur during non contracted time (i.e. additional certificated days).

Action 4 - The district will invest in a Behavior Support Instructional Aide to provide behavioral and mental support for students requiring a one-to-one aide. This will add another layer of behavior support.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Governing Board Meetings - At each regular scheduled board meeting, administration solicited ideas and suggestions from the governing board. At a special board meeting held in February, the board discussed the upcoming budget and Local Control Accountability Plan development.

August 8, 2017

September 12, 2017

October 10, 2017

November 13, 2017

December 12, 2017

January 9, 2018

February 13, 2018

February 26, 2018 (BUDGET AND LCAP SPECIFIC)

March 13, 2018

April 10, 2018

April 24, 2018

May 8, 2018

May 29, 2018

Staff Meetings (Classified and Certificated): At multiple staff meetings ideas were solicited by administration. At the March Certificated meeting, each attendee was required to come up with one suggestion on a sticky note (most productive process with all stakeholders). A final meeting was held with the Classified CSEA Officers on June 1, 2018.

Students: Students in all grade levels were provided a survey, as directed by the Governing Board, to seek out likes, dislikes and suggestions on how to make Sunnyside better. In addition, the junior high (6-8) students were able to group discussions on chart paper to provide ideas on how to make Sunnyside better.

Junior High Survey: <https://goo.gl/76CWxG>

Middle Grade Survey: <https://goo.gl/hgPpCn>

Elementary Grade Survey: <https://goo.gl/TeQPcV>

Parent Involvement Nights: At each parent involvement night (multiple events held throughout the year) attendees were given the opportunity to provide feedback and suggestions to the LCAP. This involved a variety of stakeholders including parents, staff and students.

February 15, 2018

March 22, 2018

Post Cards to Attendees: This year, the district sent out post cards thanking parents for attending two to three identified events (second parent conference, parent involvement night, etc.). The post card included links to parent-stakeholder surveys.

School Site Council: Each School Site Council meeting held during the year (monthly) included agenda items focused on the Local Control Accountability Plan. This include discussions and ideas around both Local and State Indicators. Each meeting provided the opportunity for the Council to provide Administrations suggestions on how to modify or improve the current plan. An update on the 2017-2018 plan was periodically provided. All agendas and minutes for Site Council meetings are available at www.sunnysideunion.com.

December 11, 2017

January 8, 2018

February 26, 2018

March 12, 2018

April 9, 2018

May 7, 2018

June 11, 2018

ELAC Meeting

May 31, 2018

Public Hearing Date

June 12, 2018

TCOE Instructional Consultants: Regular discussions held with Instructional Consultants and Leaders around current focus actions, professional development. These discussions focused around program sustainability and how the Local Control Accountability Plan supports the instructional services provided to the district. This year it included a presentation by the Superintendent-Principal to the entire Educational Resource Services staff regarding the vision and goals of Sunnyside, and the support the district is seeking.

Dates: Throughout the Year

Presentation to All Consultants: April 6, 2018

Tulare County Office of Education Professionally Learning Network: Sunnyside is a member of the Tulare County Professional Learning Network. This is a group of small school districts who meets monthly discussing education issues, including how to develop the Local Control Accountability Plan and best practices implemented by similar districts.

Multiple Dates throughout the year - Corresponding with Superintendent's Advisory Meetings

Tulare County Office of Education: Bi-Annual meeting with Leadership Services to discuss and any issues surrounding the Local Control Accountability Plan process.

October 16, 2017

April 30, 2018

Save the Children: Direct discussions with the Save the Children - Early Steps to Success program, and including discussions with the newest program on campus the P3 Community Continuum. The later group been a variety of stakeholders and leaders from throughout the community.

February 15, 2018 - Main Meeting

Special Events: During two special events where there is a significant crowd, there were opportunities for stakeholders to participate in the LCAP. At the Fall Carnival, only a small handful participated with the online survey. Participants were entered in a drawing for a \$25.00 Gift Card. At our Cinco de Mayo Festival tacos were given away to any parent who provided a suggestion. There was minimal participation.

Fall Carnival - October 26

Cinco de Mayo Festival - May 3, 2018

April 30, 2018

LCAP Meetings: Multiple LCAP Meetings were scheduled throughout the winter-spring of 2018. No stakeholders attended.

March 22, 2018

April 5, 2018

April 12, 2015

LCAP Survey: Posted on school website. No participation.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Stakeholders that are non staff or students focused mainly on Parental Involvement. Most of the recommendations focused on providing a prize or the dangling of some carrot for either the students or parents to participate in school events.

One of the larger issues of those who participated in some manner (survey, suggestions, etc.) is that it is usually the same stakeholders that come to meetings and events. This resulted in the repetitive answers provided by the stakeholders.

Some productive input came from the P3 Save the Children, Community Continuum. This group, generally an older group of stakeholders (i.e. grandparents) had a focus of early reading and literacy. Their ideas were more focused (i.e. Community Libraries).

The school staff provided ideas that are more general suggestions. In order to get at least a suggestion, Administration had to require a minimum of suggestion, on sticky note, prior to leaving meetings. The difference between Staff and Stakeholders (parents) is apparent. Each is waiting for the other to participate. Staff also was supportive of increasing the Computer Technician to full time status.

Tulare County Office of Education allowed the district to present the vision of the past, present and future of the district. The instructional services department was able to provide a plan of suggestion on how to infuse instruction in a cross curricular manner. They have also assisted in planning a system of sustainability that will allow the district to continue to function at a high level once or if LCAP funding is reduced or eliminated for their services.

The Governing Board directed administration to survey all students. These surveys continue to provide a glimpse of student goals. Many of the programs implemented around outside learning opportunities and STEM instruction or the direct result of this mandate. The learning center was developed around the idea -of hands-on education which was embedded in the 2017 survey and repeated in the 2018 survey. Many of our students are interested in continuing their education at Harmony Magnet in the field of engineering. The district is attempting to provide the students as many opportunities to experience the different avenues of engineering.

Overall, stakeholders have been given opportunities to provide suggestions but are reluctant to give them. In most instances, stakeholders have expressed excitement about the new direction the school is taking in regards to technology, hands-on education, involving all students (academic conversations, performing arts, etc.) and providing outside experiences (college trips, overnight field trips, academic trips, etc.). They all express that this is a new Sunnyside and are behind the culture change.

There was a consolidation of actions/services to eliminate the repeated reporting of the same data. There were multiple actions that were using the same data to measure success. For example, all actions related to technology were combined into one action. The stakeholders (i.e. Site Council) thought it would be best to consolidate into one action.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 1

Improve student achievement in English Language Arts and Mathematics by implementing Common Core State Standards, Appropriately Assigning

Teachers, and Exposing All Students to the Arts, Providing Appropriate Technology Experiences, and Providing Learning Experiences Outside the Core.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities:

Identified Need:

Based upon stakeholder input and the 2017 results on the California State Dashboard areas of concern include the percentage of students not meeting the standard in Mathematics and English Language Arts. Data indicates all subgroups are far below desired levels.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP Mathematics	Mathematics (CAASPP) All 89 points below SED 91.4 points below Hispanic 90.1 points below EL 95.3 points below	Overall Change - Mathematics All Improve 64 points SED Improve 66.4 points Hispanic Improve 65.1 points ELD Improve 70.3 points	MATHEMATICS: Reduce the Status Point Distance from Level III by a minimum of 1/2 for ALL subgroups.	MATHEMATICS: Achieve LEVEL III Status in ALL subgroup areas.

