

# Local Control Accountability Plan and Annual Update (LCAP) Template

[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](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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 School        |                 |   |
| Contact Name and Title | Steve Tsuboi<br>Superintendent-Principal | Email and Phone | <a href="mailto:stsuboi@sunnyside.k12.ca.us">stsuboi@sunnyside.k12.ca.us</a><br>559-568-1741 x. 208 |

## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

Sunnyside is a rural single school (Kindergarten – Eighth Grade) district in the agricultural belt of southeastern Tulare County. The district operates a preschool program through the State of California. A majority of Sunnyside's students reside in the town of Plainview located approximately 2.6 miles from the school site. The geographic range of the district ranges from 6 miles East to West and 4.5 miles North to South.

The demographic makeup of our 366 students (K-8) is as follows: (a) 331 students are Hispanic/Latino; (b) 35 are not of Hispanic/Latino decent; (c) 8 American Indian/Alaskan; (d) 1 Asian; and (e) 1 Black/African American.

The Language Fluency Status of the students is as follows; (a) 145 English Only; (b) 1 Initial Fluent Proficient; (c) 152 English Language Development; and (d) 68 Redesignated Fluent English Proficient.

### LCAP HIGHLIGHTS

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

This year's LCAP will focus on the following areas (number of actions in parenthesis): Basis Services (3), Implementation of the Common Core (13), Student Engagement (5), Parental Involvement (3) and School Climate (3). As indicated above there will be a significant focus placed on the **Implementation of the Common Core**. Actions outlined within this goal include a focus on Professional Development, with an emphasis on Reading and Language Arts, in addition, to supporting the following Academic Areas; Science, Mathematics and Social Studies. Additional Professional Development support will be in Technology and STEM (MakerSpace Room). Sunnyside will continue to support the Visual and Performing Arts, Fine Arts and Library Service Programs.

Sunnyside will continue to make a point of including all stakeholders in the educational process. The district will build upon the 2016-2017 Parent Speaker Series (**Parental Involvement**) and provide parents with focused and timely instruction and support. The main focus in **School Climate** will be on developing classroom management skills/programs that provide a safe and friendly learning environment. The district will advance **Student Engagement** and learn through the continuation (Year 4) of its grade span study trips.

## 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 delighted to report reading proficiency levels in the Primary Grades are closing between grade level proficiency and assigned grade level. The district has put all Kindergarten – Fifth Grade educators through extensive training in Guided Reading, provided Coaching support in the classroom and has calibrated scoring across grade levels on the Developmental Reading Assessment (DRA). By working in Grade Spans it has allowed teachers to work in a continuum throughout all grades. In addition, the district invested deeply into a Reading Room full of support materials that can be utilized at all reading levels.

The district also built a Junior High Based Reading Library (Teacher College Reading and Writing Project Library) and placed it in the Sixth-Eighth Grade English Language Arts classroom to expose junior high students to a myriad of titles. Also, at the Junior High level, instructors were trained in reading support within their single subject area.

In addition, the district interwove English Language Development (ELD) training within the general English Language Arts curriculum. Students needing ELD support are receiving both targeted and integrated ELD on a daily basis.

The district developed a master assessment calendar to continuously monitor student growth and success.

During the 2016-2017 school year, the district invested in the Go Math program school wide.

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

### State Dashboard for Sunnyside

Suspension Rate: Orange

English Language Learner Progress: Red

English Language Arts: Red

Mathematics: Orange

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

- (a) All Students with an emphasis on English Language Learners in Language Arts
- (b) All Students with an emphasis on English Language Learners in Mathematics

Steps in the LEA Plan

- (a) Continue to train staff in the implementation of the Common Core with a heavy emphasis in Language Arts Training (Year 2 of Full Implementation).
- (b) Continue to emphasize the connection of English Language Development into all subjects.
- (c) Provide additional training and support in mathematics during the 2016-2017 school year.
- (d) Provide an early intervention after school reading program in Kindergarten – Second grade beginning the 2016-2017 school year.
- (e) Implement the Assessment Calendar and utilized data to individualize learning.
- (f) Create an innovative learning environment (i.e. MakerSpace) that supports Language Arts and Mathematics through different subjects.
- (g) Continue to extend the number of contracted Certificated Work Days to address Professional Development outside of regular Instructional Minutes (increased five days beginning in the 2016-2017 school year).

Steps for Local Indicators

- (a) Improve parental participation at Parent Conferences at all grade levels while targeting

areas of greatest need (1) Unduplicated Students; (2) Special Education Students and (3) Students in the Junior High. The district will identify new ways to improve participation including, but not limited to; (1) attaching other events (i.e. Parent Involvement Activities and (2) Providing attendance incentives (i.e. Additional Trips, Study Trips, Etc.)

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?

Areas two or more performance level differential:

|                    | Suspension Rates          |                        |
|--------------------|---------------------------|------------------------|
|                    | English Language Learners | White                  |
| Number of Students | 171                       | 39                     |
| Performance Status | Red                       | Yellow                 |
| Change             | High 5.3%                 | High 5.1%              |
|                    | +2.2%                     | -6.3%                  |
|                    | Increased Significantly   | Declined Significantly |

Note Discrepancy in Number of Students and how that equates to Change (+/-)

ELD Student Subgroup = .00585 White Student Subgroup = .025

- (a) Design structures to support classroom management systems that provide a learning environment that will address the differential in suspension rates (English Language Learners (Red) to White (Yellow) Sub-Groups
  - a. Example: Row Howerton Training – All Certificated Staff (August 2017)
- (b) Provide Parental Involvement/Education that supports both positive student behaviors and academic achievement (begun Spring 2017)
  - a. Example: Gabe Salazar Presentation for Parents and Students

## PERFORMANCE GAPS

### INCREASED OR IMPROVED SERVICES

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.

Sunnyside will spotlight services for low-income students, English learners and foster youth in the 2017-2018 plan by focusing on the following actions:

- Providing quality Professional Development in Reading/Language Arts and English Language Development.
- Development of an After School Reading Support program (Kindergarten – Second Grade) for Struggling Readers by utilizing properly trained Paraprofessionals.
- Constructing a MakerSpace style room to engage students in a collaborative learning environment that promotes creativity and exploration.
- Establish a Summer School culture based on Project Based Learning giving all Low Income, English Learning and Foster Youth students an opportunity to use all necessary skills (reading, writing, listening, speaking) to progress forward in an engaging learning environment.

**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  | \$4,687,135.00 |
| Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year | \$813,568.00   |

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

Sunnyside Staffing

- Certificated Classroom Teachers (18.4 FTE)
- Certificated Administration (Superintendent-Principal & Vice Principal-Categorical Programs)

Instructional Setting

- Kindergarten – Fifth Grade: Self Contained Classroom Setting
- Sixth – Eighth Grade: Rotations (Regular and Block) – Single Subject

|             |   |
|-------------|---|
| \$3,584,910 | Total Projected LCFF Revenues for LCAP Year |
|-------------|---|

# Annual Update

LCAP Year Reviewed: 2016-17

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 Standards, appropriately assigning teachers, exposing 100% of the sixth thru eighth-grade students visual arts experience, and providing learning experiences outside the Core.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

#### **Metric 1 – Track My Progress (Local Assessment)**

By the end of each school year, 50% of the student's Scale Score will be at the national average AND the percentage of students above the percentile will grow annually by 10 percent.

#### **Metric 2 – State Testing CAASPP**

The percentage of ALL students Meeting or Exceeding the state standard will annually grow by 10 percent. All subgroups will grow at a minimum equal to ALL students.

#### **Metric 3 - Percentage of Students (Junior High) Receiving Visual and Performing Arts Instruction (VAPA)**

Sunnyside will maintain offering 100% of all students in the sixth –eighth-grade VAPA Instruction on a daily basis. (AERIES)

#### **Metric 4 - Parent-Student-Staff Surveys**

The number of Staff Surveys completed by each group will increase by 10% annually in order to achieve full stakeholder participation. (Google Forms)

#### **Metric 5 – Teacher Assignments**

Williams Report (Staff Assignments-TCOE) – Annual Staff Assignment Report

### ACTUAL

| METRIC 1 |       |                    |         |                    |
|----------|-------|--------------------|---------|--------------------|
| Grade    | Math  | %>41<br>Blue Level | Reading | %>41<br>Blue Level |
| K        | 34/58 | 58.6               | 20/47   | 42.6               |
| 1        | 37/35 | 77.1               | 21/35   | 60                 |
| 2        | 21/33 | 63.6               | 22/33   | 66.7               |
| 3        | 18/39 | 46.2               | 16/39   | 41                 |
| 4        | 20/44 | 44.5               | 14/42   | 33.3               |
| 5        | 18/38 | 47.4               | 11/35   | 31.4               |
| 6        | 7/32  | 21.9               | 8/28    | 28.6               |
| 7        | 18/45 | 40                 | 12/43   | 27.9               |
| 8        | 19/44 | 43.2               | 16/38   | 42.1               |

See Data and Explanation Below

This is baseline data because we changed Metrics. Below is the data for the Metric that was previously used. Track My Progress: Percent Making Year End Objective

|   | MATH  |       | READING |       |
|---|-------|-------|---------|-------|
|   | 15/16 | 16/17 | 15/16   | 16/17 |
| K | 53.2  | 68.8  | 19.1    | 32.6  |
| 1 | 42.1  | 65.7  | 41      | 48.6  |
| 2 | 14.3  | 39.8  | 48.5    | 38.7  |
| 3 | 39.5  | 27.5  | 58.1    | 25    |
| 4 | 31.4  | 40.1  | 35.5    | 26.2  |
| 5 | 45.2  | 15.79 | 21.6    | 20    |
| 6 | 4.7   | 25    | 10.5    | 22.2  |
| 7 | 26.2  | 19.5  | 25.6    | 12.8  |
| 8 | 46.3  | 57.5  | 19      | 39    |

#### METRIC 2

| English Language Arts<br>Percent Meeting or Exceeding | 2015 | 2016 | 2017 | Change |
|---|------|------|------|--------|
| Current 4 <sup>th</sup> Graders                       |      |      | 10   | NA     |
| Current 5 <sup>th</sup> Graders                       |      | 21   | 23   | +2%    |
| Current 6 <sup>th</sup> Graders                       | 38   | 20   | 31   | +11%   |
| Current 7 <sup>th</sup> Graders                       | 26   | 24   | 25   | +1%    |
| Current 8 <sup>th</sup> Graders                       | 22   | 10   | 15   | +5%    |
| Current Freshman                                      | 19   | 26   | 30   | +4%    |

| Mathematics<br>Percent Meeting or Exceeding | 2015 | 2016 | 2017 | Change |
|---|------|------|------|--------|
| Current 4 <sup>th</sup> Graders             |      |      | 12%  | NA     |
| Current 5 <sup>th</sup> Graders             |      | 21   | 12   | -9%    |
| Current 6 <sup>th</sup> Graders             | 43   | 14   | 8    | -6%    |
| Current 7 <sup>th</sup> Graders             | 14   | 0    | 9    | +9%    |
| Current 8 <sup>th</sup> Graders             | 6    | 2    | 7    | +5%    |
| Current Freshman                            | 9    | 14   | 4    | -10%   |

### **METRIC 3**

All Junior High students, during the 2016-2017 school year, were enrolled in a minimum of one period of Art Class on a daily basis. In addition, these students also had the opportunity to enroll in an Advanced Art Elective.

### **METRIC 4**

Sunnyside received no online Surveys (on the website) from Staff or Parents. Surveys were completed by parents at a variety of parent involvement nights. There was one online survey submitted by staff via another digital format. The Governing Board also had the Superintendent-Principal provide each student the opportunity to provide input on areas of likes and needs to determine if additional or modified course offerings are necessary to meet their needs.

Kindergarten – Second Grade Survey: <https://goo.gl/YX2hft>  
Third – Fifth Grade Survey: <https://goo.gl/Rr7HvZ>  
Sixth – Eighth Grade Survey: <https://goo.gl/ddGV4I>

#### **Results**

Kindergarten – Second Grade Survey: <https://goo.gl/9D9hpG>  
Third – Fifth Grade Survey: <https://goo.gl/yOj3GA>  
Sixth – Eighth Grade Survey: <https://goo.gl/ARIVAJ>

### **METRIC 5**

According to the Williams Report, teacher assignment section, all teachers were appropriately assigned. \*Note: One Junior High teacher who taught English Language Development (targeted) was not appropriately assigned for one period. This will be rectified by having the instructor apply for Emergency CLAD.

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**

|                  |  |  |
|------------------|--|--|
| Actions/Services | <p><b>PLANNED</b><br/>All students will participate in relevant study trips (by grade span) that would expand the knowledge of all learners including English Language Learners.</p> | <p><b>ACTUAL</b><br/>The students participated in the following grade span trips:<br/>Kindergarten – Second Grade: CALM Bakersfield<br/>Third – Fifth Grade: Fresno Discovery Center &amp; Disney on Ice<br/>Sixth – Eighth Grade: Los Angeles Natural History Museum and Warner Brothers Studio</p> |
| Expenditures     | <p><b>BUDGETED</b><br/>LCFF/SC Grant Funding: \$19,465.00<br/>Materials, Salaries, and Transportation</p>  | <p><b>ESTIMATED ACTUAL</b><br/>LCFFSC: \$19,577.00</p>   |

Action **2**

|                  |  |  |
|------------------|--|--|
| Actions/Services | <p><b>PLANNED</b><br/>All students will have access to library books (traditional or electronic) in both the classroom and school library (including library management system).</p> | <p><b>ACTUAL</b><br/>Teachers were given a deadline to improve their classroom libraries. No additional books were ordered for the library during the school year. Additional books and title were purchased to supplement the Reading Resource and Professional Development Room.</p> |
| Expenditures     | <p><b>BUDGETED</b><br/>LCFF/SC Grant Funding: \$9,200.00<br/>Library and Subscription Service</p>  | <p><b>ESTIMATED ACTUAL</b><br/>LCFFSC: \$4584.00</p>   |



Action **3**

|   |   |  |             |   |            |   |         |             |                               |            |
|---|---|--|-------------|---|------------|---|---------|-------------|-------------------------------|------------|
| Actions/Services  | <p><b>PLANNED</b></p> <p>All classroom instructors, Grades Kindergarten – Fifth will receive training and support from Tulare County Office of Education in Guided Reading to support all students, including English Language Learners.</p>                                | <p><b>ACTUAL</b></p> <p>All classroom instructors, Grades Kindergarten – Fifth Grade received extensive training in Guided Reading and other strategies from the Tulare County Office of Education Instructional Consultant Staff.</p> |             |   |            |   |         |             |                               |            |
| Expenditures  | <p><b>BUDGETED</b></p> <table border="0"> <tr> <td>LCFF/SC Grant Funding:</td> <td style="text-align: right;">\$18,350.00</td> </tr> <tr> <td>Educator Effectiveness Grant:<br/>Instructional Consultant</td> <td style="text-align: right;">\$5,000.00</td> </tr> </table> | LCFF/SC Grant Funding:   | \$18,350.00 | Educator Effectiveness Grant:<br>Instructional Consultant | \$5,000.00 | <p><b>ESTIMATED ACTUAL</b></p> <table border="0"> <tr> <td>LCFFSC:</td> <td style="text-align: right;">\$24,606.00</td> </tr> <tr> <td>Educator Effectiveness Grant:</td> <td style="text-align: right;">\$5,000.00</td> </tr> </table> | LCFFSC: | \$24,606.00 | Educator Effectiveness Grant: | \$5,000.00 |
| LCFF/SC Grant Funding:                                    | \$18,350.00   |  |             |   |            |   |         |             |                               |            |
| Educator Effectiveness Grant:<br>Instructional Consultant | \$5,000.00  |  |             |   |            |   |         |             |                               |            |
| LCFFSC:   | \$24,606.00   |  |             |   |            |   |         |             |                               |            |
| Educator Effectiveness Grant:                             | \$5,000.00  |  |             |   |            |   |         |             |                               |            |

