

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sunnyside Union School District

CDS Code: 54-72181

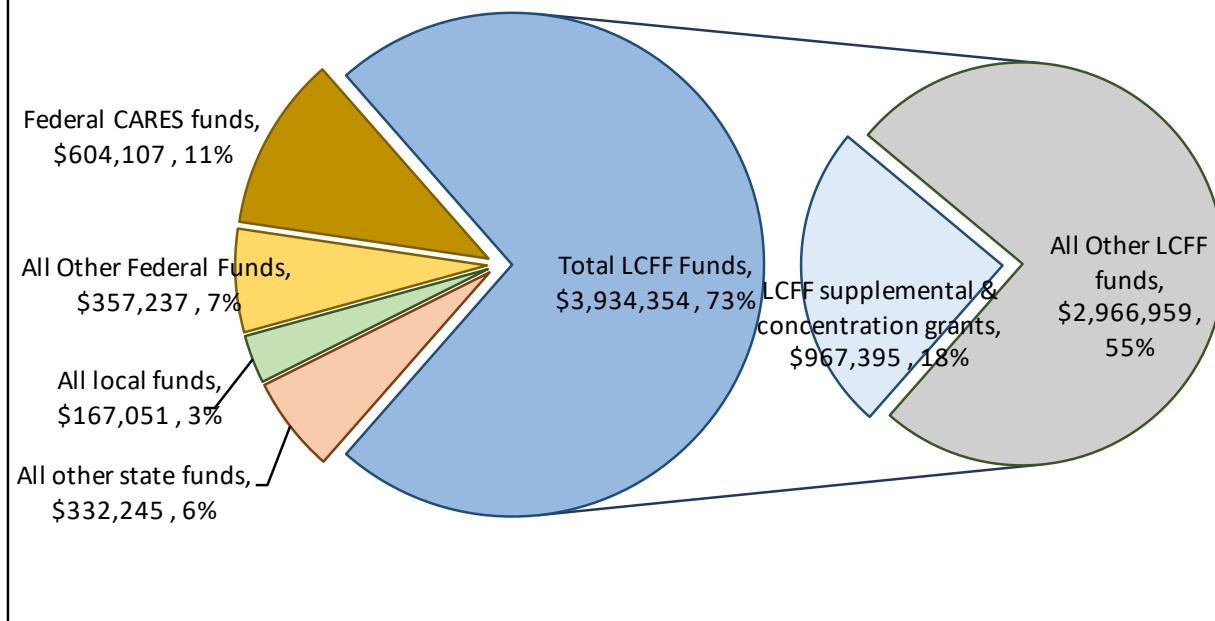
School Year: 2020-2021

LEA contact information: Steve Tsuboi, stsuboi@sunnysideunion.com, 559-568-1741 x.208

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

Budget Overview for the 2020-2021 School Year

Projected Revenue by Fund Source

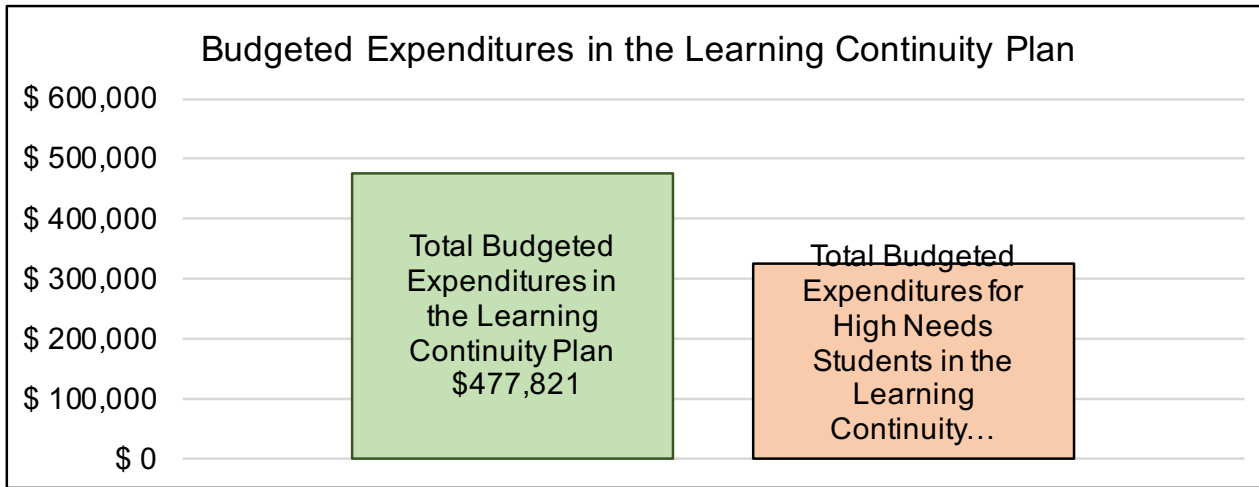


This chart shows the total general purpose revenue Sunnyside Union School District expects to receive in the coming year from all sources.

The total revenue projected for Sunnyside Union School District is \$5,394,994.00, of which \$3,934,354.00 is Local Control Funding Formula (LCFF) funds, \$332,245.00 is other state funds, \$167,051.00 is local funds, and \$961,344.00 is federal funds. Of the \$961,344.00 in federal funds, \$604,107.00 are federal CARES Act funds. Of the \$3,934,354.00 in LCFF Funds, \$967,395.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.