CAASPP English Language Arts

English Language Arts
All 70.1 points below
EL 83.2 points below
SED 73.6 points below
Hispanic 97.1 points below

Overall Change - English Language Arts
All Improve 35 points
SED Improve 38.6 points
Hispanic Improve 62.1 points
ELD Improve 48.2 points

Status goals based on all groups getting to 35 points below
Difference goal is all groups getting to 7 points below

English Language Arts:
Reduce the Status Point Distance from Level III by a minimum of 1/2 for ALL subgroups.

English Language Arts:
Achieve LEVEL III Status in ALL subgroup areas.

Developmental Reading Assessment

Developmental Reading Assessment
At or Above Grade Level
Kindergarten: 39.47% (47S-3L)
First: 44.44% (18S-12L)
Second: 42.86% (35S-24L)
Third: 27.03% (37S-38L)
Fourth & Fifth Not Enough Data

(3) Developmental Reading Assessment
- 100% of the students will grow a minimum of one grade level
- 50% of students will be at grade level at the end of the school year

(3) Developmental Reading Assessment
- 100% of the students will grow a minimum of one grade level
- 75% of students will be at grade level at the end of the school year

(3) Developmental Reading Assessment
- 100% of the students will grow a minimum of one grade level
- 75% of students will be at grade level at the end of the school year

<p>RAPID Assessment</p>	<p>To Be Determined</p>	<p>RAPID Assessment Fall = 14% or 42 students Winter = 18% or 63 students Spring = 23% or 63 students</p>	<p>RAPID Assessment Fall = 25% likelihood that student will achieve grade level success by the end of the year. Winter = 37.5% likelihood that student will achieve grade level success by the end of the year. Spring = 50% likelihood that student will achieve grade level success by the end of the year.</p>	<p>RAPID Assessment Fall = 62.5% likelihood that student will achieve grade level success by the end of the year. Winter = 75% likelihood that student will achieve grade level success by the end of the year. Spring = 87.5% likelihood that student will achieve grade level success by the end of the year.</p>
<p>Appropriately Assigned Certified Staff</p>	<p>Certificated Assignments 18.5/18.5 Teachers Properly Assigned and Credentialed</p>	<p>Maintain 100% Properly Assigned and Credentialed Actual 17.4/17.4 = 100%</p>	<p>Maintain 100% Properly Assigned and Credentialed</p>	<p>Maintain 100% Properly Assigned and Credentialed</p>
<p>State Standards Implementation Including ELD Standards</p>	<p>State Standards Implementation (2015-2016 Data) School Dashboard Option Average Score 3.39</p>	<p>State Standards Implementation Average of 3.75</p>	<p>State Standards Implementation Average of 4.0</p>	<p>State Standards Implementation Average of 4.25</p>

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to provide up-to-date usable

To provide the district and its students

Modified for Budget Amount

technology to support and improve student outcomes, with continued implementation of one-to-one Kindergarten – Eighth Grade

technology support and up to date and usable technology that will help students become proficient learners in a 21st century environment.

(a) Fund a 8 hour Computer Technician to support both classroom and school side environments. Possible 20% contracted out to neighboring district.

(b) Provide funds to maintain and improve the technology learning environment, including creative learning center.

GOAL CONSOLIDATED THE FOLLOWING 17-18 ACTIONS: #1-#3-#4

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$32,000	\$68,787	\$82,899
Source	Supplemental Concentration	Supplemental Concentration	Supplemental Concentration

Budget Reference	OBJECT CODE(S)	OBJECT CODE(S)	OBJECT CODE(S)
	43000	24000	24000
	44000	30000s	30000s
		44000	44000
		43000	43000

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

Continue to provide Visual and Performing Arts (VAPA) activities and support through the Tulare County Office of Education.

2018-19 Actions/Services

Purpose: To provide ALL STUDENTS the opportunity to participate in Visual and Performing Arts environment/program.
 (a) Utilize the Tulare County On Stage Theater Arts program allowing students to demonstrate performance skills/OR SIMILAR PROGRAM - OUTCOME (i.e. Onsite Talent Show)
 (b) Purchase related materials, including but not limited to; Licensing

2019-20 Actions/Services

Modified for Budget Amount

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,000	\$4,000	\$5,000
Source	Supplemental Concentration	Supplemental Concentration	Supplemental Concentration
Budget Reference	OBJECT CODE(S) 43000 58000	OBJECT CODE(S) 43000 58000	OBJECT CODE(S) 43000 58000

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Provide a support staff individual to maintain district technology and provide additional support in newly implemented MakerSpace Classroom.

2018-19 Actions/Services

Purpose: To address the school wide need to develop and educate students in physical, mental and health needs.
(a) Hire a credentialed physical education teacher who will work collaboratively with

2019-20 Actions/Services

Modified for Budget Amount

This ACTION/SERVICE has been consolidated into ACTION/SERVICE #1

colleague(s) in instructional design , assessment and implementation of state standards. (\$94479, 99203, 104163)
 (b) Hire at 5.75 Hour Aide to Support the Program (20000, 21000, 22050)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$32,125	\$104,534	\$109,761
Source	Supplemental Concentration	Supplemental Concentration	Supplemental Concentration
Budget Reference	OBJECT CODE(S) 24000 30000s	Object Code 11000 21000 30000s	Object Code 11000 21000 30000s

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide a learning environment that allows for collaborative experimentation, creation, construction and innovation. This will include the complete renovation-remodeling of current classroom to include different aspects of a learning space(i.e. MakerSpace). This Action/Service has been consolidated into Action/Service #1.

TRANSITIONAL KINDERGARTEN PROGRAM
 Purpose: To create an Early Childhood Education program that focuses on language an (English Language Development) and reading. To address the needs of English Language Learners earlier to prevent students from becoming Long Term English Learners and improve Reclassification Rates.
 (a) Hire a credentialed Transistional Kindergarten Teacher
 (b) Hire a 5.75 Hour Instructional Aide to

Modified for Budget Amount

Support the Program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$60,000	\$119,060	\$125,013
Source	Supplemental Concentration	Supplemental Concentration	Supplemental Concentration
Budget Reference	OBJECT CODE(S) 43000 44000	Object Code 11000 21000 30000s	Object Code 11000 21000 30000s

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Sunnyside will expand the services of an Art Teacher school wide beginning the 2017-2018 school year. (Previously only worked with Junior High) - Previously Action 10 (2017-2018)

ART - STUDENT PERFORMANCE
 Purpose: To provide ALL STUDENTS the opportunity to demonstrate and develop art and fine motor skills.
 (a) Providing art to students in grades TK-8 (Represented in Budget Column)

Modified for Budget Amount

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$119,000	\$127,815	\$133,070
Source	Supplemental Concentration	Supplemental Concentration	Supplemental Concentration

Budget Reference	OBJECT CODE(S) 11000 30000s	OBJECT CODE(S) 11000 30000s	OBJECT CODE(S) 11000 30000s
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Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services

Provide training to both Certificated and Classified Support Staff in both the Reading Plus and LEXIA Programs targeting English Language Learners, Economically Disadvantaged and Foster Youth.

2018-19 Actions/Services

READING PLUS - STUDENT ACHIVEMENT
 Purpose: To provide ALL STUDENTS, targeting Fifth - Eighth Grade, additional Reading Support using online platform.
 (a) Implement the Rading Plus program into fifth -eighth grade on a daily schedule to support reading instruction.
 (b) Continue subscription to LEXIA (K-4) focus on language development skills

2019-20 Actions/Services

Same as 2018-2019 Except for Subscription Increase

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,550	\$13,725	\$23,800
Source	Supplemental Concentration	Supplemental Concentration	Supplemental Concentration
Budget Reference	Object Code 58000	Object Code 58000	Object Code 58000

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

RAPID Assessment to monitor and screen language and reading skills Kindergarten – Eighth Grade.
Year 1 – Program and Training

This goal was modified to include no additional training.