Action **4**

|   |  |   |           |   |         |              |
|---|--|---|-----------|---|---------|--------------|
| Actions/Services                              | <p><b>PLANNED</b></p> <p>Sunnyside will employ an Art Teacher to provide services to Junior High (and beyond if possible), to allow for growth in areas outside of the core.</p> | <p><b>ACTUAL</b></p> <p>The district used the Art Teacher throughout the 2016-2017 school year with the junior high students, as planned.</p> |           |   |         |              |
| Expenditures                                  | <p><b>BUDGETED</b></p> <table border="0"> <tr> <td>LCFF/SC Grant Funding:<br/>Salaries &amp; Benefits</td> <td style="text-align: right;">\$111,207</td> </tr> </table>          | LCFF/SC Grant Funding:<br>Salaries & Benefits   | \$111,207 | <p><b>ESTIMATED ACTUAL</b></p> <table border="0"> <tr> <td>LCFFSC:</td> <td style="text-align: right;">\$115,100.00</td> </tr> </table> | LCFFSC: | \$115,100.00 |
| LCFF/SC Grant Funding:<br>Salaries & Benefits | \$111,207  |   |           |   |         |              |
| LCFFSC:                                       | \$115,100.00   |   |           |   |         |              |

# Goal 1

## 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 completed all four actions listed in Goal #1. All three grade spans participated in study trips. Kindergarten through second grade attends the C.A.L.M. Outdoor Museum in Bakersfield. Third through fifth grade attended the Fresno Museum, went to Dinner and saw Disney on Ice. The sixth through eighth grade went to the Natural History Museum and Warner Brother's Studio. The 2016-2017 school year was the third year in each grade span and the trips, unless changed, will repeat the three year cycle. Next years scheduled trips should begin with Year 1 (except sixth through eighth grade – original trip needs modifications).

Teachers were allowed to spend on classroom libraries to continue to build within individual classrooms. Junior High 6-8 built a Lucy Caulkins Library in the Language Arts Room. No additional titles were purchased for the library. A variety of additional titles were purchased for the Guided Reading/Professional Development Reading Room. The school continued its contract with Destiny Follet. The addition of the Junior High Library was not in the original LCAP plans but the necessity for reading materials and opportunity arose.

All self-contained classroom teachers received extensive training in Guided Reading and other appropriate reading strategies. Coaching was provided by the Tulare County Office of Education. Trainings were conducted by Grade Span, Topic, Full-Day, Step In, Demonstration, Etc. Grades Kindergarten – Fifth Grade implemented D.R.A. Training during the 2016-2017 School Year.

The junior high students continued to receive daily art instruction. In addition, the students had the opportunity to participate in an Advanced Art Elective.

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

The district will feel the initial results of the extensive reading trainings in the next couple of years. The staff and consultants believe that the initial D.R.A. results are providing valuable data indicating the additional support yielding positive results. The district also analyzed the data from Track My Progress that indicates the most growth at early grade levels (expected with training targeted this grade span) and the least growth at the upper grade levels (less training, greater growth required).

Although the art program is producing good results (artistically), the district does not see a correlation with increased test scores in other areas. Based upon stakeholder input and the desire to expand the arts school wide, the district will reformat the assignment to include all students in grades Kindergarten – Eighth Grade in the Art Program. Student survey results indicate a desire to have more hands on activities school wide.

The district will also look into how to get greater participation in the Visual and Performing Arts by students in the higher grade levels. Most participation as evidenced by program performance is by

middle grade (4-5) students.

The overall effectiveness will be measured by the outcome of the 2017 Spring CAASPP scores.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

|                              |  |
|------------------------------|--|
| 1-1 Study Trips:             | Actual Amount Slightly Over Budget<br>Insignificant  |
| 1-2 Library Books:           | Significantly Under Budget<br>Approximately 50% below budgeted amount due to teachers choosing not to use funds in classroom and district not purchasing books for full library. |
| 1-3 Guided Reading Training: | Expenditures = Budget  |
| 1-4 Art Teacher:             | Actual Amount Over Budget<br>Due to healthy certificated raise (more than planned)   |

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.

Actions to this goal will be expanded to reach more students and areas in the core curriculum. There is a combining of actions that were spread out through a myriad of goals. The main change of the actions from 2016-2017 is that the Art Program will be expanded school wide. This will allow students of all grade levels to participate in the Art Program. The art instructor will work with Kindergarten – Fifth Grade to develop an art program that supports other classroom areas. The art instructor will continue to work with the Junior High students in an elective setting.

During the 2016-2017 School Year, one-to-one devices were provided school wide (Kindergarten – Eighth Grade).

In the upcoming 2017-2018 School Year the following actions are planned:

- The hiring of a technology staff person
- Continued professional development, including technology
- Improvements in learning environments (MakerSpace style classroom)
- New district assessment tool – RAPID Assessment.

# 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  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

#### **Metric 1 – Track My Progress (Local Assessment)**

By the end of the year, all students will be scoring in either Level I (61 – 99<sup>th</sup> Percentile) or Level II (41 to 60<sup>th</sup> Percentile). (Four Testing Periods)

#### **Metric 2 – State Testing CAASPP**

During the second year of Smarter Balanced Testing (Spring 2017) students scoring proficient will increase by 10% yearly.

#### **Metric 3 - Student Access to Standards Aligned Materials**

Sunnyside will maintain a 100% access to appropriate Standards –Aligned materials as determined by the Annual Williams Review/Report.

#### **Metric 4 - Other**

Student engagement in classroom Common Core State Standards will increase by 5% based upon the following:

- Classroom Observations (Step In Coaching, Walkthroughs, Instructional/Collegial Observations etc.)
- Percentage of Students Participating will be recorded throughout the year to get an overall snapshot percentage.
- Lesson Plans will be Common Core aligned.

### ACTUAL

| METRIC 1 |       |                    |         |                    |
|----------|-------|--------------------|---------|--------------------|
| Grade    | Math  | %>41<br>Blue Level | Reading | %>41<br>Blue Level |
| K        | 34/58 | 58.6               | 20/47   | 42.6               |
| 1        | 37/35 | 77.1               | 21/35   | 60                 |
| 2        | 21/33 | 63.6               | 22/33   | 66.7               |
| 3        | 18/39 | 46.2               | 16/39   | 41                 |
| 4        | 20/44 | 44.5               | 14/42   | 33.3               |
| 5        | 18/38 | 47.4               | 11/35   | 31.4               |
| 6        | 7/32  | 21.9               | 8/28    | 28.6               |
| 7        | 18/45 | 40                 | 12/43   | 27.9               |
| 8        | 19/44 | 43.2               | 16/38   | 42.1               |

Student engagement in classroom Common Core State Standards will increase based upon the following:

- a. Classroom Observations (Instructional Rounds, Walkthroughs, etc.
- b. Percentage of Students Participating will be recorded throughout the year to get an overall snapshot percentage.
- c. Lesson Plans will be Common Core aligned.

**METRIC 2**

| <b>English Language Arts<br/>Percent Meeting or Exceeding</b> | 2015 | 2016 | 2017 | Change |
|---|------|------|------|--------|
| Current 4 <sup>th</sup> Graders                               |      |      | 10   | NA     |
| Current 5 <sup>th</sup> Graders                               |      | 21   | 23   | +2%    |
| Current 6 <sup>th</sup> Graders                               | 38   | 20   | 31   | +11%   |
| Current 7 <sup>th</sup> Graders                               | 26   | 24   | 25   | +1%    |
| Current 8 <sup>th</sup> Graders                               | 22   | 10   | 15   | +5%    |
| Current Freshman  | 19   | 26   | 30   | +4%    |

| <b>Mathematics<br/>Percent Meeting or Exceeding</b> | 2015 | 2016 | 2017 | Change |
|---|------|------|------|--------|
| Current 4 <sup>th</sup> Graders                     |      |      | 12%  | NA     |
| Current 5 <sup>th</sup> Graders                     |      | 21   | 12   | -9%    |
| Current 6 <sup>th</sup> Graders                     | 43   | 14   | 8    | -6%    |
| Current 7 <sup>th</sup> Graders                     | 14   | 0    | 9    | +9%    |
| Current 8 <sup>th</sup> Graders                     | 6    | 2    | 7    | +5%    |
| Current Freshman                                    | 9    | 14   | 4    | -10%   |

**METRIC 3**

Sunnyside maintained a 100% access to appropriate Standards –Aligned materials as determined by the Annual Williams Review/Report.

**METRIC 4**

Lesson Plans were Common Core aligned with assistance of Instructional Coaches in Language Arts and English Language Development Step in Coaching was provided in all classroom Kindergarten – Fifth Grade, in addition to the Junior High Science, Social Science, and English Language Arts Classroom.  
More data collection needs to occur on general walkthrough and observations.

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**

|                               |  |  |            |                               |            |                          |  |   |         |           |                               |            |
|-------------------------------|--|--|------------|-------------------------------|------------|--------------------------|--|---|---------|-----------|-------------------------------|------------|
| Actions/Services              | <p><b>PLANNED</b></p> <p>Sunnyside will provide Science Teacher(s) classroom and lesson support in SCIENCE/STEM to fully implement the new Common Core State Standards, to benefit all students, including English Language Development. (Approximately 10 Days – Jared Marr).</p>   | <p><b>ACTUAL</b></p> <p>Sunnyside utilized the services of two different science consultants to begin the process of implementing the New Generation Science Standards into the K-5 Self Contained Classroom and with the Junior High (6-8) teacher.</p> |            |                               |            |                          |  |   |         |           |                               |            |
| Expenditures                  | <p><b>BUDGETED</b></p> <table border="0"> <tr> <td>LCFF/SC Grant Funding:</td> <td style="text-align: right;">\$7,000.00</td> </tr> <tr> <td>Educator Effectiveness Grant:</td> <td style="text-align: right;">\$2,500.00</td> </tr> <tr> <td style="padding-left: 20px;">Instructional Consultant</td> <td></td> </tr> </table> | LCFF/SC Grant Funding:   | \$7,000.00 | Educator Effectiveness Grant: | \$2,500.00 | Instructional Consultant |  | <p><b>ESTIMATED ACTUAL</b></p> <table border="0"> <tr> <td>LCFFSC:</td> <td style="text-align: right;">\$7250.00</td> </tr> <tr> <td>Educator Effectiveness Grant:</td> <td style="text-align: right;">\$2,500.00</td> </tr> </table> | LCFFSC: | \$7250.00 | Educator Effectiveness Grant: | \$2,500.00 |
| LCFF/SC Grant Funding:        | \$7,000.00   |  |            |                               |            |                          |  |   |         |           |                               |            |
| Educator Effectiveness Grant: | \$2,500.00   |  |            |                               |            |                          |  |   |         |           |                               |            |
| Instructional Consultant      |  |  |            |                               |            |                          |  |   |         |           |                               |            |
| LCFFSC:                       | \$7250.00  |  |            |                               |            |                          |  |   |         |           |                               |            |
| Educator Effectiveness Grant: | \$2,500.00   |  |            |                               |            |                          |  |   |         |           |                               |            |

Action **2**

|                        |   |   |             |           |  |  |         |             |         |             |
|------------------------|---|---|-------------|-----------|--|--|---------|-------------|---------|-------------|
| Actions/Services       | <p><b>PLANNED</b></p> <p>Sunnyside will go one to one technology in the classroom for the following (Junior High: Language Arts, Mathematics, Social Science, Art/PE, Fourth and Fifth Grade Classrooms) to assist in the full implementation of Common Core State Standards.</p> | <p><b>ACTUAL</b></p> <p>Sunnyside went to one to one implementation of Chromebooks for ALL students grades Kindergarten – Eighth Grade.</p> |             |           |  |  |         |             |         |             |
| Expenditures           | <p><b>BUDGETED</b></p> <table border="0"> <tr> <td>LCFF/SC Grant Funding:</td> <td style="text-align: right;">\$23,600.00</td> </tr> <tr> <td style="padding-left: 20px;">Materials</td> <td></td> </tr> </table>   | LCFF/SC Grant Funding:  | \$23,600.00 | Materials |  | <p><b>ESTIMATED ACTUAL</b></p> <table border="0"> <tr> <td>LCFFSC:</td> <td style="text-align: right;">\$13,722.00</td> </tr> <tr> <td>Title I</td> <td style="text-align: right;">\$14,456.00</td> </tr> </table> | LCFFSC: | \$13,722.00 | Title I | \$14,456.00 |
| LCFF/SC Grant Funding: | \$23,600.00   |   |             |           |  |  |         |             |         |             |
| Materials              |   |   |             |           |  |  |         |             |         |             |
| LCFFSC:                | \$13,722.00   |   |             |           |  |  |         |             |         |             |
| Title I                | \$14,456.00   |   |             |           |  |  |         |             |         |             |

Action **3**

|                  |   |  |
|------------------|---|--|
| Actions/Services | <p><b>PLANNED</b><br/>Sunnyside will contract for technology services and materials to support 21<sup>st</sup>-century learning and assessment.</p> | <p><b>ACTUAL</b><br/>Sunnyside used a variety of services to assist with technology support, in lieu of employing a technology technician. This was also our website upgrade, including ADA compliance.<br/>Advanced Micro Systems: Visalia<br/>Other: Hourly – Time Sheet Tech was used at the beginning of the 2016-2017 school year</p> |
| Expenditures     | <p><b>BUDGETED</b><br/>LCFF/SC Grant Funding: \$25,000.00<br/>Contracts-Services-Support</p>  | <p><b>ESTIMATED ACTUAL</b><br/>LCFFSC: \$14,893.00</p>   |

Action **4**

|                  |   |   |
|------------------|---|---|
| Actions/Services | <p><b>PLANNED</b><br/>Sunnyside will develop an Instructional Materials center that supports Common Core Implementation and will house trainings and material for instructional use for all students.</p> | <p><b>ACTUAL</b><br/>Sunnyside developed a reading support room that housed a variety of materials to improve student reading levels. The room is utilized for resources, training, and assessment.</p> |
| Expenditures     | <p><b>BUDGETED</b><br/>LCFF/SC Grant Funding: \$13,152.00<br/>Materials</p>   | <p><b>ESTIMATED ACTUAL</b><br/>LCFFSC: \$15,362.00</p>  |