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This chart provides a quick summary of how much Sunnyside Union School District plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

Sunnyside Union School District plans to spend \$5,353,185.00 for the 2020-2021 school year. Of that amount, \$477,821.00 is tied to actions/services in the Learning Continuity Plan and \$4,875,364.00 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

- (1) General Administration, Instruction, Maintenance, and Operational expenses including Legal Services
- (2) Home to School Transportation Continue to be provided as onsite learning returns.
- (3) Food Services Food will be provided to all students no matter the learning environment.
- (4) Extracurricular Activities Examples: Athletic and After School Programs
- (5) Migrant Services
- (6) Low Performing Block Grant This grant of approximately \$17,000 will need to be revised because it was originally based with on campus learning and multiple family member involvement which may not be feasible at this time due to Pandemic.

Increased or Improved Services for High Needs Students in in the Learning Continuity Plan for the 2020-2021 School Year

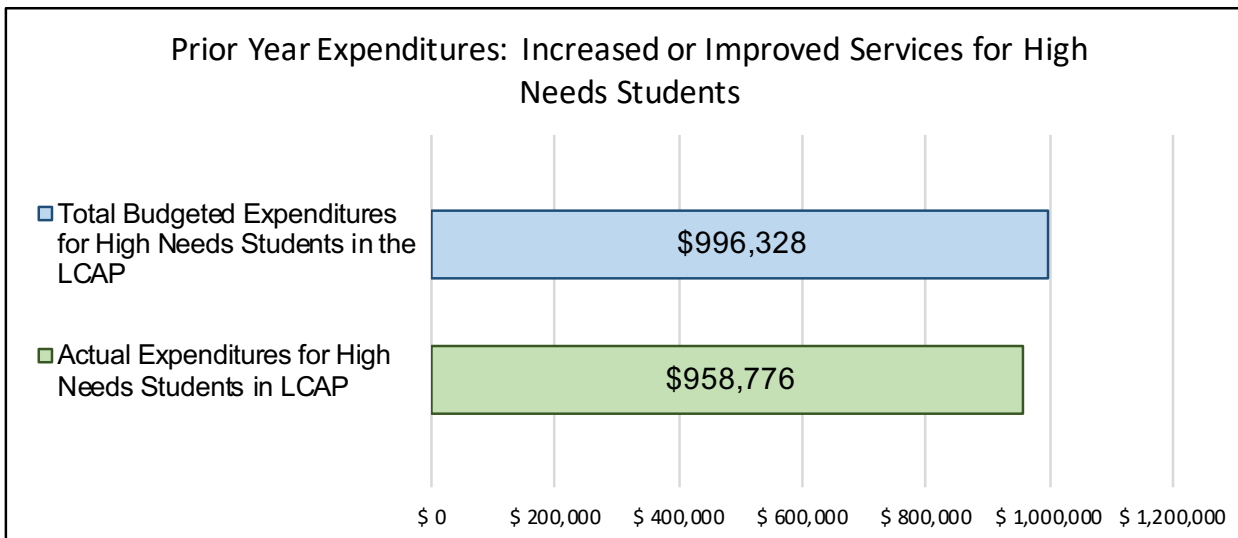
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In 2020-2021, Sunnyside Union School District is projecting it will receive \$967,395.00 based on the enrollment of foster youth, English learner, and low-income students. Sunnyside Union School District must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Sunnyside Union School District plans to spend \$326,087.00 towards meeting this requirement, as described in the Learning Continuity Plan. The additional improved services described in the plan include the following:

Devices were purchased to provide equal access. 8th graders use a MacBook to activate higher engagement. Time was allocated to Foster, Homeless, EL's, and SED students from Support Staff using RTI. An aide and behavior position were added. Hours were extended to assist learning. Tutoring was provided (Math, ELA, Gen. Studies, and Language). Emotional support was provided (Social Worker, Psych. etc.) The Vice Principal has made home visits and delivered materials to remote locations. TK-5 students returned to campus on November 12. Instruction was designed so that on campus/online students receive an equitable education. Transportation is provided. Cohorts (LD's, connectivity, language, etc.) were established.

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Update on Increased or Improved Services for High Needs Students in 2019-2020



This chart compares what Sunnyside Union School District budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what Sunnyside Union School District actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-2020, Sunnyside Union School District's LCAP budgeted \$996,328.00 for planned actions to increase or improve services for high needs students. Sunnyside Union School District actually spent \$958,776.00 for actions to increase or improve services for high needs students in 2019-2020. The difference between the budgeted and actual expenditures of \$37,552.00 had the following impact on Sunnyside Union School District's ability to increase or improve services for high needs students:

Minimal. The difference is mainly due to the COVID 19 Pandemic which resulted in school closure in March 2020. The two largest non-spent actions were Learning Trips which were not completed at the time of closure, and contracted services. Direct services and learning supports for students, reached their intended target. Services were provided to High Need students for the remainder of the school year to support all learners, with specific focus on students of High Need. Instructional and behavioral support was provided by teachers, instructional support staff, mental and health services and other staff who had relationships with these families. Instructional packets were provided when needed while others found greater success through "online instruction." Technology was accessible for all students.