This goal was modified to include no additional training.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$3,732	\$4,000	\$4,000
Source	Supplemental Concentration	Supplemental Concentration	Supplemental Concentration
Budget Reference	Object Code 58000	Object Code 58000	Object Code 58000

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities: Local Indicator: Adoption of "Sufficiency of Instructional Materials" Resolution

Identified Need:

Based upon stakeholder input and the 2017 results on the California State Dashboard areas of concern include the percentage of students not meeting the standard in Mathematics and English Language Arts. Data indicates all subgroups are far below desired levels.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

CAASPP Math

Distance from Level III
All 89 points below
SED 91.4 points below
Hispanic 90.1 points below

EL 95.3 points below

Overall Change
All Improve 64 points
SED Improve 66.4 points
Hispanic Improve 65.1
points
ELD Improve 70.3 points

MATHEMATICS: Reduce
the Status Point Distance
from Level III by a
minimum of 1/2 for ALL
subgroups.

MATHEMATICS: Reduce
the Status Point Distance
from Level III by a minimum
of 1/2 for ALL subgroups.

CAASPP ELA

All 70.1 points below
EL 83.2 points below
SED 73.6 points below
Hispanic 97.1points below

Overall Change
All Improve 35 points
SED Improve 38.6 points
Hispanic Improve 62.1
points
ELD Improve 48.2 points

Status goals based on all
groups getting to 35 points
below
Difference goal is all
groups getting to 7 points
below

English Language Arts:
Reduce the Status Point
Distance from Level III by
a minimum of 1/2 for ALL
subgroups.

English Language Arts:
Achieve LEVEL III Status in
ALL subgroup areas.

KINDERGARTEN –
FIFTH GRADE DRA
RESULTS

At or Above Grade Level
Kindergarten: 39.47%
(47S-3L)
First: 44.44% (18S-12L)
Second: 42.86% (35S-
24L)
Third: 27.03% (37S-38L)
Fourth & Fifth Not Enough
Data

- 100% of the students will
grow a minimum of one
grade level
- 50% of students will be
at grade level at the end of
the school year

- 100% of the students will
grow a minimum of one
grade level
- 75% of students will be
at grade level at the end of
the school year

- 100% of the students will
grow a minimum of one
grade level
- 100% of students will be
at grade level at the end of
the school year

RAPID
ASSESSMENT

Fall - 14% or 42 students
Winter - 18% or 63
students
Spring - 23% or 63
students

Baseline Data to Be
Established in 2017-2018

RAPID Assessment
Fall = 25% likelihood that
student will achieve grade
level success by the end
of the year.
Winter = 37.5% likelihood
that student will achieve
grade level success by
the end of the year.
Spring = 50% likelihood
that student will achieve
grade level success by
the end of the year.

Fall = 62.5% likelihood that
student will achieve grade
level success by the end of
the year.
Winter = 75% likelihood that
student will achieve grade
level success by the end of
the year.
Spring = 87.5% likelihood
that student will achieve
grade level success by the
end of the year.

2016-2017 School board Adoption of “Sufficiency of Instructional Materials” Resolution	100% Sufficient Instructional Materials	100% Sufficient Instructional Materials	100% Sufficient Instructional Materials	100% Sufficient Instructional Materials
EL Access to State Standards	School Dashboard Option Average Score 3.39 2015-2016 Data	Average of 3.75	Average of 4.0	Average of 4.25

Planned Actions/Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide professional development in all Core areas including, but not limited to; ELA, Math, Science, Social Studies and Technology with emphasis in ELD.

Budget Modification Only

Budget Modification Only

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$120,454

\$120,000

\$120,000

Source

Supplemental Concentration

Supplemental Concentration

Supplemental Concentration

Budget Reference

Object Code
58000
11002

Object Code
58000

Object Code
58000

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

Provide an additional five (5) workdays to the Certificated Schedule for Professional Development outside of regular instructional minutes, resulting in improved academic proficiency in English Language Arts and improved reclassification rates.

2018-19 Actions/Services

Purpose: To provide training and support for staff that benefits the overall learning of students. Professional Development will cover all subject areas, including English Language Development.

- (a) Increase the number of Certificated Work Days from 183 to 188
- (b) Participate in the Tulare County Small Schools Professional Development Day
- (c) Certificated staff attending The Curriculum, Instruction, Steering Committee (CISC) Conference
- (d) Vertical Articulation and Collegial Observation Opportunities (OLD GOAL/ACTION 1-11)
- (e) Professional Guest Speakers and Trainings (i.e. Steve Ventura)

2019-20 Actions/Services

Budget Modifications Only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$47,055	\$66,614	\$69,569
Source	Supplemental Concentration	Supplemental Concentration	Supplemental Concentration

Budget Reference

Object Codes
11000
30000s

Object Code
11000
3000s
11002
58000

Object Code
11000
3000s
11002
58000

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

Provide professional development opportunities on/off campus including registrations and salaries focusing on CC Standards.

This ACTION/SERVICE has been Consolidated into ACTION/SERVICE #2.

New

2018-19 Actions/Services

Purpose: To provide supplemental instructional and assessment materials that can be utilized by staff to improve student reading proficiency.
 (a) Books and Other Materials that may be utilized school wide.

Unchanged

2019-20 Actions/Services

Purpose: To provide supplemental instructional and assessment materials that can be utilized by staff to improve student reading proficiency.
 (a) Books and Other Materials that may be utilized school wide.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$24,000	\$15,000	\$15,000
Source	Supplemental Concentration	Supplemental Concentration	Supplemental Concentration
Budget Reference	Object Code 11000 30000s 52000	Object Code 42000 43000	Object Code 42000 43000

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

The students will be provided the opportunity to participate in an Outdoor Education experience (SCICON). The district and its stakeholders felt this should be taken care of outside of LCAP FUNDS.

This action was removed from the Local Control Accountability Plan.

This action was removed from the Local Control Accountability Plan.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$0	\$0
Source	Supplemental Concentration	Supplemental Concentration	Supplemental Concentration
Budget Reference	Object Code 58000	Object Code	Object Code

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7, 8

Local Priorities:

Identified Need:

Based upon stakeholder input and the 2017 results on the California State Dashboard areas of concern include the percentage of students not meeting the standard in Mathematics and English Language Arts. Data indicates all subgroups are far below desired levels.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

AMAO I
Percentage of ELs
Making Annual
Progress in Learning
English based on
increase in ELPAC
Raw Score

TARGET: 60.5%
ACTUAL: 41.4%

2014-2015 DATA (CELDT)
Baseline Data for ELPAC
LEVELS (17-18)
STATE ELPAC RESULTS
Level 1 = 24 students
Level 2 = 25 students
Level 3 = 61 students
Level 4 = 50 students

No results available to
measure growth.

100% of the students will
increase their raw score
on the ELPAC.

100% of the students will
increase their raw score on
the ELPAC.

AMAO II
Percentage of ELs
Attaining the English
Proficient Level on
the CELDT
CELDT
Discontinued

Percentage of EL
students increasing
at least one
proficiency level on
ELPAC.