Action **5**

|                               |   |   |             |                               |            |                               |  |   |         |             |                               |
|-------------------------------|---|---|-------------|-------------------------------|------------|-------------------------------|--|---|---------|-------------|-------------------------------|
| Actions/Services              | <p><b>PLANNED</b></p> <p>Sunnyside will provide Social Studies and English Language Arts Step-In Coaching Support and Units of Study Planning for Junior High Teaching staff, in order to provide full implementation of the Common Core State Standards. (Approximately 33 Days – Gay Atmajian).</p> | <p><b>ACTUAL</b></p> <p>Sunnyside provided Step-In Coaching in the fields of Social Studies and English Language Arts, in addition to unit planning in both fields on a One-to-One basis.</p> |             |                               |            |                               |  |   |         |             |                               |
|                               | <p><b>BUDGETED</b></p> <table border="0"> <tr> <td>LCFF/SC Grant Funding:</td> <td>\$23,933.00</td> </tr> <tr> <td>Educator Effectiveness Grant:</td> <td>\$7,417.00</td> </tr> <tr> <td>Instructional Consultant Fees</td> <td></td> </tr> </table>  | LCFF/SC Grant Funding:  | \$23,933.00 | Educator Effectiveness Grant: | \$7,417.00 | Instructional Consultant Fees |  | <p><b>ESTIMATED ACTUAL</b></p> <table border="0"> <tr> <td>LCFFSC:</td> <td>\$38,890.00</td> </tr> <tr> <td>Educator Effectiveness Grant:</td> <td>\$7,417.00</td> </tr> </table> | LCFFSC: | \$38,890.00 | Educator Effectiveness Grant: |
| LCFF/SC Grant Funding:        | \$23,933.00   |   |             |                               |            |                               |  |   |         |             |                               |
| Educator Effectiveness Grant: | \$7,417.00  |   |             |                               |            |                               |  |   |         |             |                               |
| Instructional Consultant Fees |   |   |             |                               |            |                               |  |   |         |             |                               |
| LCFFSC:                       | \$38,890.00   |   |             |                               |            |                               |  |   |         |             |                               |
| Educator Effectiveness Grant: | \$7,417.00  |   |             |                               |            |                               |  |   |         |             |                               |

Action **6**

|                        |   |   |             |                    |  |
|------------------------|---|---|-------------|--------------------|--|
| Actions/Services       | <p><b>PLANNED</b></p> <p>Sunnyside will provide 8<sup>th</sup>-grade students with the experience of an outdoor education by providing a multi-day trip to the Catalina Island Marine Institute (or similar program) to fully encompass the Common Core Experience.</p> | <p><b>ACTUAL</b></p> <p>This action was not completed due to the lateness in the calendar year (June-July) to reserve a position at the Catalina Island Marine Institute.</p> |             |                    |  |
|                        | <p><b>BUDGETED</b></p> <table border="0"> <tr> <td>LCFF/SC Grant Funding:</td> <td>\$19,900.00</td> </tr> <tr> <td>Operating Expenses</td> <td></td> </tr> </table>   | LCFF/SC Grant Funding:  | \$19,900.00 | Operating Expenses |  |
| LCFF/SC Grant Funding: | \$19,900.00   |   |             |                    |  |
| Operating Expenses     |   |   |             |                    |  |

Action **7**

|                  |   |  |
|------------------|---|--|
| Actions/Services | <p><b>PLANNED</b></p> <p>Sunnyside will train administration and certificated staff in the New Pedagogies for Deep Learning Collaboration Project (Fullan and Quinn) to build capacity to work collaboratively with other districts with instructional challenges (or similar).</p> | <p><b>ACTUAL</b></p> <p>Vice Principal-Categorical Manager along with two certificated staff participating in the initial training in San Francisco. Subsequent meetings held within the county were attended by the Vice Principal – Categorical Manager. A theme on careers was explored with the Junior High Staff and Students during the Third Trimester.</p> |
|------------------|---|--|



|              |                          |            |  |            |
|--------------|--------------------------|------------|--|------------|
| Expenditures | <b>BUDGETED</b>          |            | <b>ESTIMATED ACTUAL</b>  |            |
|              | LCFF/SC Grant Funding:   | \$4,000.00 | LCFFSC:  | \$2,000.00 |
|              | Professional Development |            | District put up all associated costs (i.e. travel) except for registration |            |

Action **8**

|                  |   |   |
|------------------|---|---|
| Actions/Services | <b>PLANNED</b>  | <b>ACTUAL</b>   |
|                  | Sunnyside will invest in Classroom Environments (Technology, Furniture, Etc.) which supports the Common Core State Standards and learning that will benefit all students. | Sunnyside invested in a variety of daily use materials and contributed to the funding of new classroom desks and chair units for in each classroom Kindergarten – Fifth Grade, 6-8 English Language Arts, 6-8 Mathematics and 6-8 Social Studies. The units are designed to allow for multiple seating configurations, independent learning, and flexible learning. |

|              |                        |             |                         |             |
|--------------|------------------------|-------------|-------------------------|-------------|
| Expenditures | <b>BUDGETED</b>        |             | <b>ESTIMATED ACTUAL</b> |             |
|              | LCFF/SC Grant Funding: | \$35,000.00 | LCFFSC:                 | \$29,816.00 |
|              | Materials              |             | Title I                 | \$5184.00   |

## Goal 2

### 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 have two different instructional coaches/consultants work with teachers at all grade levels throughout the year in STEM. Coaches/Consultants were hired through the Tulare County Office of Education to provide initial steps of STEM implementation for both departmentalized and self-contained settings. Trainings are planned again for the 2017-2018 school year.

Sunnyside fully implemented one-to-one Chromebooks campus-wide (Kindergarten – Eighth Grade). Chromebooks were used extensively at all grade levels on projects, writing assignments, tutorials, and other technology related purposes.

Sunnyside continued to use outside entities for technology support. These services were provided by independent workers to companies on an hourly contract. Sunnyside purchased block hours to maximize funds. Support ranged from general problem solving to more extensive support (i.e. networking). With the support, Sunnyside students and staff were able to provide a learning environment that fully supported learning on a regular basis.

Sunnyside took a storage room and developed an instructional center (focused mainly on reading) to house a variety of reading support materials. The center also provided a learning space for adult learners. The space was also utilized as a one-to-one assessment center. The center was one of proudest accomplishments of the school year and allowed the staff to fully implement researched based teaching methodologies in our lowest scoring area.

Social Science and English Arts Single Subject instructors received support in implementing reading support into core lessons. These supports occurred throughout the year in both pull-out and push-in settings. Support was also provided to other subject areas. Staff developed lessons and used in the classroom.

The 8<sup>th</sup> Grade Catalina trip was never scheduled. Initial inquiries on availability of dates found that these type of activities need to be planned well in advance. One date was available for a modified trip but the date did not fit into the school schedule.

The district sent one administrator and two teachers to the initial training in San Francisco for New Pedagogies for Deeper Learning. The administrator attended follow-up trainings at the County Office of Education. N.P.D.L. was found not a fit for our district. The administrator did work with Junior High staff to develop a project on Careers that was conducted during the third-trimester school throughout the junior high.

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

The district purchased a variety of materials and classroom furniture to improve, promote and enhance a flexible learning environment. During the Spring of 2017, the district purchased flexible learning furniture for classrooms school wide that would change up the learning environments in every classroom. Full dividends on this investment will be felt in the 2017-2018 school year.

One-to-One technology yielded positive results as indicated on local assessments such as Track My Progress in the lower grade levels. Upcoming CAASPP results will give the district an indication of its overall growth. There were limited to no interruptions with the technology during state testing, which may help out overall scores.

The Instructional Coaching and Support provided instructors with a greater repertoire to support students learning. The number of books (free reading) titles increased campus wide, especially in the upper grades (6-8). Track My Progress test results for upper grade/junior high levels needs to be looked at carefully. As the students at the lower grade levels are beginning to show greater growth, the scores and proficiency levels of those students as the rise in grade level should yield positive results.

The district has developed benchmark testing for the upcoming 2017-2018 school year to (a) improve student proficiency; (b) address needs earlier; and, (c) change the mindset of students on the importance of assessment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Actions in the LCAP budget that where under budget were in technology, technology services and Common Core environment. These actions came in under budget due to the split funding the district did with other budget lines. The district did not take into account in Professional Development the costs of substitute teachers which created a deficit in the Professional Development budget line. The 8<sup>th</sup> grade trip to Catalina did not go as planned due to not being able to secure reservations so late in the season.

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.

As of this time, the district will eliminate the Catalina trip and focus on the currently provided study trips and other activities for all students' school wide.

The district will refocus and allocate funding for the 6<sup>th</sup> Grade Outdoor Learning experience at SCICON.

Refer to new actions added for Goal #2 in the Actions and Services. Some of the Actions listed in this section have been revised and/or were previously located in other previous goals.

# Goal 3

Improve the rate at which are 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  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

#### **Metric 1 – California Assessment of Student Performance and Progress**

Met/Exceed Standards Equivalent to Reclassified Students

#### **Metric 2 – CELDT/Title III Report**

Meet all three areas on Title III AMAO Report

#### **Metric 3 - Access to Core/Including ELD**

Analysis to ensure that all ELD students are receiving both direct and integrated instruction (as per master schedule)

#### **Metric 4 - Reclassification Rates**

Have a 15% Reclassification Rate annually

### ACTUAL

#### METRIC 1

| Grade | English Language Arts - Percentages |                         |                          |                         |
|-------|-------------------------------------|-------------------------|--------------------------|-------------------------|
|       | Met/Exceeded 2016 - RFEP            | Met/Exceeded 2016 – ALL | Met/Exceeded 2017 - RFEP | Met/Exceeded 2017 - ALL |
| 3     | NA                                  | 21                      | 20                       | 10                      |
| 4     | NA                                  | 20                      | 43                       | 23                      |
| 5     | 36                                  | 24                      | 71                       | 31                      |
| 6     | NA                                  | 10                      | 55                       | 25                      |
| 7     | NA                                  | 26                      | 13                       | 15                      |
| 8     | 18                                  | 21                      | 32                       | 30                      |

| Grade | Mathematics - Percentages |                         |                          |                         |
|-------|---------------------------|-------------------------|--------------------------|-------------------------|
|       | Met/Exceeded 2016 - RFEP  | Met/Exceeded 2016 – ALL | Met/Exceeded 2017 - RFEP | Met/Exceeded 2017 - ALL |
| 3     | NA                        | 21                      | 40                       | 12                      |
| 4     | NA                        | 14                      | 0                        | 12                      |
| 5     | 36                        | 0                       | 14                       | 8                       |
| 6     | NA                        | 2                       | 27                       | 9                       |
| 7     | NA                        | 14                      | 6                        | 7                       |
| 8     | 18                        | 12                      | 5                        | TBD                     |

**METRIC 2****AMAO I – Students Making Progress**

| Change 2016-2017       | Improved or Remained the Same (4-5) | Decreased | Remained the Same (1-3) |
|------------------------|-------------------------------------|-----------|-------------------------|
| Number of Students     | 45                                  | 9         | 54                      |
| Percentage of Students | 41.7%                               | 8.3%      | 50%                     |

**AMAO II – Progress More Than Five Years in District**

| Change 2016-2017       | Improved or Remained the Same (4-5) | Decreased | Remained the Same (1-3) |
|------------------------|-------------------------------------|-----------|-------------------------|
| Number of Students     | 15                                  | 1         | 21                      |
| Percentage of Students | 40.5%                               | 2.7%      | 56.8%                   |

**AMAO II – Progress Less Than Five Years in District**

| Change 2016-2017       | Improved or Remained the Same (4-5) | Decreased | Remained the Same (1-3) |
|------------------------|-------------------------------------|-----------|-------------------------|
| Number of Students     | 30                                  | 8         | 33                      |
| Percentage of Students | 42.3%                               | 11.3%     | 46.5%                   |

**AMAO III****Participation Rate for English Learner Sub Group**

|                                | Mathematics | English Language Arts |
|--------------------------------|-------------|-----------------------|
| Participation Rate CAASPP 2017 |             |                       |

**METRIC 3**

Sunnyside offered targeted English Language Development at all grade levels. In the Junior High, two class offerings were provided based upon student proficiency levels. Integrated and Targeted English Language Development was implemented with the assistance/lead of the Tulare County Office of Education, English Language Development Coach.

**METRIC 4**

| 2015 – 2016 Reclassifications | 2016-2017 Reclassifications |
|-------------------------------|-----------------------------|
| 31                            | 2                           |

**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**

|                  |  |   |
|------------------|--|---|
| Actions/Services | <p><b>PLANNED</b></p> <p>Sunnyside will provide instructional support, coaching, and planning for all classroom teachers in the implementation of the new English Language Arts Standards to increase English Language Learner Achievement. (Approximately 27 Days – Laura Gonzalez)</p> | <p><b>ACTUAL</b></p> <p>Sunnyside utilized the services of an Instructional Support/Coach from the Tulare County Office of Education to continue the full implementation of English Language Arts Standards for all students.</p> |
|                  | <p><b>BUDGETED</b></p> <p>LCFF/SC Grant Funding: \$10,733.00<br/>                     Educator Effectiveness Grant: \$15,000.00<br/>                     Instructional Consultant Fees</p>   | <p><b>ESTIMATED ACTUAL</b></p> <p>LCFFSC: \$19,773.00<br/>                     Educator Effectiveness Grant: \$15,000.00</p>  |
| Expenditures     |  |   |

Action **2**

|                  |  |  |
|------------------|--|--|
| Actions/Services | <p><b>PLANNED</b></p> <p>Sunnyside will provide English Language Learners access to a Summer School program focusing on whole student development (i.e. Mathematics, Language Arts, Technology, Enrichment, Physical Education) to assist in acquiring the English Language.</p> <ul style="list-style-type: none"> <li>• 4 Teachers</li> <li>• 4 Hours Per Day</li> </ul> | <p><b>ACTUAL</b></p> <p>Sunnyside plans on implementing a Summer School program during the Summer of 2017 for two weeks. All students will be invited with priority given to English Language Learners and students of need. The program is currently designed using the Program Based Learning model. Students will also receive daily Physical Education. There will be two support staff personnel.</p> |
|                  |  |  |

|              |                         |            |                         |            |
|--------------|-------------------------|------------|-------------------------|------------|
| Expenditures | <b>BUDGETED</b>         |            | <b>ESTIMATED ACTUAL</b> |            |
|              | LCFF/SC Grant Funding:  | \$6,000.00 | LCFFSC:                 | \$8,500.00 |
|              | All Summer School Costs |            |                         |            |

Action **3**

|                  |  |  |
|------------------|--|--|
| Actions/Services | <b>PLANNED</b>   | <b>ACTUAL</b>  |
|                  | Sunnyside will increase the certificated work days beginning the 2016-2017 school year by five days. For this school year, these days will be dedicated to English Language Development training and implementation. | Sunnyside utilized all the days using the days to improve reading instruction for all students, including English Language Learners at all grade levels Kindergarten through Eighth Grade. Services were provided by Instructional Coaches from the Tulare County Office of Education. |

|              |                                  |             |                         |             |
|--------------|----------------------------------|-------------|-------------------------|-------------|
| Expenditures | <b>BUDGETED</b>                  |             | <b>ESTIMATED ACTUAL</b> |             |
|              | LCFF/SC Grant Funding:           | \$35,669.00 | LCFFSC:                 | \$49,694.00 |
|              | Certificated Salaries & Benefits |             |                         |             |

# Goal 3

## 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.

The district addressed all three actions of this goal in a variety of ways. The district utilized the services of Laura Gonzalez (English Language Arts/ELD Staff Development and Curriculum Specialist) to provide English Language Arts training with an emphasis with the new English Language Development Standards. Throughout the year she provided both pull-out and push-in support and training. This was predominantly with the Kindergarten – Fifth grade instructors. Additional support was provided in unit and lesson development. There was additional work done with staff in implementing best practice strategies in ELD. Although Summer School has not concluded, the district plans to implement a Project Based Summer School with five different instructors. At this time it is projected that approximately 50% of the students attending are currently classified as English Language Development students. Summer school will be 10 days for 4.5 hours per day. The increase in workdays allowed the Sunnyside staff to work on a variety of needs in reading and English Language Arts. Multiple days were used by the Instructional Staff from the Tulare County Office of Education. Another day was used at the Tulare County Small School District's annual in-service. This year's topic focused around English Language Development. The district will continue to plan for the additional five days.