LESS THAN 5 YEARS
TARGET: 24.2%
ACTUAL: 6.8%

5 YEARS OR MORE
TARGET: 50.9%
ACTUAL: 38.2%
2014-2015 DATA

STATE ELPAC RESULTS
(2017-2018 Initial Year)
Level 1 = 24 students
Level 2 = 25 students
Level 3 = 61 students
Level 4 = 50 students

CELDT Discontinued

CELDT has been
discontinued and replaced
by the ELPAC. No Results
Available

CELDT Discontinued
50% of ALL (aggregate of
EL and LTELs) EL
Students increased at
least one proficiency level
on ELPAC

CELDT Discontinued
60% of ALL (aggregate of
EL and LTELs) EL Students
increased at least one
proficiency level on ELPAC.

Current Distance
from Level III
CAASPP

EL 83.2 points below
Spring DATA 2016 English
Language Learners
(Status/Difference)

English Language
Learners
(Status/Difference)

- S: Improve 48.2 points
- D: Improve 3.1 points

English Language
Learners
(Status/Difference)

- S: Improve 25 points
- D: Improve 14 points

English Language Learners
(Status/Difference)

- S: Improve 13 points
- D: Improve 13 points•

RECLASSIFICATION RATE Annual Percentage	147 Students 2016-2017 DATA	20% OF ELs Population 2 Reclassifications 1.3%	20% OF ELs Population The district is waiting for the Fall of 2018 to analyze Reclassification of any students based on 2017-2018 data. The district is expecting notification on reclassification from CDE.	20% OF ELs Population
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Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide additional learning support through After School Reading Intervention in Grades K-2, utilizing the services of Instructional Paraprofessionals.

THIS ACTION HAS BEEN REMOVED FROM PLAN - Instructional Minutes were increased in First - Third Grades resulting in no need for an After School Program.

ENGLISH LANGUAGE DEVELOPMENT - PROFESSIONAL DEVELOPMENT
 Purpose: To provide BOTH Certificated and Administration that opportunity to further their own development in effective methodologies in the implementation of English Language Learners.
 (a) Provide training from the Tulare County Office of Education, Educational Resource Services or Equivalent.

2017-2018 PREVIOUS LCAP
 GOAL/ACTION 3-3

ENGLISH LANGUAGE DEVELOPMENT - PROFESSIONAL DEVELOPMENT
 Purpose: To provide BOTH Certificated and Administration that opportunity to further their own development in effective methodologies in the implementation of English Language Learners.
 (a) Provide training from the Tulare County Office of Education, Educational Resource Services or Equivalent.

2017-2018 PREVIOUS LCAP
 GOAL/ACTION 3-3

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Amount	\$11,701	\$7,000	\$7,000
Source	Supplemental Concentration	Supplemental Concentration	Supplemental Concentration
Budget Reference	OBJECT CODE(S) 58000	OBJECT CODE(S) 58000	OBJECT CODE(S) 58000

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide Summer School, targeting English Language Learners, in a Project Based Learning Environment.

Purpose: To provide ALL students, with a focus on English Language Learners, an extra learning experience that includes learning in a different setting (to make students more engaged). Summer School
 (a) Provide English Learners a positive learning experience (environment and style)
 (b) Provide ALL learners an extra learning opportunity in a non-traditional setting.

BUDGET MODIFICATION ONLY

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$14,745	\$14,700
Source	Supplemental Concentration	Supplemental Concentration	Supplemental Concentration

Budget Reference	OBJECT CODE(S)	OBJECT CODE(S)	OBJECT CODE(S)
	11000 21000 30000s	11000 21000 30000s	11000 21000 30000s

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services

Provide professional learning opportunities for staff, including administration, in English Language Development

2018-19 Actions/Services

Action was moved to Goal 3 - Action 1

2019-20 Actions/Services

Action was moved to Goal 3 - Action 1

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,000	NA	NA
Source	Supplemental Concentration	NA	NA
Budget Reference	OBJECT CODE(S) 52000 58000	NA	NA

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 6, 7

Local Priorities:

Identified Need:

Based on State Attendance reports, Sunnyside increased enrollment but there was not equivalent growth in Average Daily Attendance. In addition, the district Dashboard indicated a differential in subgroups that needs to be addressed in regards to suspension rates and days absent. School wide perfect attendance indicators appear down for the 2017-2018 school year.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

Number of Truancy Letters

March 28, 2017 Data Collection
 Tardy Letters 30
 1st Absence Letter 37
 2nd Absence Letter 8

 Attendance Contracts 4 (Written)
 Attendance Contracts 1 (Verbal)

Tardy Letters 20
 1st Absence Letter 24
 2nd Absence Letter 5

 Attendance Contracts 3 (Written)
 Attendance Contracts 0 (Verbal)

Tardy Letters 10
 1st Absence Letter 16
 2nd Absence Letter 3

 Attendance Contracts 2 (Written)
 Attendance Contracts 0 (Verbal)

Tardy Letters 0
 1st Absence Letter 10
 2nd Absence Letter 0

 Attendance Contracts 1 (Written)
 Attendance Contracts 0 (Verbal)

Average Daily Attendance (District Records)

April 5, 2017 Data Collection
 Kindergarten – Second: 95.44%
 Third – Fifth: 96.15%
 Sixth – Eighth: 94.68%

96% or Higher at Each Grade Span

97% or Higher at Each Grade Span

98% or Higher at Each Grade Span

School Wide Perfect Attendance(District Records)

Perfect Attendance As Of April 25, 2017
 Kindergarten – Fifth Grade: 10
 Sixth – Eighth Grade: 13

School Wide Perfect Attendance
 Goal 17-18
 30 Students

School Wide Perfect Attendance
 Goal 17-18
 35 Students

School Wide Perfect Attendance
 Goal 17-18
 40 Students

Participation in Grade Span Study Trips by all students, including Unduplicated and Students with Special Needs

Participation Rates 2016-2017
 Kindergarten – Second Grade
 113/119=94.96%
 Third – Fifth Grade
 114/124 = 91.9%
 Sixth – Eighth Grade
 115/122=96.93%

 Special Education School Wide
 6.25% (1/16)

Kindergarten – Second Grade
 98%
 Third – Fifth Grade
 95%
 Sixth – Eighth Grade
 98%

 Special Education School Wide
 100%

Kindergarten – Second Grade
 100%
 Third – Fifth Grade
 98%
 Sixth – Eighth Grade
 100%

 Special Education School Wide
 100%

Kindergarten – Second Grade
 100%
 Third – Fifth Grade
 100%
 Sixth – Eighth Grade
 100%

 Special Education School Wide
 100%

Pupil Expulsion Rates (Dataquest)

Baseline Data for Expulsions 2014-2015

 Number of Offenses
 2

Goal: 0 Offenses

Goal: 0 Offenses

Goal: 0 Offenses

Middle School Dropout Rate

Baseline Data for Middle School Drop Out Rate 2016-2017

 0%

Goal: Maintain a 0% Dropout Rate for Middle School Students

Goal: Maintain a 0% Dropout Rate for Middle School Students

Goal: Maintain a 0% Dropout Rate for Middle School Students

<p>Chronic Absenteeism</p>	<p>Baseline Data 2016-2017</p> <p>Junior High (6-8) % of Students with 10% or more absenteeism 4.6% (6/130)</p> <p>Elementary (K-5) % of Students with 10% or more absenteeism 6.2%</p>	<p>Junior High: 4.1% Elementary: 5.7%</p>	<p>Junior High: 3.6% Elementary: 5.2%</p>	<p>Junior High: 4.1% Elementary 4.7%</p>
<p>Participation in Grade Span Attendance Trips</p>	<p>Baseline to be set in Spring of 2018</p> <p>K- 5 6 - 8</p>	<p>NA</p>	<p>Improve Participation by 10% Annually</p>	<p>Improve Participation by 10% Annually</p>
<p>Number of Office Referrals for Education Code 48900 Violations (Per Pupil) Education Code 48900 Link https://goo.gl/arRUsV</p>	<p>Establish Baseline in 2018-2019</p>	<p>NA</p>	<p>Baseline Year</p>	<p>Reduce Referrals for Education Code 48900 Violations by 10% Annually</p>

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to split-fund Attendance (70%)/Account (30%) to monitor and maintain attendance and truancy records for all students, including unduplicated students.

Purpose: To have a dedicated position for tracking student attendance, including both daily and period attendance. To have a point of contact for SARB.
 (a) Split fund the full-time position of Account & Attendance Technician

Modification to Salary and Benefits

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$47,000	\$49,097	\$51,620
Source	Supplemental Concentration	Supplemental Concentration	Supplemental Concentration
Budget Reference	Object Code 24000 30000s	Object Code 24000 30000s	Object Code 24000 30000

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Health Services: The district will continue to contract with the Tulare County Office of Education for nursing services at an average of 2 days/week.

Purpose: To provide Health and Mental Service support to students allowing for improved attendance and participation rates.
 (a) Contract with the Tulare County Office of Education for 35 Nursing Days (32301/39579/41558)
 (b) Hire a 5.75 LVN (5.75 Hours - 37,694/33916/35612)
 (c) Contract with Pleasant View Elementary for one day per week Psychological Services. (20,000)

Salary and Benefit Modifications Only

ITEM C - WAS IN GOAL/ACTION 6-1 BUT

WILL BE CONSOLIDATED INTO GOAL
ACTION 4-2: ITEM B IS NEW TO THIS
ACTION

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$47,711	\$90,409	\$93,945
Source	Supplemental Concentration	Supplemental Concentration	Supplemental Concentration
Budget Reference	Object Code 58000	Object Code 58000 22000 30000s	Object Code 58000 22000 30000s

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Attendance: The district will provide the students with a Perfect Attendance Incentive each trimester (additional study trip, assembly, etc.).

Purpose: To provide acknowledge both student and parent for those who achieve certain attendance status.
(a) Implement an attendance challenge by grade span (K-5 & 6-8) to be rewarded with a trip to include one parent.

Purpose: To provide acknowledge both student and parent for those who achieve certain attendance status.
(a) Implement an attendance challenge by grade span (K-5 & 6-8) to be rewarded with a trip to include one parent.

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

\$15,000

\$14,000

\$14,000

Source	Supplemental Concentration	Supplemental Concentration	Supplemental Concentration
Budget Reference	Object Code 43000 58000	Object Code 58000	Object Code 58000

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Early Education: The district will provide support funding for the Early Steps to Success, Save the Children, program that is onsite by contributing to the coordinators health and welfare benefits.

Early Education: The district will provide support funding for the Early Steps to Success, Save the Children, program that is onsite by contributing to the coordinators health and welfare benefits.

Early Education: The district will provide support funding for the Early Steps to Success, Save the Children, program that is onsite by contributing to the coordinators health and welfare benefits.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,000	\$12,000	\$12,000
Source	Supplemental Concentration	Supplemental Concentration	Supplemental Concentration
Budget Reference	Object Code 34020	Object Code 34020	Object Code 34020

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Study Trips: The students will participate in grade span study trips to experience learning in a different environment. (Any associated costs, salaries, etc.)

Budget Modification Only

Budget Modification Only

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$22,000	\$18000	\$18000
Source	Supplemental Concentration	Supplemental Concentration	Supplemental Concentration
Budget Reference	Object Code 21000 58000 30000s	Object Code 21000 58000 30000s	Object Code 21000 58000 30000s

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

Additional Offerings: Engagement will increase with offerings/events that are appealing to students (Art, Marathon Madness, Band/Music, Landscape and Design, Etc.)

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Purpose: To provide learning opportunities outside the Common Core around the interests of the students, improving student english Learners and improve Reclassification Rates.

(a) Preparation Time (Prep Time) buy-backs so teachers can offer more courses, such as, but not limited to STEM, ART, (25000/26250/27563)
LANDSCAPING/GARDENING, PROJECT BASED DISCUSSIONS, CREATIVE MEDIA, CROSS COUNTRY, ETC.

(b) Provide a .40 FTE Band/Music Instructor for grades Fourth - Eighth (4th-8th). (51530/54104/56813)

(c) Materials associated with the above courses, or newly approved courses. (8000/10000/10000)

COMBINED OLD 4-6 & 4-7

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

Budget Modifications Only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,439	\$82,084	\$92,937
Source	Supplemental Concentration	Supplemental Concentration	Supplemental Concentration
Budget Reference	Object Code 43000	Object Code 11000 30000s 43000	Object Code 11000 30000s 43000

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide students with learning opportunities, elective courses based upon student survey results, outside the Core in Elective Setting. Prep buy back costs to create more offerings.

This goal was combined and placed in Goal 4 - Action 6

This goal was combined and placed in Goal 4 - Action 6

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,000	NA	NA
Source	Supplemental Concentration OBJECT CODE(S) 11000 30000s	NA	NA

**Budget
Reference**

Object Code 11000 30000s	NA	NA
--------------------------------	----	----

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 5

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 6

Local Priorities: Parent Involvement

Identified Need:

Based on Stakeholder Input through surveys and discussions with stakeholder groups (i.e. Site Council), Parental Involvement continues to be an identified area of need.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

Sign In Sheet at
Parent-Student-
Teacher
Conferences

K- 5 Grade Third
Trimester 77.69%

6-8 Grade Third Trimester
45.53%

Special Education
Students
Schoolwide: 15
Percentage Attended Third
Trimester 60%

Overall for School
66.8%

Records were incomplete
for 2015-2016, as noted in
previous LCAP. Thus,
2016-2017 data listed
above will be used for
Baseline.

75% or Higher Attendance
School Wide for Each
Trimester

Special Education
Students
Goal: 100%

85% or Higher Attendance
School Wide for Each
Trimester

Special Education
Students
Goal: 100%

95% or Higher Attendance
School Wide for Each
Trimester

Special Education Students
Goal: 100%

<p>Sign In Sheets at School Sponsored Events (i.e. Guest Speaking Events, Site Council, Open House, ELAC, Etc.)</p>	<p>Baseline in Development Baseline and Goals Based on Family Representation</p>	<p>50% or Higher Attendance for School Wide Events 20 or more families represented at targeted group events</p>	<p>60% or Higher Attendance for School Wide Events 30 or more families represented at targeted group events</p>	<p>70% or Higher Attendance for School Wide Events 40 or more families represented at targeted group events</p>
<p>Completion of Parental Notification Connections Using School Out Reach</p>	<p>Phone Messages 92.5% Delivered Emails 79.5% Delivered</p>	<p>95-100% Delivery of All Phone Messages 90 – 95% Delivery of All Emails</p>	<p>95-100% Delivery of All Phone Messages and EMAILS</p>	<p>95-100% Delivery of All Phone Messages and EMAILS</p>
<p>The number of parents who are on the active (at least one child enrolled) chaperone list. This will begin in the 2018-2019 school year using 2017-2018 baseline data.</p>	<p>2017-2018 Verified Count: 46</p>	<p>2017-2018 Verified Count: 46</p>	<p>Goal for 2018/2019: 51</p>	<p>Goal for 2019/2020: 56</p>

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

School Out Reach: The district will continue to use the School Out Reach Messaging system to provide mass communication to

Purpose: To provide PARENTS with the necessary messages to make learning a focal point of our community.

Purpose: To provide PARENTS with the necessary messages to make learning a focal point of our community.

parents via phone calls and text messages.