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

The number of students who increased their overall CELDT score by at a minimum of one proficiency level (or maintained an early advanced/advanced score) was approximately 46% (based on 15-16 score to 16-17 score). The number of students whose score stayed the same was 54% and 9% whose score declined. district needs to continue training AND implementing strategies that support English Language Development students. The high percentage of unchanged students' needs to be addressed through improving both the integrated and targeted ELD programs provided by the district. The district will continue to utilize some of the additional contracted days to focus on ELD.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The expenditures for this goal overall were way over the approved budget based on the original miscalculations on the cost of extending the certificated work day by five days. Corrections were made proceeding forward to the actual cost of these added professional development days.

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.

Based on the number of English Language Development Learners needing services, Goal 2 and Goal 3 were blended into Goal #2 beginning the 2017-2018 school year. Many of the same services needed by ELD students were also listed in old Goal #2. With services being provided school-wide, the actions listed in both Goals benefited all. Within the new Goal #2, specific actions will be identified when there is an emphasis for ELD students. The new format can be found in Goal 2 Actions and Services.



For the 2017-2018 School Year the district will:

1. Implement a primary after school reading program to target struggling readers.
2. Continue to provide ELD Professional Development on and off site.
3. Provide vertical articulation opportunities for teachers to improve practice.

# 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  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

#### **Metric 1 – P1 and P2 Reports**

Average Daily Attendance will exceed previous school year percentage.

#### **Metric 2 – Chronic Absenteeism**

The number of students considered to have chronic absenteeism will reduce by 25% annually.

#### **Metric 3 - Average Daily Attendance**

Average Daily Attendance will exceed 97% school wide and by grade span.

#### **Metric 4 - Suspension and Expulsion Rates**

The number of suspension & Expulsions (on-off campus will be reduced by 10% annually. (Aeries)

#### **Metric 5 – Drop Out Rates**

Sunnyside will maintain a 100% Drop Out Free Rate

### ACTUAL

#### METRIC 1

| ADA/P1&P2 | 2014-2015 | 2015-2016 | 2016-2017 |
|-----------|-----------|-----------|-----------|
| P1        | 330.35    | 336       | 342.34    |
| P2        | 330.06    | 338.79    | 343.11    |

#### 2016-2017 School Year

| Month | ADA    | Enrollment | Percentage |
|-------|--------|------------|------------|
| 5     | 342.64 | 343        | 99.9       |
| 6     | 342.21 | 359        | 95.3       |
| 7     | 341.04 | 362        | 94.2       |
| 8     | 342.14 | 363        | 94.25      |
| 9     | 343.11 | 365        | 94.0       |

#### METRIC 2

Number of Students Considered Chronic Absentees: 20  
(As of May 19, 2017)

Note: The goal for 2016-2017 was to reduce the number of students considered chronic absentees from 16 to 12.

**METRIC 3**

Average Daily Attendance as of May 19, 2017

| Grade Level/Grade Span | 2016-2017 |
|------------------------|-----------|
| TK                     | 89.78     |
| Kinder                 | 94.17     |
| First                  | 96.19     |
| Second                 | 95.9      |
| Overall (K-2)          | 95.07     |
| Third                  | 96.3      |
| Fourth                 | 96.21     |
| Fifth                  | 95.69     |
| Overall (3-5)          | 96.09     |
| Sixth                  | 95.07     |
| Seventh                | 95.50     |
| Eighth                 | 94.69     |
| Overall(6-8)           | 95.08     |

**METRIC 4**

(Number of Students)

| Year      | Suspensions | Expulsions |
|-----------|-------------|------------|
| 2015-2016 | 16          | 0          |
| 2016-2017 | 16          | 0          |

**METRIC 5**

Sunnyside maintained a 100% Drop Out Free Rate

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**

|                  |   |   |
|------------------|---|---|
| Actions/Services | <p><b>PLANNED</b></p> <p>Sunnyside will provide psychological services to all students of need by contracting one additional day of services from neighboring district resulting in increased pupil attendance.</p> | <p><b>ACTUAL</b></p> <p>Sunnyside contracted with Pleasant View Elementary for one day of additional services beyond what is allocated by the Tulare County Office of Education. There were actually more days due to the fact that the services were provided by an Intern Psychologist.</p> |
| Expenditures     | <p><b>BUDGETED</b></p> <p>LCFF/SC Grant Funding: \$20,000.00</p> <p>Labor Contract</p>  | <p><b>ESTIMATED ACTUAL</b></p> <p>LCFFSC: \$19,500.00</p>   |

Action **2**

|                  |  |  |
|------------------|--|--|
| Actions/Services | <p><b>PLANNED</b></p> <p>Sunnyside will employ a full-time split funded Attendance Coordinator /Account Technician. Fifty percent (50%) will be charged to LCAP to manage student attendance and other attendance related activities resulting in an increase in Average Daily Attendance for all students.</p> <ul style="list-style-type: none"> <li>• 8 Hours Per Day/185 Days</li> </ul> | <p><b>ACTUAL</b></p> <p>Sunnyside employed a full-time Attendance Coordinator/Account Technician. On the attendance side, the employee took over daily attendance reviews, issued letters of concern, and maintained records of all SARB related issues.</p> |
| Expenditures     | <p><b>BUDGETED</b></p> <p>LCFF/SC Grant Funding: \$25,587.00</p> <p>General Fund: \$25,587.00</p> <p>Salary &amp; Benefits</p>   | <p><b>ESTIMATED ACTUAL</b></p> <p>LCFFSC: \$45,332.75</p>  |

Action

### 3

Actions/Services

**PLANNED**  
 Sunnyside will continue to subscribe to the School Out Reach communication program to make consistent contact with parents and students about school related activities via phone messaging and texting system.

**ACTUAL**  
 Sunnyside continued to use the School Out Reach program and utilized the phone system and the email communication system. Thousands of contacts were made throughout the school year announcing a variety of different events (i.e. Parent Conference Date and Times, Parental Involvement Activities, Etc.).

Expenditures

**BUDGETED**  
 LCFF/SC Grant Funding: \$920.00  
 Subscription Cost

**ESTIMATED ACTUAL**  
 LCFFSC: \$920.00

Action

### 4

Actions/Services

**PLANNED**  
 Sunnyside will provide music and fine art, stage performance opportunities for students resulting in higher student engagement of all students (Materials, Instructors, Licensing, Contracts, On Stage, Etc.)

**ACTUAL**  
 Sunnyside supported both the Fine Arts and Music Programs through materials. The district worked with the Tulare County Office of Education On Stage program to produce the AristoCats (Grades 4-8). The district also provided Elective Courses such as Landscape and Design (which designed and implemented the area around the bus circle/marquee). The district was also able to provide additional elective courses to Junior High Students (prep by back) providing students with non-core learning activities (i.e. Cultural Dance).

Expenditures

**BUDGETED**  
 LCFF/SC Grant Funding: \$3,500.00  
 Materials, Contracts, Etc.

**ESTIMATED ACTUAL**  
 LCFFSC: \$2,656.00

Action **5**

|                  |  |  |
|------------------|--|--|
| Actions/Services | <p><b>PLANNED</b><br/>Sunnyside will provide nursing and health services to all students to ensure that all students are receiving health care providing the greatest opportunity for improved student attendance. (2 Days Per Week)</p> | <p><b>ACTUAL</b><br/>Sunnyside contracted with the Tulare County Office of Education Nursing Services on the average of two days per week.</p> |
| Expenditures     | <p><b>BUDGETED</b><br/>LCFF/SC Grant Funding: \$47,711.00<br/>Contract with TCOE</p>   | <p><b>ESTIMATED ACTUAL</b><br/>LCFFSC: \$47,711.00</p>   |

Action **6**

|                  |   |  |
|------------------|---|--|
| Actions/Services | <p><b>PLANNED</b><br/>Sunnyside will provide funding to support the Physical Education Department in fully implementing Grades 3-8 in healthy and improved lifestyles for all students.</p> | <p><b>ACTUAL</b><br/>The Sunnyside Physical Education Department provided extended learning opportunities for students in the form of entering the Tulare County Qualifier Track Meet (entry fees) and the Valley Junior Track Meet at Buchanan High School (entry fees, transportation, supervision, etc.). It also promoted the annual Marathon Madness event (awards and recognition – trophies, medals, shirts, etc.).</p> |
| Expenditures     | <p><b>BUDGETED</b><br/>LCFF/SC Grant Funding: \$1,200.00<br/>Materials</p>  | <p><b>ESTIMATED ACTUAL</b><br/>LCFFSC: \$1344.00</p>   |

Action **7**

|                  |   |   |
|------------------|---|---|
| Actions/Services | <p><b>PLANNED</b><br/>Sunnyside will provide students with access to planners and folders to assist in organization and development of social skills for all.</p> | <p><b>ACTUAL</b><br/>Planners were purchased for all students Fourth Grade and up. Folders were purchased for Kindergarten through Third Grade.</p> |
| Expenditures     | <p><b>BUDGETED</b><br/>LCFF/SC Grant Funding: \$2,000.00<br/>Materials</p>  | <p><b>ESTIMATED ACTUAL</b><br/>LCFFSC: \$1,339.00</p>   |

Action **8**

|                  |  |   |
|------------------|--|---|
| Actions/Services | <p><b>PLANNED</b><br/>Sunnyside will offer a Perfect Attendance incentive (off campus, i.e. Theater, etc.) to students who achieve perfect attendance (i.e. trimester or full year).</p> | <p><b>ACTUAL</b><br/>Action was not started</p>           |
| Expenditures     | <p><b>BUDGETED</b><br/>LCFF/SC Grant Funding: \$10,000.00<br/>Materials/Event Cost</p>   | <p><b>ESTIMATED ACTUAL</b><br/>Action was not started</p> |

Action **9**

|                  |   |  |
|------------------|---|--|
| Actions/Services | <p><b>PLANNED</b><br/>Sunnyside will provide students with the opportunity to participate in an enriching music program experience.</p> | <p><b>ACTUAL</b><br/>The band participated in the CMEA Music Festival. Band was offered to students in Grades Fourth and Up. The music department used most of the funding on materials.</p> |
| Expenditures     | <p><b>BUDGETED</b><br/>LCFF/SC Grant Funding: \$1,700.00<br/>Materials</p>  | <p><b>ESTIMATED ACTUAL</b><br/>LCFFSC: \$2,917.00</p>  |

Action **10**

|                  |  |  |
|------------------|--|--|
| Actions/Services | <p><b>PLANNED</b><br/>Sunnyside will provide students with the opportunity to participate in an enriching arts program experience.</p> | <p><b>ACTUAL</b><br/>Sunnyside expended funds on a variety of resources and materials to support the Art Classroom. Art was provided to all students in Grades 6-8. Beginning in the 2017-2018 school year Art will be provided school-wide.</p> |
| Expenditures     | <p><b>BUDGETED</b><br/>LCFF/SC Grant Funding: \$1,700.00<br/>Materials</p>   | <p><b>ESTIMATED ACTUAL</b><br/>All material and supplies were charged to different budget lines.</p>   |

# Goal 4

## 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.

The district contracted an additional day of psychological services from a neighboring district (more days than planned due to internship). The psychologist worked with numerous students throughout the year in providing behavior and mental support. The account-attendance technician is a full-time position in the district as of the 2017-2018 school year and ran the Habitual Absentee program. The school outreach program was used to notify parents of upcoming events and news (phone and email). The district contracted with the TCOE VAPA program and presented the Aristocats on Stage with over 20 students involved. Nursing services continued with a contract with TCOE. Physical Education, Art and Music all participated and/or sponsored events. All students received planners or folders at the beginning of the year to promote responsibility. The only action that did not take place was the Perfect Attendance incentive due to administrative failure for implementation.

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

Although district enrollment increased by 10-15 students, there was no correlation in an increase in Average Daily Attendance. The district will provide an incentive program to address part of the need and also focus on student and family education on Attendance expectations and laws. The district will also look at different ways to address suspended students, as the number of suspension remained the same from past years. The district will look at how suspensions can be curtailed by both the students and staff.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The actual cost of the music program increased due to unforeseen costs for damaged and aging instruments. The cost of the Account-Perfect Attendance technician was higher than expected based on incorrect salary calculations and the unknown raise for classified employees (6%). All art associated costs were charged to different budget lines. The district did not sponsor an attendance incentive and thus the action did not start during the 2016-2017 school year. All other goal were at or near below 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.

The district will continue with all of the above actions. The Perfect Attendance incentive will be implemented. The current plan is to offer a field trip (i.e. Disneyland) for the individual class along with a parent (parental involvement) for having the highest A.D.A. The district's enrollment went up but there was not a corresponding A.D.A. increase.



# Goal 5

To improve participation and increase learning experiences for all parents, including the parents of unduplicated pupils and pupils with special needs (Parent Involvement).

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

#### **Metric 1 – Phone Call Notifications**

The phone call notifications will exceed an 85-90-95% completion rate over the next three years, as measured by Outreach Data.

#### **Metric 2 – LCAP Survey Results**

LCAP survey results will clearly indicate a reduction in the need for Parental Involvement as a priority by all three major stakeholders.

#### **Metric 3 - Parent Participation**

The number of parents school wide participating in conferences and other activities will exceed the 50-60-70% participation rate over the next three years as measured by parental attendance (sign-in sheets, etc.).

### ACTUAL

#### **METRIC 1**

School Messenger System

| SMS                                     | Total Phone Calls | Percentage Delivered | Total Emails | Percentage Delivered |
|---|-------------------|----------------------|--------------|----------------------|
| <b>August 11, 2016 – April 28, 2017</b> | 6830              | 92.8%                | 3925         | 79.4%                |

#### **METRIC 2**

Based on approximately 40 surveys (+/-3) due to completeness, the following items were rated the highest (agree/disagree/don't) on how well Sunnyside is doing.

| Area                        | Percentage Agree |
|-----------------------------|------------------|
| <b>Achievement</b>          | <b>.75</b>       |
| <b>Student Engagement</b>   | <b>.87</b>       |
| <b>Parental Involvement</b> | <b>.95</b>       |

|                                |            |
|--------------------------------|------------|
| <b>School Climate</b>          | <b>.93</b> |
| <b>Highly Qualified Staff</b>  | <b>.95</b> |
| <b>Instructional Materials</b> | <b>.84</b> |
| <b>School Facilities</b>       | <b>.70</b> |
| <b>Common Core</b>             | <b>.84</b> |
| <b>Core Access</b>             | <b>.86</b> |

**METRIC 3**

Parent-Teacher-Student Conference Data for Third Trimester by Grade Span

| <b>Grade Span</b>             | <b>Percentage Attending</b> |
|-------------------------------|-----------------------------|
| <b>Kindergarten to Second</b> | 75%                         |
| <b>Third to Fifth</b>         | 80.3%                       |
| <b>Sixth to Eighth</b>        | 45.53%                      |

**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**

Actions/Services

**PLANNED**  
The district will invest in an electronic marquee to provide up to date messages and information to all parents and students.