(a) Provide messaging services, using a variety of media, to communicate with parents more effectively.

(Electronic)

(b) Provide engaging communication, hanging calendar with action photos and major events. (Paper)

MERGING CURRENT ACTION/GOALS 5-1 AND 5-3

(a) Provide messaging services, using a variety of media, to communicate with parents more effectively.

(Electronic)

(b) Provide engaging communication, hanging calendar with action photos and major events. (Paper)

MERGING CURRENT ACTION/GOALS 5-1 AND 5-3

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,070	\$3,600	\$3,600
Source	Supplemental Concentration	Supplemental Concentration	Supplemental Concentration
Budget Reference	Object Code 58000	Object Code 58000	Object Code 58000

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

The district will provide and sponsor different learning activities and events that promote parental involvement (i.e. Speakers, Orientation Night, Trainings, Seminars, Literacy Nights, Lunch on the Lawn, Pancakes for Parents, Etc.), including support materials

Purpose: To provide EVENTS AND LEARNING OPPORTUNITIES directed at parent engagement in student lives.
 (a) Provide direct activities, including but not limited to; Family Field Trips, Parent Involvement Activities,
 (b) Learning/Engagement Speakers (Past Examples: District Attorney, Dr. Resa, Nutrition, Etc.)

Purpose: To provide EVENTS AND LEARNING OPPORTUNITIES directed at parent engagement in student lives.
 (a) Provide direct activities, including but not limited to; Family Field Trips, Parent Involvement Activities,
 (b) Learning/Engagement Speakers (Past Examples: District Attorney, Dr. Resa, Nutrition, Etc.)

MERGING CURRENT ACTION/GOALS 5-2

MERGING CURRENT ACTION/GOALS 5-2

AND 5-4

AND 5-4

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$13,000	\$15,000	\$15,000
Source	Supplemental Concentration	Supplemental Concentration	Supplemental Concentration
Budget Reference	Object Code 43000 58000	Object Code 58000	Object Code 58000

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

New

Unchanged

2017-18 Actions/Services

Provide 12-Month School Calendars for each family that includes scheduled events, highlights, photos, etc. (including translated calendars for non-English parents and students)

MOVED TO GOAL 5-1 beginning into 2018-2019

2018-19 Actions/Services

Purpose: To provide ALL STUDENTS and COMMUNITY access to reading materials.
(a) To provide students and community access to reading material through the use of BIRDHOUSE style community libraries.

2019-20 Actions/Services

Purpose: To provide ALL STUDENTS and COMMUNITY access to reading materials.
(a) To provide students and community access to reading material through the use of BIRDHOUSE style community libraries.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$1,575	\$1,575
Source	Supplemental Concentration	Supplemental Concentration	Supplemental Concentration

**Budget
Reference**

Object Code
58000

Object Code
58000

Object Code
58000

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 6

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 6, 8

Local Priorities: School Climate

Identified Need:

According to a myriad of surveys, including student centered surveys, and Suspension data from the California Dashboard, the district will focus on different ways to provide a safe learning and social environment for all students.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

Healthy Kids Survey
Grade 5

Do you feel safe at school?

- a. No, Never 5%
- b. Sometimes 10%
- c. Most of the time 25%
- d. All of the time 50%

Hit or Pushed

- a. No, Never 80%
- b. Sometimes 15%
- c. Most of the time 0%
- d. All of the time 5%

Brought Weapon to School

- a. Yes 5%
- b. No 95%

Saw Another Student with a Weapon at School

- a. Yes 10%
- b. No 90%

Do you feel safe at school?

- a. No, Never 0%
- b. Sometimes 0%
- c. Most of the time 25%
- d. All of the time 75%

Hit or Pushed

- a. No, Never 90%
- b. Sometimes 10%
- c. Most of the time 0%
- d. All of the time 0%

Brought Weapon to School

- a. Yes 0%
- b. No 100%

Saw Another Student with a Weapon at School

- a. Yes 0%
- b. No 100%

Do you feel safe at school?

- a. No, Never 0%
- b. Sometimes 0%
- c. Most of the time 0%
- d. All of the time 100%

Hit or Pushed

- a. No, Never 100%
- b. Sometimes 0%
- c. Most of the time 0%
- d. All of the time 0%

Brought Weapon to School

- a. Yes 0%
- b. No 100%

Saw Another Student with a Weapon at School

- a. Yes 0%
- b. No 100%

Do you feel safe at school?

- a. No, Never 0%
- b. Sometimes 0%
- c. Most of the time 0%
- d. All of the time 100%

Hit or Pushed

- a. No, Never 100%
- b. Sometimes 0%
- c. Most of the time 0%
- d. All of the time 0%

Brought Weapon to School

- a. Yes 0%
- b. No 100%

Saw Another Student with a Weapon at School

- a. Yes 0%
- b. No 100%

Healthy Kids Survey
Grade 7

Perceived Safety at School

- a. Very Safe 40%
- b. Safe 40%
- c. Neither 20%
- d. Unsafe 0%
- e. Very Unsafe 0%

Afraid of Being Beaten Up

- a. 0 87%
- b. 1 Time 7%
- c. 2-3 Times 7%
- d. 4 or more times 0%

Threatened or Harmed

- a. 0 Times 100%
- Been Offered, Sold or Given Illegal Drugs
- a. 0 100%

Been Threatened with a Weapon

- a. 0 Times 93%
- b. 1 Time 7%

Perceived Safety at School

- a. Very Safe 60%
- b. Safe 30%
- c. Neither 10%
- d. Unsafe 0%
- e. Very Unsafe 0%

Afraid of Being Beaten Up

- a. 0 100%
- b. 1 Time 0%
- c. 2-3 Times 0%
- d. 4 or more times 0%

Threatened or Harmed

- a. 0 Times 100%
- Been Offered, Sold or Given Illegal Drugs
- a. 0 100%

Been Threatened with a Weapon

- a. 0 Times 100%
- b. 1 Time 0%

Perceived Safety at School

- a. Very Safe 80%
- b. Safe 20%
- c. Neither 0%
- d. Unsafe 0%
- e. Very Unsafe 0%

Afraid of Being Beaten Up

- a. 0 100%
- b. 1 Time 0%
- c. 2-3 Times 0%
- d. 4 or more times 0%

Threatened or Harmed

- a. 0 Times 100%
- Been Offered, Sold or Given Illegal Drugs
- a. 0 100%

Been Threatened with a Weapon

- a. 0 Times 100%
- b. 1 Time 0%

Perceived Safety at School

- a. Very Safe 100%
- b. Safe 0%
- c. Neither 0%
- d. Unsafe 0%
- e. Very Unsafe 0%

Afraid of Being Beaten Up

- a. 0 100%
- b. 1 Time 0%
- c. 2-3 Times 0%
- d. 4 or more times 0%

Threatened or Harmed

- a. 0 Times 100%
- Been Offered, Sold or Given Illegal Drugs
- a. 0 100%

Been Threatened with a Weapon

- a. 0 Times 100%
- b. 1 Time 0%

Suspension Rates

Suspension Rates Spring
2017 Dashboard (2015)

All Students

Status: 5.6%

Difference: +1%

English Language
Learners

Status: 5.3%

Difference: +2.2%

Socio Disadvantaged

Status: 5.4%

Difference: +0.8

Hispanic:

Status: 5.7%

Difference: +1.7%

White

Status: 5.1%

Difference: -6.3%

All Students

Status: +2.6%

Difference: +.7

English Language
Learners

Status: +2.3%

Difference: +2.0%

Socio Disadvantaged

Status: +2.4%

Difference: +.5

Hispanic:

Status: 2.7%

Difference: +1.4%

White

Status: 2.1%

Difference: +7.3

All Students

Status: +2%

Difference: +2%

English Language
Learners

Status: +2%

Difference: +1.7%

Socio Disadvantaged

Status: +2%

Difference: +2%

Hispanic:

Status: 2%

Difference: +2%

White

Status: 2%

Difference: +2%

All Students

Status: +2%

Difference: +.5%

English Language Learners

Status: +2%

Difference: +1.7%

Socio Disadvantaged

Status: +2%

Difference: +.5%

Hispanic:

Status: +2%

Difference: +.5%

White

Status: .5%

Difference: +.5%

Williams Report FIT

- Systems – Good (2/2)
- B. Interior – Good (2/2)
- C. Cleanliness – Good (2/2)
- D. Electrical – Good (2/2)
- E. Restrooms/Fountains – Good (2/2)
- F. Safety– Good (2/2)
- G. Structural– Good (2/2)
- H. External– Good (2/2)

The district goal is to meet the Exemplary Goal in 50% of the areas and the Good Goal in all other Facility Areas

The district goal is to meet the Exemplary Goal in all Facility Areas

The district goal is to meet the Exemplary Goal in all Facility Areas

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Mental Services: The district will continue to contract an additional day from neighboring district for Student Mental Health Services

Note: For beginning in the 2018-2019 school year this action will be listed in Goal 4-2

2018-19 Actions/Services

Purpose: To implement increased security and safety for STUDENTS and STAFF.
 (a) Begin incorporation of the CYBER KEY system to limit campus access (days/time/individuals) protecting all. - \$15,128
 (b) Campus Security Officer - Equivalent to 1 Day Per Week /Contracted with PUSD - \$17,800
 (c) Other Security as Budget Warrants

2019-20 Actions/Services

Budget Modification Only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Amount	\$20,000	\$32,928	\$24,000
Source	Supplemental Concentration	Supplemental Concentration	Supplemental Concentration
Budget Reference	Object Code 58000	Object Code 62000 58000	Object Code 62000 58000

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

2017-18 Actions/Services

Classroom Environment: Classroom Management Training (i.e. Ron Howerton) - Staff completed the professional development training provided by Ron Howerton in August of 2017.

Select from New, Modified, or Unchanged for 2018-19

New

2018-19 Actions/Services

Purpose: To provide ALL STUDENTS, targeting those with special needs and inclusive and safe play area to improve social interactions.
 (a) With grant assistance with Tulare County First 5, provide a 20x30 shade structure over part of the existing Kindergarten playground.
 (b) Provid a Flexi Grass fall surface under above strucutre
 (c) Funding: Tulare County First 5: \$63,977
 Sunnyside Elementary GF: \$8269 Sunnyside LCAP: \$8284

 One Year Action

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

Action Concludes in 2018-2019

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$9,375	NA

Source	Supplemental Concentration	Supplemental Concentration	Supplemental Concentration
Budget Reference	Object Code 5800	Object Code 62000	None

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

Common Improvements: Provide support to all buildings and learning areas to improve and enhance the learning environment and experiences for all students (i.e. Outdoor Reading Areas, Outdoor Learning Space, and Enhanced AV for Auditorium).
Enhancements that go above and beyond the basis services that engage students in learning.

Discontinued: The district and its stakeholders would like to focus on items that have a more direct impact on student outcomes. The district will focus on these items out of other funding sources.

New

2018-19 Actions/Services

Purpose: To provide training to ALL staff to be able to support the Social and Emotional needs and development of ALL students.
(a) To provide training to all support staff in the role they play in supporting the development needs of ALL students.
(Salaries 12442/13065/13719)
(Materials 1758/800/800)

Modified

2019-20 Actions/Services

Material and Salary Modifications Only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$22,731	\$16,127	\$13,865
Source	Supplemental Concentration	Supplemental Concentration	Supplemental Concentration Grant

Budget Reference

Object Code
4300

Object Code
21000
30000s
43000

Object Code
21000
30000s
43000

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

New

Modified

2017-18 Actions/Services

No Current Goal for 2017-2018

2018-19 Actions/Services

Purpose: To provide support for students who are need of social and emotional support.

(a) Provide a one-to-one paraprofesional/behavior intervention support staff member to work with targeted students.

(b) Calculated off of Step 1 - Year 1 Paraprofessional Salary Schedule x 5.5 Hours

2019-20 Actions/Services

BUDGET MODIFICATION ONLY

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$21,254	\$23,140
Source	Supplemental Concentration	Supplemental Concentration	Supplemental Concentration
Budget Reference	Object Code	Object Code 22000 30000s	Object Code 22000 30000s

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$ 813,568

Percentage to Increase or Improve Services

30.80%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

Using the calculation tool provided by the state, Sunnyside Union School District has calculated that will receive \$813,568 in Supplemental Concentration Grant funding under the Local Control Funding Formula (LCFF). In addition, using the same calculation tool the proportionality percentage has been calculated at 30.80%. Sunnyside Union School District has demonstrated the district is meeting its minimum proportionality requirement by expenditure of the 2017-2018 Supplemental and Concentration Grant funding for qualifying purposes. Although many of the services provided address the needs of all students, direct services were developed to meet the specific needs of our unduplicated student population, which include, but are not limited to the following:

- English Language Development Training for Classroom Teachers
- Summer School Opportunities for English Language Students
- Continue to fund an increase in Contracted Work Days with the Certificated Staff to address some of the English Language Goals
- Providing Study Trips allowing English Language, Socio Disadvantaged, Foster Youth and Homeless Students off campus learning opportunities

- Provide bilingual materials (books in second language, adaptive software)
- Continue to provide Guided Reading Training and Support to meet the needs of English Learners, Socio Economic Disadvantages, Foster Youth and Homeless Students.
- Expanding the Fine Arts and Visual and Performing Arts to meet the needs of more students.
- Provide after school support for Early Readers (K-2) through Classified Staff Support and Training.
- RAPID Reading Assessment
- Professional Development in all Core Areas to meet CC Standards
- Outdoor Learning (SCICON)
- Develop a Vertical Articulation program for Certificated Staff to further grasp the Common Core implementation
- Improving all learning environments campus wide
- Providing calendars (12-month) targeting involvement
- Providing students with learning opportunities outside the core to stimulate interest
- Training in support systems (LEXIA and Reading Plus)
- Training in classroom and learning support (i.e. Behavior Management)

Beyond 2017-2018

- Elementary AVID
- Incentive Trips for all Stakeholders

The Actions and Expenditures outlined in the above Local Control Accountability Plan to focus on the needs of all students, but principally directed at unduplicated students with primary focus placed on the Socio-Economically Disadvantaged, English Language Learners and Foster Youth. The goal of the plan is to develop a well-rounded students (Core Curriculum, Arts, Music, Physical Education, Performing Arts, Etc.) by providing Highly Qualified Staff, 21st Century Technology, College and Career Opportunities, Real Life Experiences, Providing Safe Facilities and Involving and Educating all Stakeholders, including the parents and community.

In 2017-2018 the plan calls for the continued focus on professional development (English Language Development, Language Arts...Guided Reading and Science). The plan this year calls for greater emphasis on Technology in the Classroom and Mathematics. This will be implemented with the support and knowledge of the Instructional Consultants with the Tulare County Office of Education. Alternative learning will be provided through Grade

Span Study Trips and Outdoor education. The district believes that all stakeholders need to be involved and will provide continued learning opportunities (guest speakers, all stakeholder activities, etc.). The district firmly believes the educational triad (teacher-student-parent) is essential in the development of well-rounded students. With the involvement of all parties, the district believes educated and social conscious students will be developed.