**ACTUAL**  
The District purchased a two-sided color LED marquee to replace the standard manual marquee. It advertised multiple events for the school district 24/7/365. The marquee was installed in February 2017 by Quill Brothers.

Expenditures

**BUDGETED**  
LCFF/SC Grant Funding: \$30,000.00  
Materials & Associated Costs

**ESTIMATED ACTUAL**  
LCFFSC: \$26,958.00

Action **2**

|                  |   |  |
|------------------|---|--|
| Actions/Services | <p><b>PLANNED</b></p> <p>The district will provide all parents, students, and community members' up-to-date materials at all events (i.e. sound systems, chairs, tables, etc.).</p> | <p><b>ACTUAL</b></p> <p>The district purchased additional folding metal seating and seat racks through VIRCO to upgrade the current hard molded plastic seats (multiple colors). Seating is used with all school events (guest speakers, assemblies, parent involvement events, celebrations, etc.).</p> |
| Expenditures     | <p><b>BUDGETED</b></p> <p>LCFF/SC Grant Funding: \$8,000.00</p> <p>Materials</p>  | <p><b>ESTIMATED ACTUAL</b></p> <p>LCFFSC: \$5440.00</p>  |

Action **3**

|                  |  |   |
|------------------|--|---|
| Actions/Services | <p><b>PLANNED</b></p> <p>The district will install a remote gate to access staff and visitor parking eliminating the lot as a drop off point. This will result in a single drop off point allowing a meet and greet system for all students resulting in increased parent contact/involvement.</p> | <p><b>ACTUAL</b></p> <p>The district installed a remote gate in the school parking lot creating one-way traffic flow and eliminating student drop-offs and congestion in the parking lot (safety issue). The main drop off is in the front of the school where administration or guest greeters open doors and welcome parents and students to Sunnyside.</p> |
| Expenditures     | <p><b>BUDGETED</b></p> <p>LCFF/SC Grant Funding: \$12,292.00</p> <p>Materials &amp; Associated Costs</p>   | <p><b>ESTIMATED ACTUAL</b></p> <p>LCFFSC: \$10,980.00</p>   |

Action **4**

|                  |  |  |
|------------------|--|--|
| Actions/Services | <p><b>PLANNED</b></p> <p>Sunnyside will hold an Annual Parent-Student-Staff Orientation Night prior to the beginning of the school to actively involve all stakeholders, including parents in the educational process.</p> | <p><b>ACTUAL</b></p> <p>The district kicked off the 2016-2017 school year with its first ever Orientation Night. Due to scheduling conflicts, it was modified into a Meet and Greet Ice Cream night. A positive turnout of parents and students right before the school year kicked off.</p> |
| Expenditures     | <p><b>BUDGETED</b></p> <p>LCFF/SC Grant Funding: \$10,000.00</p> <p>Materials &amp; Associated Costs</p>   | <p><b>ESTIMATED ACTUAL</b></p> <p>Supplies were charged to different budget line due to insignificant amount.</p>  |

Action

# 5

Actions/Services

**PLANNED**  
 Sunnyside will invest annually into the Early Childhood Education and Parenting programs fostering early learning and success (Save the Children Early Steps to Student Success).

**ACTUAL**  
 The district contributed the full amount allocated to the Save the Children Early Steps to Student Success program.

Expenditures

**BUDGETED**  
 LCFF/SC Grant Funding: \$12,000.00  
 Materials & Labor Costs

**ESTIMATED ACTUAL**  
 LCFFSC: \$12,000.00

Action

# 6

Actions/Services

**PLANNED**  
 Sunnyside will invest on a regular basis in parent training, seminars and guest speakers, after school hours preferred, with transportation and child care.

**ACTUAL**  
 The district provided during the Winter-Spring session a variety of speakers to present to staff, students and parents. This included nationally renowned speakers such as Michael Pritchard and Gabriel Salazar, along with local speaker Paula Achando (healthy habits) and guests from the Visalia Rawhide Single – A Baseball team. In addition, the district sponsored Reading Night, Parent Involvement Movie Night and Parent Café night. 8<sup>th</sup> Grade College Field Trip with Parents to Cal Poly was not originally budgeted for in the LCAP but fit into this line (parents attended trip with their 8<sup>th</sup> grade child to educate parents regarding college, high school counselor also attended to provide information).

Expenditures

**BUDGETED**  
 LCFF/SC Grant Funding: \$6,000.00  
 Materials & Associated Costs

**ESTIMATED ACTUAL**  
 LCFFSC: \$7,327.00

# Goal 5

## 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.

The district purchased an Electronic Marquee system that was placed in front of the school to advertise upcoming events. This was at the top of the priority list for all stakeholders. The district also continued to invest in the upgrading of materials such as chairs for school-wide events. Numerous positive comments were made by stakeholders in having upgraded facilities and common materials (matching chairs). A security gate was put in to improve safety and parental involvement (daily meet and greet area... not multiple areas). This site Superintendent-Principal opens doors daily for students and greets parents. Orientation night was abbreviated due to the planning of concurrent events. The Early Steps Early Childhood Program was supported. The district also provided a Parental Involvement Speaker series for parents that included both local and outside speakers (Michael Pritchard, Gabe Salazar, Etc.). All of the above parental involvement programs have contributed to a drop in focus by stakeholders with Parental Involvement concerns.

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

Parent participation rates for parents conferences is up school wide, although there is increasing concern on the sixth – eighth grade levels. The percentage of participation at the junior high level continues to hover around 40% while the rest of the school is closer to 75%. Parent participation dropped in the stakeholder ranking of areas of need. A combination of items (marquee, parent events, parent notification system, etc.) contributed to the increase in participation. The district also believes an increase has occurred with the support of the Early Childhood – Early Steps program (providing greater awareness). The district will continue to provide parent participation opportunities and also look at better ways to advertise events and promote student success stories (i.e. hanging calendars, Facebook, Twitter, etc.).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

All actions were at or below budget, except action item #6. The cause for the over budget spending was due to the charging of the 8<sup>th</sup> grade parent/student college trip. This action item was slightly over budget. The electronic marquee was under budget by approximately \$3,500. Parent orientation night resulted in the refreshments being charged to another budget line. Plans were to have a massive introductory night but scheduling resulted in only an ice cream night before school started. It was scheduled the same night as a regularly scheduled board meeting.

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.

Based upon local stakeholder surveys and comments the district is doing significantly better on involving parents and providing parents with learning opportunities. The district will continue on with the improving safety, supporting Early Childhood, providing guest speakers and learning opportunities for parents. Parent conference data is up school side, with a greater focus in the upcoming years on Junior High Parents Involvement.

# Goal 6

To improve the facilities and climate of school environment.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

#### **Metric 1 – Williams Fit Report**

Continue to achieve NO DEFICIENCY grades on all Williams FIT Report Categories

#### **Metric 2 – Workmen’s Comp. Claims**

Reduce Workmen’s Comp. Claims on an annual basis.

#### **Metric 3 - Burglary/Property Crime Reports**

Maintain a 100% annual crime free report.

#### **Metric 4 – Staff Climate Survey**

Positive Improvement on Overall Climate Surveys

#### **Metric 5 - Healthy Kids Survey**

Positive Improvement on Healthy Kids Survey

### ACTUAL

#### **METRIC 1**

No Deficiencies were reported on the WILLIAMS FIT Report or Visit (August 2016).

#### **METRIC 2**

|                        | 2013-2014  | 2014-2015  | 2015-2016  | 2016-2017  |
|------------------------|------------|------------|------------|------------|
| Workmen’s Compensation | 0-3 Claims | 0-3 Claims | 0-3 Claims | 0-3 Claims |
|                        | \$3,007.28 | \$1,608.69 | \$1,036.24 | <b>TBD</b> |

\*As of May 19, 2017

#### **METRIC 3**

Sunnyside reported the following to the Tulare County Sheriff’s Department:

1. Stolen School Vehicle and Trailer (October 2016). Items not recovered.
2. School Bus Barn – Broken into but no items taken (April 2017).

No other burglaries or property crimes were reported during the 2016-2017 school year.

#### **METRIC 4**

Sunnyside will administer the Staff Climate Survey in the 2017-2018 School Year (Every Other Year)

#### **METRIC 5**

Sunnyside is scheduled to administer the Healthy Kids Survey to 5<sup>th</sup> and 7<sup>th</sup> Grade during the 2017-2018 School Year (Every Other Year)

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**

|                  |  |  |
|------------------|--|--|
| Actions/Services | <p><b>PLANNED</b></p> <p>The district will improve playground facilities and the environment by providing a safe and up to date experience for all students.</p> | <p><b>ACTUAL</b></p> <p>The district worked on a variety of facility upgrade projects to improve school climate. These projects include, but are not limited to the following;</p> <ul style="list-style-type: none"> <li>(a) Outdoor Area for Reading and Socialization – Landscaped Concrete Seating Area in Primary Zone.</li> <li>(b) Excavation of Primary Zone and replaced with Granite to provide a healthier area for student socialization.</li> </ul> |
| Expenditures     | <p><b>BUDGETED</b></p> <p>LCFF/SC Grant Funding: \$10,000.00</p> <p>Materials</p>  | <p><b>ESTIMATED ACTUAL</b></p> <p>LCFFSC: \$21,622.00</p>  |

Action **2**

|                  |   |  |
|------------------|---|--|
| Actions/Services | <p><b>PLANNED</b></p> <p>The district will add additional security infrastructures (ex. Security Cameras, Fencing, Etc.) to protect the well-being of all students and provide them with a safe learning environment.</p> | <p><b>ACTUAL</b></p> <p>The district purchased one additional camera unit for video surveillance of the main primary playground. This basically completes coverage of the entire campus and entry point areas with video surveillance.</p> |
| Expenditures     | <p><b>BUDGETED</b></p> <p>LCFF/SC Grant Funding: \$5,000.00</p> <p>Materials</p>  | <p><b>ESTIMATED ACTUAL</b></p> <p>LCFFSC: \$5540.00</p>  |

Action **3**

|                  |  |   |
|------------------|--|---|
| Actions/Services | <p><b>PLANNED</b><br/>The district will provide a supervised recreation room to be accessible by all students who demonstrate good choices and behavior. (NEW CLASSIFIED POSITION)</p> | <p><b>ACTUAL</b><br/>This event did not get off the ground based on the fact that there was limited to no space available for a recreation room for the students.</p> |
| Expenditures     | <p><b>BUDGETED</b><br/>LCFF/SC Grant Funding: \$15,576.00<br/>Salary &amp; Labor Costs</p>   | <p><b>ESTIMATED ACTUAL</b><br/>Action Not Completed</p>   |

Action **4**

|                  |   |   |
|------------------|---|---|
| Actions/Services | <p><b>PLANNED</b><br/>The district will recognize student achievement and hard work by displaying student work throughout the camps (i.e. outdoor bulletin boards).</p> | <p><b>ACTUAL</b><br/>The district made final purchases of campus display boards showcasing student achievement and success. This goal is complete for the foreseeable future.</p> |
| Expenditures     | <p><b>BUDGETED</b><br/>LCFF/SC Grant Funding: \$6,000.00<br/>Materials</p>  | <p><b>ESTIMATED ACTUAL</b><br/>LCFFSC: \$2925.00</p>  |

Action **5**

|                  |   |  |
|------------------|---|--|
| Actions/Services | <p><b>PLANNED</b><br/>The district will employ ample yard duty supervision of students providing a safe and inviting learning environment for all students.</p> | <p><b>ACTUAL</b><br/>Yard duty supervision employment was complete. The district employed additional supervision and placed highly qualified instructional paraprofessionals into the classroom to target student achievement.</p> |
| Expenditures     | <p><b>BUDGETED</b><br/>LCFF/SC Grant Funding: \$41,000.00<br/>Salary &amp; Labor Costs</p>  | <p><b>ESTIMATED ACTUAL</b><br/>LCFFSC: \$39,350.00</p>   |



Action

# 6

Actions/Services

**PLANNED**  
 Sunnyside will continue to build and/or improve indoor/outdoor learning areas, including but not limited to cafeteria and auditorium to improve student-parent participation, learning, and positive experience for all stakeholders.

**ACTUAL**  
 Sunnyside focused on the Reading Resource and Professional Development Remodel. There was also extensive painting and refreshing of classrooms, including a highlight wall in each of the rooms. Additional shelving was put into Primary Wing 3 to provide extra space for books and to provide safety from exposed windows. **A variety of books were also purchased in this action to fill the rooms were added to complete the resource room.**

Expenditures

**BUDGETED**  
 LCFF/SC Grant Funding: \$24,567.00  
 Materials & Related Costs

**ESTIMATED ACTUAL**  
 LCFFSC: \$22,920.00

Action

# 7

Actions/Services

**PLANNED**  
 Sunnyside will develop school sponsored events that promote learning, participation, and involvement by all (Student-Parent-Staff) through engaging events. (Lunch on the Lawn, Math Night, Art Night, Science Night, Blue-Gold Track, Etc.)

**ACTUAL**  
 All events that were held were charged to a different category. The events, if any, were limited with most of the resources going towards parent speaker series listed in another action. Pancakes for Parents were held three times. The district also sponsored a parent involvement activity (Volleyball tournament with staff, students and parents).

Expenditures

**BUDGETED**  
 LCFF/SC Grant Funding: \$6,500.00  
 Materials & Related Costs

**ESTIMATED ACTUAL**  
 To Be Determined

# Goal 6

## 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.

The district focus on improving playground and campus facilities by installing an additional basketball hoop that allows all age groups to participate. It installed an additional security camera completing an incremental campus wide surveillance system. The Recreation Room was dismantled due to a lack of space and supervision. The final phase of the display board project is now complete. The district build outdoor planters for the students to read and socialize. School sponsored events were not completed as desired as most of the focus was put on parental involvement activities.

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

Based on the data above the district has had a decline in Workmen's Compensation claims, a decrease in criminal activity (break-ins, etc.) and continues to score well on the Williams FIT. The district attributes this to additional training (i.e. Asbestos) for maintenance staff, increased/improved campus services (hiring experienced workers) and an overall increase in security prevention (cameras, consistent locking of campus, etc.).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The district dismantled the Recreation Room idea due to lack of supervision, space and previous outcomes. This action was permanently removed and did not incur any charges to the LCAP. The district will look at other ways to engage all students. The cost to develop different areas of the campus in Action 1 were over 100% under budgeted. The cost for these actions was under budgeted based upon labor costs.

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.

Upcoming changes to this goal include staff in-service training on Classroom Management allowing for a better learning environment/climate. The Recreation Room is no longer in the plan. The value of the program has not yielded desired results. The increased playground supervision is now budgeted in the General Fund allowing for additional Supplemental Funds to go directly towards students.

# Stakeholder Engagement

LCAP Year  2017–18  2018–19  2019–20

## 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?

### Site Council Meetings (Public Meetings) – Agenda Item

November 14, 2016  
December 12, 2016  
January 9, 2017  
February 14, 2017  
March 13, 2017 Including Target Group Dinner/Meeting  
April 18, 2017  
May 8, 2017  
June \_\_, 2017

### Parent Involvement

Parent Involvement Night – February 2, 2017: Parent Surveys  
Parent Café Night – February 23, 2017: Parent Surveys  
English Language Acquisition Committee – March 30, 2017: Presentation  
Online Surveys

### Staff Professional Development Days

Multiple Professional Development Days – Including PADLET Survey  
April 18, 2017

### Governing Board Meetings

October 10 – Update  
November 14 – Update  
December 12 – Rubric  
January 10 – Update and Ideas  
February 14 – Update and Ideas  
February 28 – Special Board Meeting (Budget and LCAP)  
March 14 – Update and Ideas

### Classified Staff (CSEA)

April 19 – Regular Classified Meeting

### Certificated Staff (Sunnyside/CTA)

April 18 – Anyone interested in attending

### Student Involvement

Board Directed Surveys – “Student Interests” (K-8) Google Survey

### English Language Learner Acquisition Meeting

March 30, 2017 – Report and Presentation  
May 30, 2017

April 11 – Update and Ideas  
May 9 – Update and Ideas  
May 23 – Update and Ideas

IMPACT ON LCAP AND ANNUAL UPDATE

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

The district provided multiple opportunities for all stakeholders to be actively involved in the decision making process. The Local Control Accountability Plan was consistently reviewed and reports were made at all Public Governing Board Meetings. There were three target meetings (1) Special Governing Board Meeting, on February 28, 2017, to specifically discuss budget and LCAP goal of the board; (2) Site Council - March 13, 2017, the SSC held its First Annual Parent Target Meeting/Dinner to solicit ideas for school improvement; and (3) ELAC Meeting – March 30, 2017 to inform ELAC and to solicit ideas for the upcoming LCAP. All stakeholders had input on the current LCAP, many of the ideas were either repeated or many choose not have input at all.

Examples of repeated ideas, include but are not limited to; (a) incentives for students, (b) incentives for parents, (c) parent involvement activities

Survey Results: Percentage which agrees that the district is doing well. Higher Percentage = Better Evaluation

| Achievement | Student Engagement | Parental Involvement | School Climate | Highly Qualified Staff | Instructional Materials | School Facilities | Common Core | Core Access |
|-------------|--------------------|----------------------|----------------|------------------------|-------------------------|-------------------|-------------|-------------|
| 0.75        | 0.87               | 0.95                 | 0.93           | 0.95                   | 0.84                    | 0.70              | 0.84        | 0.86        |

Previous results indicated Parental Involvement was greatest need but now it is one of the highest scoring areas. It is also still one of the areas with the most suggestions.

The district will continue to look at different ideas and methods to get more responses. Currently, the district provides multiple opportunities and formats to respond to district needs and requests. The district will continue to address the needs of its main stakeholders, the students, by continuing to solicit ideas and research others to provide the best learning opportunities for all. This year significant information was provided by the students themselves through the completion of the board mandated interest survey. The results supported the need for more hands on activities and opportunities.

# 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.

New                       Modified                       Unchanged

### 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  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

Based upon stakeholder input and the 2016 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 MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline Year 2015-2016 (First Reported Year) | 2017-18                 | 2018-19                      | 2019-20                    |
|--------------------|---|-------------------------|------------------------------|----------------------------|
| CAASPP Math        | <b>CURRENT DISTANCE FROM LEVEL III</b>        |                         |                              |                            |
|                    | All   | 89 points below         | Overall Change               | Overall Change             |
|                    | SED   | 91.4 points below       | All Improve 64 points        | All Improve 20 points      |
|                    | Hispanic                                      | 90.1 points below       | SED Improve 66.4 points      | SED Improve 20 points      |
|                    | EL  | 95.3 points below       | Hispanic Improve 65.1 points | Hispanic Improve 20 points |
|                    |   | ELD Improve 70.3 points | ELD Improve 20 points        | ELD Improve 20 points      |

|   |  |  |  |   |
|---|--|--|--|---|
| CAASPP ELA                                | <p><b>CURRENT DISTANCE FROM LEVEL III</b></p> <p>All 70.1 points below<br/> EL 83.2 points below<br/> SED 73.6 points below<br/> Hispanic 97.1 points below</p>  | <p>Overall Change</p> <p>All Improve 35 points<br/> SED Improve 38.6 points<br/> Hispanic Improve 62.1 points<br/> ELD Improve 48.2 points</p> <p>Status goals based on all groups getting to 35 points below<br/> Difference goal is all groups getting to 7 points below</p> | <p>Overall Change</p> <p>All Improve 25 points<br/> SED Improve 25 points<br/> Hispanic Improve 25 points<br/> ELD Improve 25 points</p> <p>Status goals based on all groups getting to 10 points below<br/> Difference goal is all groups getting to 7 points above</p> | <p>Overall Change</p> <p>All Improve 13 points<br/> SED Improve 13 points<br/> Hispanic Improve 13 points<br/> ELD Improve 13 points</p> <p>Status goals based on all groups getting to 10 points above<br/> Difference goal is all groups getting to 20 points above</p> |
| KINDERGARTEN – FIFTH GRADE DRA RESULTS    | <p><b>At or Above Grade Level</b></p> <p>Kindergarten: 39.47% (47S-3L)<br/> First: 44.44% (18S-12L)<br/> Second: 42.86% (35S-24L)<br/> Third: 27.03% (37S-38L)<br/> Fourth &amp; Fifth Not Enough Data</p> | <p>- <b>100%</b> of the students will grow a minimum of one grade level<br/> - <b>50%</b> of students will be at grade level at the end of the school year</p>   | <p>- <b>100%</b> of the students will grow a minimum of one grade level<br/> - <b>75%</b> of students will be at grade level at the end of the school year</p>   | <p>- <b>100%</b> of the students will grow a minimum of one grade level<br/> - <b>100%</b> of students will be at grade level at the end of the school year</p>   |
| RAPID ASSESSMENT                          | Baseline Data to Be Established in 2017-2018   | Baseline Data to Be Established in 2017-2018   | Determined by Baseline Data  | Determined by Baseline Data   |
| Staff Teaching Assignment Data – CAL PADS | <b>18.5/18.5</b> Teachers Properly Assigned and Credentialed   | Maintain <b>100%</b> Properly Assigned and Credentialed  | Maintain <b>100%</b> Properly Assigned and Credentialed  | Maintain <b>100%</b> Properly Assigned and Credentialed   |
| State Standards Implementation            | School Dashboard Option<br>Average Score 3.39<br><br>2015-2016 Data  | Average of 3.75  | Average of 4.0   | Average of 4.25   |

PLANNED ACTIONS / SERVICES

Action **1**

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

|                              |   |   |  |
|------------------------------|---|---|--|
| <u>Students to be Served</u> | <input type="checkbox"/> All                      | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u>           | <input type="checkbox"/> All schools spans: _____ | <input type="checkbox"/> Specific Schools: _____    | <input type="checkbox"/> Specific Grade                    |

**OR**

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

|                              |  |  |   |
|------------------------------|--|--|---|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> English Learners         | <input checked="" type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Low Income                              |
| <u>Scope of Services</u>     | <input type="checkbox"/> LEA-wide                            | <input checked="" type="checkbox"/> Schoolwide   | <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u>           | <input checked="" type="checkbox"/> All schools spans: _____ | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade                                     |

ACTIONS/SERVICES

| 2017-18   | 2018-19  | 2019-20  |
|---|--|--|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| Continue to provide up-to-date usable technology to support and improve student outcomes, with continued implementation of one-to-one Kindergarten – Eighth Grade |  |  |

BUDGETED EXPENDITURES

| 2017-18          |                               | 2018-19          |                               | 2019-20          |                               |
|------------------|-------------------------------|------------------|-------------------------------|------------------|-------------------------------|
| Amount           | \$32,000                      | Amount           | \$30,000                      | Amount           | \$17,000                      |
| Source           | Supplemental Concentration    | Source           | Supplemental Concentration    | Source           | Supplemental Concentration    |
| Budget Reference | OBJECT CODE(S)<br>43000/44000 | Budget Reference | OBJECT CODE(S)<br>43000/44000 | Budget Reference | OBJECT CODE(S)<br>43000/44000 |

Action **2**

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

|                              |   |   |  |
|------------------------------|---|---|--|
| <u>Students to be Served</u> | <input type="checkbox"/> All                      | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u>           | <input type="checkbox"/> All schools spans: _____ | <input type="checkbox"/> Specific Schools: _____    | <input type="checkbox"/> Specific Grade _____              |

**OR**

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

|                              |  |  |   |
|------------------------------|--|--|---|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> English Learners         | <input checked="" type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Low Income                              |
| <u>Scope of Services</u>     | <input type="checkbox"/> LEA-wide                            | <input checked="" type="checkbox"/> Schoolwide   | <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u>           | <input checked="" type="checkbox"/> All schools spans: _____ | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade _____                               |

ACTIONS/SERVICES

| 2017-18   | 2018-19  | 2019-20  |
|---|--|--|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged                | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| Continue to provide Visual and Performing Arts (VAPA) activities and support through the Tulare County Office of Education. |  |  |

BUDGETED EXPENDITURES

| 2017-18          |                                  | 2018-19          |                                  | 2019-20          |                                  |
|------------------|----------------------------------|------------------|----------------------------------|------------------|----------------------------------|
| Amount           | \$12,000                         | Amount           | \$15,000                         | Amount           | \$15,000                         |
| Source           | Supplemental Concentration       | Source           | Supplemental Concentration       | Source           | Supplemental Concentration       |
| Budget Reference | OBJECT CODE(S)<br>43000<br>58000 | Budget Reference | OBJECT CODE(S)<br>43000<br>58000 | Budget Reference | OBJECT CODE(S)<br>43000<br>58000 |



Action **3**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**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  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

| 2017-18  | 2018-19  | 2019-20   |
|--|--|---|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged                                 | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged  |
| Provide a support staff individual to maintain district technology and provide additional support in newly implemented MakerSpace Classroom. |  | In Year #3, the district will consider making this a full-time position with the full implementation of MakerSpace and Technology in the classroom. |

BUDGETED EXPENDITURES

| 2017-18   | 2018-19   | 2019-20   |
|---|---|---|
| <b>Amount</b> \$32,125                                    | <b>Amount</b> \$34,126                                    | <b>Amount</b> \$70,000                                    |
| <b>Source</b> Supplemental Concentration                  | <b>Source</b> Supplemental Concentration                  | <b>Source</b> Supplemental Concentration                  |
| <b>Budget Reference</b> OBJECT CODE(S)<br>24000<br>30000s | <b>Budget Reference</b> OBJECT CODE(S)<br>24000<br>30000s | <b>Budget Reference</b> OBJECT CODE(S)<br>24000<br>30000s |

Action **4**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**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  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged   | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| 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) |  |  |

BUDGETED EXPENDITURES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| Amount: \$60,000                                   | Amount: \$45,000                                   | Amount: \$45,000                                   |
| Source: Supplemental Concentration                 | Source: Supplemental Concentration                 | Source: Supplemental Concentration                 |
| Budget Reference: OBJECT CODE(S)<br>43000<br>44000 | Budget Reference: OBJECT CODE(S)<br>43000<br>44000 | Budget Reference: OBJECT CODE(S)<br>43000<br>44000 |

Action **5**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**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  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged   | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| 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. |  |  |

BUDGETED EXPENDITURES

| 2017-18                                      | 2018-19                                      | 2019-20                                      |
|--|--|--|
| <b>Amount</b> \$40,000                       | <b>Amount</b> \$30,000                       | <b>Amount</b> \$29,584                       |
| <b>Source</b> Supplemental Concentration     | <b>Source</b> Supplemental Concentration     | <b>Source</b> Supplemental Concentration     |
| <b>Budget Reference</b> OBJECT CODE(S) 42000 | <b>Budget Reference</b> OBJECT CODE(S) 42000 | <b>Budget Reference</b> OBJECT CODE(S) 42000 |

Action **6**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**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

LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged   | <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| 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. | Action Complete 2017-2018  |  |

BUDGETED EXPENDITURES

| 2017-18                               | 2018-19           | 2019-20           |
|---------------------------------------|-------------------|-------------------|
| Amount: \$2,550                       | Amount:           | Amount:           |
| Source: Supplemental Concentration    | Source:           | Source:           |
| Budget Reference: OBJECT CODE(S) 5800 | Budget Reference: | Budget Reference: |

Action **7**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**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  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

| 2017-18   | 2018-19  | 2019-20  |
|---|--|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged                  | <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| RAPID Assessment to monitor and screen language and reading skills Kindergarten – Eighth Grade. Year 1 – Program and Training | The goal was modified to include no additional training.   |  |

BUDGETED EXPENDITURES

| 2017-18                                | 2018-19                                | 2019-20                                |
|--|--|--|
| Amount: \$3,732                        | Amount: \$2,232                        | Amount: \$2,232                        |
| Source: Supplemental Concentration     | Source: Supplemental Concentration     | Source: Supplemental Concentration     |
| Budget Reference: OBJECT CODE(S) 58000 | Budget Reference: OBJECT CODE(S) 58000 | Budget Reference: OBJECT CODE(S) 58000 |

Action **8**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**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  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

| 2017-18   | 2018-19  | 2019-20  |
|---|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| Not Applicable  | Implement the Elementary AVID Program (including necessary training and associated costs).                   | The district will send more staff to training to fully implement program school side.                        |

BUDGETED EXPENDITURES

| 2017-18          | 2018-19  | 2019-20  |
|------------------|--|--|
| Amount           | Amount \$20,000                                      | Amount \$10,000                                      |
| Source           | Source Supplemental Concentration                    | Source Supplemental Concentration                    |
| Budget Reference | Budget Reference<br>OBJECT CODE(S)<br>43000<br>52000 | Budget Reference<br>OBJECT CODE(S)<br>43000<br>52000 |

Action **9**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**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  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

| 2017-18   | 2018-19  | 2019-20  |
|---|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged   | <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| Continue subscription for Reading Plus (January 31, 2019 – Year 2) and LEXIA (June 30, 2019 – Year 3) to continue support of reading improvement. | Renewal READING PLUS Licenses to continue services.  | Renewal of LEXIA Licenses to continue services.  |

BUDGETED EXPENDITURES

| 2017-18          |         | 2018-19          |                            | 2019-20          |                            |
|------------------|---------|------------------|----------------------------|------------------|----------------------------|
| Amount           | NO COST | Amount           | \$13,725                   | Amount           | \$23,800                   |
| Source           |         | Source           | Supplemental Concentration | Source           | Supplemental Concentration |
| Budget Reference |         | Budget Reference | OBJECT CODE(S)<br>58000    | Budget Reference | OBJECT CODE(S)<br>58000    |

Action **10**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**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

LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

| 2017-18   | 2018-19  | 2019-20  |
|---|--|--|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged                                    | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| Sunnyside will expand the services of an Art Teacher school wide beginning the 2017-2018 school year. (Previously only worked with Junior High) |  |  |

BUDGETED EXPENDITURES

| 2017-18   | 2018-19   | 2019-20   |
|---|---|---|
| <b>Amount</b> \$119,000                                   | <b>Amount</b> \$124,000                                   | <b>Amount</b> \$124,094                                   |
| <b>Source</b> Supplemental Concentration                  | <b>Source</b> Supplemental Concentration                  | <b>Source</b> Supplemental Concentration                  |
| <b>Budget Reference</b> OBJECT CODE(S)<br>11000<br>30000s | <b>Budget Reference</b> OBJECT CODE(S)<br>11000<br>30000s | <b>Budget Reference</b> OBJECT CODE(S)<br>11000<br>30000s |