The services and activities are principally directed at unduplicated students on Sunnyside's high unduplicated population count of 319 of approximately 355 students. A majority of the actions are directed school/district wide. Based upon this percentage, the data (test scores, reports, etc.) and the actions desired by our stakeholders the district felt it was in the best interest and efficient to provide these services district wide. Specific goal and actions will serve unduplicated student needs through more direct services.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$1,030,729

Percentage to Increase or Improve Services

37.99%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

Using the calculation tool provided by the state, Sunnyside Union School District has calculated that will receive \$1,030,729 in Supplemental Concentration Grant funding under the Local Control Funding Formula (LCFF). In addition, using the same calculation tool the proportionality percentage has been calculated at 37.99%. Sunnyside Union School District has demonstrated the district is meeting its minimum proportionality requirement by expenditure of the 2018-2019 Supplemental and Concentration Grant funding for qualifying purposes. Although many of the services provided address the needs of all students, direct services were developed to meet the specific needs of our unduplicated student population, which include, but are not limited to the following:

NEW ACTIONS:

Transitional Kindergarten through Eighth Grade Physical Education/Health Instructor

Purpose: To address the school wide need to develop and educate students in physical, mental and health needs.

Transitional Kindergarten Instructor

Purpose: To create an Early Childhood Education program that focuses on language an (English Language Development) and reading. To address the needs of English Language Learners earlier to prevent students from becoming Long Term English Learners and improve Reclassification Rates.

Licensed Vocational Nurse

Purpose: To provide additional health services to the current health and mental services provided to support students for improved attendance and participation rates. Position will also focus on the Special Needs students.

Social and Emotional Support

Purpose: To provide training to ALL staff to be able to support the Social and Emotional needs and development of ALL students.

Community Library Program

Purpose: To provide ALL STUDENTS and COMMUNITY access to reading materials.

Preschool and Kindergarten Renovation Project

Purpose: To provide ALL STUDENTS, targeting those with special needs an inclusive and safe play area to improve social interactions.

School Security Cyber Key System and other Security Support:

Purpose: To implement increased security and safety for STUDENTS and STAFF by limiting access to campus. Provide all stakeholders, including students, a safe environment by hiring a one-day campus security officer.

Social and Emotional Support - One to One Aide

Purpose: To provide support for students who are need of social and emotional support.

MODIFIED ACTIONS

- Computer Technician: Expand position to full-time. Possible contracting out for 20% to another school

district.

- Combined all Professional Development under one action item.
- Combined all Health and Mental Services under one action item.

ONGOING ACTIONS

- Continue providing students the opportunity to perform in the Visual and Performing Arts. In 2017-2018 this was through a schoolwide Talent Show, which mandated that each student perform with their class. In the past in has been working with the Tulare County Office of Education OnStage program.
- In the 2017-2018 school year the district took its Art Program district wide. This will continue to happen including the expansion down to the Transitional Kindergarten level.
- The district will continue to utilize the Reading Plus program to help address reading deficiencies at the higher grade levels.
- The district will continue to contract the services of the Tulare County Office of Education Instructional Coaches and Consultants. This will expand out to cover multiple subject areas.
- The district will continue to use the RAPID Assessment program to measure student growth.
- The district will continue to fund more resources for the PROFESSIONAL DEVELOPMENT READING ROOM.
- The district will continue to offer a Summer School program for a minimum of two weeks. Summer school will cover a variety of core areas with a focus on reading and writing. The program will be offered to all students with a focus on English Language Learners.
- The district will keep its Attendance Account clerk and Split Fund this position with the General Fund (Account Technician)
- The district will continue to provide Professional Development in English Language Development to continue the focus of moving students towards proficiency in the English Language.
- The district will continue to reward students who demonstrate exceptional attendance with a trip that includes parent participation.
- The district will continue to partner with outside agencies and support such agencies who focus on Early Childhood Literacy.
- The district will maintain its Learning Grade Span Trips, Year 2 of Cycle 2.
- The district will maintain the ability to offer learning outside the Core Curriculum through elective

offerings (Folkloric Dance, Cross Country, STEM, Gardening, Etc.) and participation in off campus events.

- The district will continue to provide learning and engagement activities and opportunities for stakeholders with a focus on parents. This will occur a minimum of five (5) times per year.
- The district will partner with outside groups (i.e. Save the Children Community Continuum) to promote and foster student learning via community libraries (birdhouse libraries).
- The district will continue to use and develop a variety of methods to communicate with parents. During the 2018-2019 school year a focus will be on parent communication via text message.

ELIMINATED ACTIONS

- Elementary AVID - The district has always been interested in the Elementary AVID program but has had issues in getting enough staff interested in required Summer Training. It is an action that will be reevaluated at a future date.
- SCICON will be funded with other sources from the district.
- The After School LEXIA program will be readdressed at a later date. It is possible that the district will extend the regular day for students in Grades (1-3) to have a common dismissal time. This would eliminate the after school time frame. The additional instructional time will focus on closing reading gaps.

The Actions and Expenditures outlined in the above Local Control Accountability Plan to focus on the needs of all students, but principally directed at unduplicated students with primary focus placed on the Socio-Economically Disadvantaged, English Language Learners and Foster Youth. The goal of the plan is to develop a well-rounded students (Core Curriculum, Arts, Music, Physical Education, Performing Arts, Etc.) by providing Highly Qualified Staff, 21st Century Technology, College and Career Opportunities, Real Life Experiences, Providing Safe Facilities and Involving and Educating all Stakeholders, including the parents and community. The FOCUS of the plan will also center on the newly reformatted School Mission:

SCHOOL MISSION: The mission of Sunnyside Union Elementary is to provide an environment that allows all students to grow academically and socially. This will be a result of providing students with opportunities to succeed as lifelong learners through challenging and engaging activities. All students will be owners of their learning through creative and confident actions. All members of the learning community will commit to working together to prepare our students to be successful 21st century citizens.

In 2018-2019 plan calls for the continued focus on professional development (English Language Development, Language Arts...Guided Reading and Science). The plan this year calls for greater emphasis on developing learning across curriculum's (Language Arts, Mathematics, Science, Social Studies, ELD and Technology). This will be implemented with the support and knowledge of the Instructional Consultants with the Tulare County Office of Education. It will also be a focus to develop sustainability when consulting is no longer part of or minimized in the LCAP process. The district intends to focus on Early Childhood Learning with the hiring of a Transitional Kindergarten instructor and a Primary Physical Education instructor. The district has identified a need in the elementary grades for a designed Physical Education & Health program. Current fifth and seventh grade physical education assessments indicate tremendous growth in all areas except for body composition.

Alternative learning will be provided through Grade Span Study Trips and by other course offerings (variety of elective topics). The district believes that all stakeholders need to be involved and will provide continued learning opportunities (guest speakers, all stakeholder activities, etc.). The district firmly believes the educational triad (teacher-student-parent) is essential in the development of well-rounded students. With the involvement of all parties, the district believes educated and social conscious students will be developed. The district will also emphasize the need for ALL students to participate in the learning process. It is expected that ALL classrooms provide opportunities for ALL students to be part of the learning/conversation process. No longer will non participation be accepted.

The services and activities are principally directed at unduplicated students on Sunnyside's high unduplicated population count of 334 of approximately 350 students. A majority of the actions are directed school/district wide. Based upon this percentage, the data (test scores, reports, etc.) and the actions desired by our stakeholders the district felt it was in the best interest and efficient to provide these services district wide. Specific goal and actions will serve unduplicated student needs through more direct services.