Action **11**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**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  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged   | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| 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. |  |  |

BUDGETED EXPENDITURES

| 2017-18   | 2018-19   | 2019-20   |
|---|---|---|
| Amount: \$20,000                                    | Amount: \$20,000                                    | Amount: \$20,000                                    |
| Source: Supplemental Concentration                  | Source: Supplemental Concentration                  | Source: Supplemental Concentration                  |
| Budget Reference: OBJECT CODE(S)<br>11002<br>30000s | Budget Reference: OBJECT CODE(S)<br>11002<br>30000s | Budget Reference: OBJECT CODE(S)<br>11002<br>30000s |

New

Modified

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  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

[Identified Need](#)

Based upon stakeholder input and the 2016 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 MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline (2016-2017)                   | 2017-18                 | 2018-19                      | 2019-20                          |
|--------------------|--|-------------------------|------------------------------|----------------------------------|
| CAASPP Math        | <b>CURRENT DISTANCE FROM LEVEL III</b> |                         |                              |                                  |
|                    | All                                    | 89 points below         | Overall Change               | Overall Change                   |
|                    | SED                                    | 91.4 points below       | All Improve 64 points        | All Improve 20 points            |
|                    | Hispanic                               | 90.1 points below       | SED Improve 66.4 points      | SED Improve 20 points            |
|                    | EL                                     | 95.3 points below       | Hispanic Improve 65.1 points | Hispanic Improve 20 points       |
|                    |  | ELD Improve 70.3 points | ELD Improve 20 points        | ELD Improve 20 points            |
|                    |  |                         |                              | Overall Change                   |
|                    |  |                         |                              | All Improve 45 points            |
|                    |  |                         |                              | SED Improve 45 points            |
|                    |  |                         |                              | Hispanic Improve 45 points       |
|                    |  |                         |                              | ELD Improve 20 points <u>All</u> |

|  |  |  |  |   |
|--|--|--|--|---|
| CAASPP ELA   | <p><b>CURRENT DISTANCE FROM LEVEL III</b></p> <p>All 70.1 points below<br/> EL 83.2 points below<br/> SED 73.6 points below<br/> Hispanic 97.1 points below</p>  | <p>Overall Change</p> <p>All Improve 35 points<br/> SED Improve 38.6 points<br/> Hispanic Improve 62.1 points<br/> ELD Improve 48.2 points</p> <p>Status goals based on all groups getting to 35 points below</p> <p>Difference goal is all groups getting to 7 points below</p> | <p>Overall Change</p> <p>All Improve 25 points<br/> SED Improve 25 points<br/> Hispanic Improve 25 points<br/> ELD Improve 25 points</p> <p>Status goals based on all groups getting to 10 points below</p> <p>Difference goal is all groups getting to 7 points above</p> | <p>Overall Change</p> <p>All Improve 13 points<br/> SED Improve 13 points<br/> Hispanic Improve 13 points<br/> ELD Improve 13 points</p> <p>Status goals based on all groups getting to 10 points above</p> <p>Difference goal is all groups getting to 20 points above</p> |
| KINDERGARTEN – FIFTH GRADE DRA RESULTS   | <p><b>At or Above Grade Level</b></p> <p>Kindergarten: 39.47% (47S-3L)<br/> First: 44.44% (18S-12L)<br/> Second: 42.86% (35S-24L)<br/> Third: 27.03% (37S-38L)<br/> Fourth &amp; Fifth Not Enough Data</p> | <p>- <b>100%</b> of the students will grow a minimum of one grade level</p> <p>- <b>50%</b> of students will be at grade level at the end of the school year</p>   | <p>- <b>100%</b> of the students will grow a minimum of one grade level</p> <p>- <b>75%</b> of students will be at grade level at the end of the school year</p>   | <p>- <b>100%</b> of the students will grow a minimum of one grade level</p> <p>- <b>100%</b> of students will be at grade level at the end of the school year</p>   |
| RAPID ASSESSMENT   | Baseline Data to Be Established in 2017-2018   | Baseline Data to Be Established in 2017-2018   | Determined by Baseline Data  | Determined by Baseline Data   |
| Sufficient Core Instructional Materials as measured by annual board resolution | 2016-2017 School board Adoption of “Sufficiency of Instructional Materials” Resolution   | 100% Sufficient Instructional Materials  | 100% Sufficient Instructional Materials  | 100% Sufficient Instructional Materials   |
| EL Access to State Standards   | School Dashboard Option<br>Average Score 3.39<br>2015-2016 Data  | Average of 3.75  | Average of 4.0   | Average of 4.25   |

PLANNED ACTIONS / SERVICES

Action **1**

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

|                              |                                      |   |  |
|------------------------------|--------------------------------------|---|--|
| <u>Students to be Served</u> | <input type="checkbox"/> All         | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u>           | <input type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____    | <input type="checkbox"/> Specific Grade spans: _____       |

**OR**

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

|                              |  |  |   |
|------------------------------|--|--|---|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> English Learners | <input checked="" type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Low Income  |
|                              | <u>Scope of Services</u>                             |  | <input type="checkbox"/> LEA-wide <input checked="" type="checkbox"/> Schoolwide <b>OR</b><br><input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u>           | <input checked="" type="checkbox"/> All schools      | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____  |

ACTIONS/SERVICES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged   | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| Provide professional development in all Core areas including, but not limited to; ELA, Math, Science, Social Studies and Technology <b>with emphasis in ELD.</b> |  |  |

BUDGETED EXPENDITURES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| Amount: \$120,454                                | Amount: \$115,000                                | Amount: \$115,000                                |
| Source: Supplemental Concentration               | Source: Supplemental Concentration               | Source: Supplemental Concentration               |
| Budget Reference: OBJECT CODE(S)<br>5800<br>1102 | Budget Reference: OBJECT CODE(S)<br>5800<br>1102 | Budget Reference: OBJECT CODE(S)<br>5800<br>1102 |

Action **2**

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

Students to be Served

All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**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

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged   | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| 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. |  |  |

BUDGETED EXPENDITURES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <b>Amount</b> \$47,055                                 | <b>Amount</b> \$49,056                                 | <b>Amount</b> \$50,406                                 |
| <b>Source</b> Supplemental Concentration               | <b>Source</b> Supplemental Concentration               | <b>Source</b> Supplemental Concentration               |
| <b>Budget Reference</b> OBJECT CODE(S)<br>11000 30000s | <b>Budget Reference</b> OBJECT CODE(S)<br>11000 30000s | <b>Budget Reference</b> OBJECT CODE(S)<br>11000 30000s |

Action **3**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools spans: \_\_\_\_\_  Specific Schools: \_\_\_\_\_  Specific Grade \_\_\_\_\_

**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

LEA-wide  Schoolwide **OR**  
 Limited to Unduplicated Student Group(s)

Location(s)

All schools spans: \_\_\_\_\_  Specific Schools: \_\_\_\_\_  Specific Grade \_\_\_\_\_

ACTIONS/SERVICES

| 2017-18   | 2018-19  | 2019-20  |
|---|--|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged                | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| Provide professional development opportunities on/off campus including registrations and salaries focusing on CC Standards. |  |  |

BUDGETED EXPENDITURES

| 2017-18   | 2018-19   | 2019-20   |
|---|---|---|
| Amount: \$24,000  | Amount: \$14,000  | Amount: \$14,000  |
| Source: Supplemental Concentration                        | Source: Supplemental Concentration                        | Source: Supplemental Concentration                        |
| Budget Reference: OBJECT CODE(S)<br>11000 30000s<br>52000 | Budget Reference: OBJECT CODE(S)<br>11000 30000s<br>52000 | Budget Reference: OBJECT CODE(S)<br>11000 30000s<br>52000 |

Action **4**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**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  LEA-wide  Schoolwide  
**OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| The students will be provided the opportunity to participate in an Outdoor Education experience (SCICON).    |  |  |

BUDGETED EXPENDITURES

| 2017-18                                      | 2018-19                                      | 2019-20                                      |
|--|--|--|
| <b>Amount</b> \$10,000                       | <b>Amount</b> \$10,000                       | <b>Amount</b> \$12,736                       |
| <b>Source</b> Supplemental Concentration     | <b>Source</b> Supplemental Concentration     | <b>Source</b> Supplemental Concentration     |
| <b>Budget Reference</b> OBJECT CODE(S) 58000 | <b>Budget Reference</b> OBJECT CODE(S) 58000 | <b>Budget Reference</b> OBJECT CODE(S) 58000 |

New Modified Unchanged

## 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  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

[Identified Need](#)

Based upon stakeholder input and the 2016 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 MEASURABLE OUTCOMES](#)

| Metrics/Indicators  | Baseline  | 2017-18   | 2018-19  | 2019-20   |
|---|---|---|--|---|
| <b>AMAO I</b><br>Percentage of ELs Making Annual Progress in Learning English           | TARGET: 60.5%<br>ACTUAL: 41.4%<br><br>2014-2015 DATA  | PENDING DATA  | PENDING DATA   | PENDING DATA  |
| <b>AMAO II</b><br>Percentage of ELs Attaining the English Proficient Level on the CELDT | LESS THAN 5 YEARS<br>TARGET: 24.2%<br>ACTUAL: 6.8%<br><br>5 YEARS OR MORE<br>TARGET: 50.9%<br>ACTUAL: 38.2%<br><br>2014-2015 DATA | PENDING DATA  | PENDING DATA   | PENDING DATA  |
| <b>CAASPP ENGLISH LANGUAGE ARTS</b>   | <b>CURRENT DISTANCE FROM LEVEL III</b><br>EL 83.2 points below<br><br>Spring DATA 2016  | <u>English Language Learners (Status/Difference)</u><br>• S: Improve <b>48.2</b> points<br>• D: Improve <b>3.1</b> points | <u>English Language Learners (Status/Difference)</u><br>• S: Improve <b>25</b> points<br>• D: Improve <b>14</b> points | <u>English Language Learners (Status/Difference)</u><br>• S: Improve <b>13</b> points<br>• D: Improve <b>13</b> points<br>• |



|   |                                |  |                       |                       |
|---|--------------------------------|--|-----------------------|-----------------------|
| <b>RECLASSIFICATION RATE</b><br>Annual Percentage | 147 Students<br>2016-2017 DATA | 20% OF ELs Population<br>2 Reclassifications<br>1.3% | 20% OF ELs Population | 20% OF ELs Population |
|---|--------------------------------|--|-----------------------|-----------------------|

PLANNED ACTIONS / SERVICES

Action **1**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**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  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

| 2017-18   | 2018-19  | 2019-20  |
|---|--|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| Provide additional learning support through After School Reading Intervention in Grades K-2, utilizing the services of Instructional Paraprofessionals. |  |  |

BUDGETED EXPENDITURES

| 2017-18   | 2018-19   | 2019-20   |
|---|---|---|
| <b>Amount</b> \$11,701                                    | <b>Amount</b> \$12,300                                    | <b>Amount</b> \$12,900                                    |
| <b>Source</b> Supplemental Concentration                  | <b>Source</b> Supplemental Concentration                  | <b>Source</b> Supplemental Concentration                  |
| <b>Budget Reference</b> OBJECT CODE(S)<br>21000<br>30000s | <b>Budget Reference</b> OBJECT CODE(S)<br>21000<br>30000s | <b>Budget Reference</b> OBJECT CODE(S)<br>21000<br>30000s |

Action **2**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**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

LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| Provide Summer School, targeting English Language Learners, in a Project Based Learning Environment.         |  |  |

BUDGETED EXPENDITURES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <b>Amount</b> \$15,000   | <b>Amount</b> \$15,000   | <b>Amount</b> \$15,000   |
| <b>Source</b> Supplemental Concentration                           | <b>Source</b> Supplemental Concentration                           | <b>Source</b> Supplemental Concentration                           |
| <b>Budget Reference</b> OBJECT CODE(S)<br>10000 30000s 21000 43000 | <b>Budget Reference</b> OBJECT CODE(S)<br>10000 30000s 21000 43000 | <b>Budget Reference</b> OBJECT CODE(S)<br>10000 30000s 21000 43000 |

Action **3**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**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

LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

| 2017-18   | 2018-19  | 2019-20  |
|---|--|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged      | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| Provide professional learning opportunities for staff, including administration, in English Language Development. |  |  |

BUDGETED EXPENDITURES

| 2017-18                                      | 2018-19                                      | 2019-20                                      |
|--|--|--|
| Amount: \$12,000                             | Amount: \$12,000                             | Amount: \$8,000                              |
| Source: Supplemental Concentration           | Source: Supplemental Concentration           | Source: Supplemental Concentration           |
| Budget Reference: OBJECT CODE(S) 52000 58000 | Budget Reference: OBJECT CODE(S) 52000 58000 | Budget Reference: OBJECT CODE(S) 52000 58000 |

New Modified Unchanged

# 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  1  2  3  4  5  6  7  8COE  9  10

LOCAL \_\_\_\_\_

### 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 2016-2017 school year.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators                               | Baseline  | 2017-18  | 2018-19  | 2019-20   |
|--|---|--|--|---|
| Number of Truancy Letters                        | <b>March 28, 2017 Data Collection</b><br>Tardy Letters 30<br>1 <sup>st</sup> Absence Letter 37<br>2 <sup>nd</sup> Absence Letter 8<br><br>Attendance Contracts (Written) 4<br>Attendance Contracts (Verbal) 1 | Tardy Letters 20<br>1 <sup>st</sup> Absence Letter 24<br>2 <sup>nd</sup> Absence Letter 5<br><br>Attendance Contracts (Written) 3<br>Attendance Contracts (Verbal) 0 | Tardy Letters 10<br>1 <sup>st</sup> Absence Letter 16<br>2 <sup>nd</sup> Absence Letter 3<br><br>Attendance Contracts (Written) 2<br>Attendance Contracts (Verbal) 0 | Tardy Letters 0<br>1 <sup>st</sup> Absence Letter 10<br>2 <sup>nd</sup> Absence Letter 0<br><br>Attendance Contracts (Written) 1<br>Attendance Contracts (Verbal) 0 |
| Average Daily Attendance (District Records)      | <b>April 5, 2017 Data Collection</b><br>Kindergarten – Second: 95.44%<br>Third – Fifth: 96.15%<br>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) | <b>Perfect Attendance As Of April 25, 2017</b><br>Kindergarten – Fifth Grade: 10<br>Sixth – Eighth Grade: 13  | <b>School Wide Perfect Attendance</b><br>Goal 17-18<br>30 Students   | <b>School Wide Perfect Attendance</b><br>Goal 17-18<br>35 Students   | <b>School Wide Perfect Attendance</b><br>Goal 17-18<br>40 Students  |

|  |  |  |  |   |
|--|--|--|--|---|
| <p>Participation in Grade Span Study Trips by all students, including Unduplicated and Students with Special Needs</p> | <p><b>Participation Rates 2016-2017</b><br/> <u>Kindergarten – Second Grade</u><br/> 113/119=94.96%<br/> <u>Third – Fifth Grade</u><br/> 114/124 = 91.9%<br/> <u>Sixth – Eighth Grade</u><br/> 115/122=96.93%</p> <p>Special Education School Wide<br/> 6.25% (1/16)</p> | <p><u>Kindergarten – Second Grade</u><br/> 98%<br/> <u>Third – Fifth Grade</u><br/> 95%<br/> <u>Sixth – Eighth Grade</u><br/> 98%</p> <p>Special Education School Wide<br/> 100%</p> | <p><u>Kindergarten – Second Grade</u><br/> 100%<br/> <u>Third – Fifth Grade</u><br/> 98%<br/> <u>Sixth – Eighth Grade</u><br/> 100%</p> <p>Special Education School Wide<br/> 100%</p> | <p><u>Kindergarten – Second Grade</u><br/> 100%<br/> <u>Third – Fifth Grade</u><br/> 100%<br/> <u>Sixth – Eighth Grade</u><br/> 100%</p> <p>Special Education School Wide<br/> 100%</p> |
| <p>Pupil Expulsion Rates (Dataquest)</p>   | <p>Baseline Data for Expulsions<br/> 2014-2015</p> <p>Number of Offenses<br/> 2</p>  | <p>Goal: 0 Offenses</p>  | <p>Goal: 0 Offenses</p>  | <p>Goal: 0 Offenses</p>   |
| <p>Middle School Dropout Rate</p>  | <p>Baseline Data for Middle School Drop Out Rate<br/> 2016-2017</p> <p>0%</p>  | <p>Goal: Maintain a 0% Dropout Rate for Middle School Students</p>   | <p>Goal: Maintain a 0% Dropout Rate for Middle School Students</p>   | <p>Goal: Maintain a 0% Dropout Rate for Middle School Students</p>  |
| <p>Chronic Absenteeism</p>   | <p>Baseline Data 2016-2017</p> <p><u>Junior High (6-8)</u><br/> % of Students with 10% or more absenteeism<br/> 4.6% (6/130)</p> <p><u>Elementary (K-5)</u><br/> % of Students with 10% or more absenteeism<br/> 6.2%</p>  | <p>Junior High: 4.1%<br/> Elementary: 5.7%</p>   | <p>Junior High: 3.6%<br/> Elementary: 5.2%</p>   | <p>Junior High: 4.1%<br/> Elementary 4.7%</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:

|                              |                                      |   |  |
|------------------------------|--------------------------------------|---|--|
| <u>Students to be Served</u> | <input type="checkbox"/> All         | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u>           | <input type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____    | <input type="checkbox"/> Specific Grade spans: _____       |

**OR**

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

|                              |  |  |  |
|------------------------------|--|--|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> English Learners | <input checked="" type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Low Income                     |
| <u>Scope of Services</u>     | <input type="checkbox"/> LEA-wide Group(s)           | <input checked="" type="checkbox"/> Schoolwide   | <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student |
| <u>Location(s)</u>           | <input checked="" type="checkbox"/> All schools      | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____               |

ACTIONS/SERVICES

| 2017-18   | 2018-19  | 2019-20  |
|---|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| Continue to split-fund Attendance (70%)/Account (30%) to monitor and maintain attendance and truancy records for all students, including unduplicated students. |  |  |

BUDGETED EXPENDITURES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <b>Amount</b> \$47,000                                 | <b>Amount</b> \$51,800                                 | <b>Amount</b> \$53,100                                 |
| <b>Source</b> Supplemental Concentration               | <b>Source</b> Supplemental Concentration               | <b>Source</b> Supplemental Concentration               |
| <b>Budget Reference</b> OBJECT CODE(S)<br>24000 30000s | <b>Budget Reference</b> OBJECT CODE(S)<br>24000 30000s | <b>Budget Reference</b> OBJECT CODE(S)<br>24000 30000s |

Action **2**

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

|                              |                                      |   |  |
|------------------------------|--------------------------------------|---|--|
| <u>Students to be Served</u> | <input type="checkbox"/> All         | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u>           | <input type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____    | <input type="checkbox"/> Specific Grade spans: _____       |

**OR**

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

|                              |  |  |  |
|------------------------------|--|--|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> English Learners | <input checked="" type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Low Income                     |
| <u>Scope of Services</u>     | <input type="checkbox"/> LEA-wide Group(s)           | <input checked="" type="checkbox"/> Schoolwide   | <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student |
| <u>Location(s)</u>           | <input checked="" type="checkbox"/> All schools      | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____               |

ACTIONS/SERVICES

| 2017-18   | 2018-19  | 2019-20  |
|---|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| 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. |  |  |

BUDGETED EXPENDITURES

| 2017-18          |                            | 2018-19          |                            | 2019-20          |                            |
|------------------|----------------------------|------------------|----------------------------|------------------|----------------------------|
| Amount           | \$47,711                   | Amount           | \$49,381                   | Amount           | \$51,357                   |
| Source           | Supplemental Concentration | Source           | Supplemental Concentration | Source           | Supplemental Concentration |
| Budget Reference | OBJECT CODE(S)<br>58000    | Budget Reference | OBJECT CODE(S)<br>58000    | Budget Reference | OBJECT CODE(S)<br>58000    |



Action **3**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**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  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged                                   | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| Attendance: The district will provide the students with a Perfect Attendance Incentive each trimester (additional study trip, assembly, etc.). |  |  |

BUDGETED EXPENDITURES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| Amount: \$15,000                                   | Amount: \$15,000                                   | Amount: \$15,000                                   |
| Source: Supplemental Concentration                 | Source: Supplemental Concentration                 | Source: Supplemental Concentration                 |
| Budget Reference: OBJECT CODE(S)<br>43000<br>58000 | Budget Reference: OBJECT CODE(S)<br>43000<br>58000 | Budget Reference: OBJECT CODE(S)<br>43000<br>58000 |

Action **4**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**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  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

| 2017-18   | 2018-19  | 2019-20  |
|---|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged                          | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| Early Education: The district will provide support funding for the Early Steps to Success, Save the Children, program that is onsite. |  |  |

BUDGETED EXPENDITURES

| 2017-18                                | 2018-19                                | 2019-20                                |
|--|--|--|
| Amount: \$12,000                       | Amount: \$12,000                       | Amount: \$12,000                       |
| Source: Supplemental Concentration     | Source: Supplemental Concentration     | Source: Supplemental Concentration     |
| Budget Reference: OBJECT CODE(S) 34020 | Budget Reference: OBJECT CODE(S) 34020 | Budget Reference: OBJECT CODE(S) 34020 |

Action **5**

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

|                              |                                      |   |  |
|------------------------------|--------------------------------------|---|--|
| <u>Students to be Served</u> | <input type="checkbox"/> All         | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u>           | <input type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____    | <input type="checkbox"/> Specific Grade spans: _____       |

**OR**

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

|                              |  |  |  |
|------------------------------|--|--|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> English Learners | <input checked="" type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Low Income                     |
| <u>Scope of Services</u>     | <input type="checkbox"/> LEA-wide Group(s)           | <input checked="" type="checkbox"/> Schoolwide   | <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student |
| <u>Location(s)</u>           | <input checked="" type="checkbox"/> All schools      | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____               |

ACTIONS/SERVICES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged   | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| Study Trips: The students will participate in grade span study trips to experience learning in a different environment. (Any associated costs, salaries, etc.) |  |  |

BUDGETED EXPENDITURES

| 2017-18   | 2018-19   | 2019-20   |
|---|---|---|
| <b>Amount</b> \$22,000                                      | <b>Amount</b> \$25,475                                      | <b>Amount</b> \$28,000                                      |
| <b>Source</b> Supplemental Concentration                    | <b>Source</b> Supplemental Concentration                    | <b>Source</b> Supplemental Concentration                    |
| <b>Budget Reference</b> OBJECT CODE(S)<br>21000 58000 3000s | <b>Budget Reference</b> OBJECT CODE(S)<br>21000 58000 3000s | <b>Budget Reference</b> OBJECT CODE(S)<br>21000 58000 3000s |

Action **6**

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

|                              |                                      |   |  |
|------------------------------|--------------------------------------|---|--|
| <u>Students to be Served</u> | <input type="checkbox"/> All         | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u>           | <input type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____    | <input type="checkbox"/> Specific Grade spans: _____       |

**OR**

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

|                              |  |  |  |
|------------------------------|--|--|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> English Learners | <input checked="" type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Low Income                     |
| <u>Scope of Services</u>     | <input type="checkbox"/> LEA-wide Group(s)           | <input checked="" type="checkbox"/> Schoolwide   | <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student |
| <u>Location(s)</u>           | <input checked="" type="checkbox"/> All schools      | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____               |

ACTIONS/SERVICES

| 2017-18   | 2018-19  | 2019-20  |
|---|--|--|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| Additional Offerings: Engagement will increase with offerings/events that are appealing to students (Art, Marathon Madness, Band/Music, Landscape and Design, Etc.) |  |  |

BUDGETED EXPENDITURES

| 2017-18   | 2018-19   | 2019-20   |
|---|---|---|
| <b>Amount</b> \$8,439                           | <b>Amount</b> \$6,353                           | <b>Amount</b> \$10,000                          |
| <b>Source</b> Supplemental Concentration        | <b>Source</b> Supplemental Concentration        | <b>Source</b> Supplemental Concentration        |
| <b>Budget Reference</b> OBJECT CODE(S)<br>43000 | <b>Budget Reference</b> OBJECT CODE(S)<br>43000 | <b>Budget Reference</b> OBJECT CODE(S)<br>43000 |

Action **7**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**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  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

| 2017-18   | 2018-19  | 2019-20  |
|---|--|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| 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. |  |  |

BUDGETED EXPENDITURES

| 2017-18   | 2018-19   | 2019-20   |
|---|---|---|
| <b>Amount</b> \$35,000                                    | <b>Amount</b> \$38,000                                    | <b>Amount</b> \$38,361                                    |
| <b>Source</b> Supplemental Concentration                  | <b>Source</b> Supplemental Concentration                  | <b>Source</b> Supplemental Concentration                  |
| <b>Budget Reference</b> OBJECT CODE(S)<br>11000<br>30000s | <b>Budget Reference</b> OBJECT CODE(S)<br>11000<br>30000s | <b>Budget Reference</b> OBJECT CODE(S)<br>11000<br>30000s |

New

Modified

Unchanged

## 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  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### Identified Need

Based on previous Stakeholder Input through surveys, Parental Involvement continues to be an identified area of need.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators                                  | Baseline (2016-2017)  | 2017-18   | 2018-19   | 2019-20   |
|---|---|---|---|---|
| Sign In Sheet at Parent-Student-Teacher Conferences | <p>K- 5 Grade Third Trimester<br/>77.69%</p> <p>6-8 Grade Third Trimester<br/>45.53%</p> <p>Special Education Students<br/>Schoolwide: 15<br/>Percentage Attended Third<br/>Trimester 60%</p> <p>Overall for School<br/>66.8%</p> <p>Records were incomplete for<br/>2015-2016, as noted in previous<br/>LCAP. Thus, 2016-2017 data<br/>listed above will be used for<br/>Baseline.</p> | <p>75% or Higher Attendance School<br/>Wide for Each Trimester</p> <p>Special Education Students<br/>Goal: 100%</p> | <p>85% or Higher Attendance School<br/>Wide for Each Trimester</p> <p>Special Education Students<br/>Goal: 100%</p> | <p>95% or Higher Attendance School<br/>Wide for Each Trimester</p> <p>Special Education Students<br/>Goal: 100%</p> |

|   |   |   |   |   |
|---|---|---|---|---|
| <p>Sign In Sheets at School Sponsored Events (i.e. Guest Speaking Events, Site Council, Open House, ELAC, Etc.)</p> | <p>Baseline in Development<br/><b>Baseline and Goals Based on Family Representation</b></p> | <p>50% or Higher Attendance for School Wide Events<br/>20 or more families represented at targeted group events</p> | <p>60% or Higher Attendance for School Wide Events<br/>30 or more families represented at targeted group events</p> | <p>70% or Higher Attendance for School Wide Events<br/>40 or more families represented at targeted group events</p> |
| <p>Completion of Parental Notification Connections Using School Out Reach</p>                                       | <p><u>Phone Messages</u><br/>92.5% Delivered<br/><u>Emails</u><br/>79.5% Delivered</p>      | <p>95-100% Delivery of All Phone Messages<br/><br/>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>  |

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:

|                              |                                      |   |  |
|------------------------------|--------------------------------------|---|--|
| <u>Students to be Served</u> | <input type="checkbox"/> All         | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u>           | <input type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____    | <input type="checkbox"/> Specific Grade spans: _____       |

**OR**

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

|                              |  |  |  |
|------------------------------|--|--|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> English Learners | <input checked="" type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Low Income                     |
| <u>Scope of Services</u>     | <input type="checkbox"/> LEA-wide Group(s)           | <input checked="" type="checkbox"/> Schoolwide   | <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student |
| <u>Location(s)</u>           | <input checked="" type="checkbox"/> All schools      | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____               |

ACTIONS/SERVICES

| 2017-18   | 2018-19  | 2019-20  |
|---|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| 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. |  |  |

BUDGETED EXPENDITURES

| 2017-18                                      | 2018-19                                      | 2019-20                                      |
|--|--|--|
| <b>Amount</b> \$1,070                        | <b>Amount</b> \$1,070                        | <b>Amount</b> \$1,070                        |
| <b>Source</b> Supplemental Concentration     | <b>Source</b> Supplemental Concentration     | <b>Source</b> Supplemental Concentration     |
| <b>Budget Reference</b> OBJECT CODE(S) 58000 | <b>Budget Reference</b> OBJECT CODE(S) 58000 | <b>Budget Reference</b> OBJECT CODE(S) 58000 |



Action **2**

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

|                              |                                      |   |  |
|------------------------------|--------------------------------------|---|--|
| <u>Students to be Served</u> | <input type="checkbox"/> All         | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u>           | <input type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____    | <input type="checkbox"/> Specific Grade spans: _____       |

**OR**

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

|                              |  |  |  |
|------------------------------|--|--|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> English Learners | <input checked="" type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Low Income                     |
| <u>Scope of Services</u>     | <input type="checkbox"/> LEA-wide Group(s)           | <input checked="" type="checkbox"/> Schoolwide   | <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student |
| <u>Location(s)</u>           | <input checked="" type="checkbox"/> All schools      | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____               |

ACTIONS/SERVICES

| 2017-18   | 2018-19  | 2019-20  |
|---|--|--|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| 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 |  |  |

BUDGETED EXPENDITURES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <b>Amount</b> \$13,000                                   | <b>Amount</b> \$15,000                                   | <b>Amount</b> \$15,000                                   |
| <b>Source</b> Supplemental Concentration                 | <b>Source</b> Supplemental Concentration                 | <b>Source</b> Supplemental Concentration                 |
| <b>Budget Reference</b> OBJECT CODE(S)<br>43000<br>58000 | <b>Budget Reference</b> OBJECT CODE(S)<br>43000<br>58000 | <b>Budget Reference</b> OBJECT CODE(S)<br>43000<br>58000 |

Action **3**

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

Students to be Served     All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**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     LEA-wide Group(s)     Schoolwide    **OR**     Limited to Unduplicated Student

Location(s)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged   | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| Provide 12-Month School Calendars for each family that includes scheduled events, highlights, photos, etc. (including translated calendars for non-English parents and students) |  |  |

BUDGETED EXPENDITURES

| 2017-18                                | 2018-19                                | 2019-20                                |
|--|--|--|
| Amount: \$3,000                        | Amount: \$4,000                        | Amount: \$4,000                        |
| Source: Supplemental Concentration     | Source: Supplemental Concentration     | Source: Supplemental Concentration     |
| Budget Reference: OBJECT CODE(S) 58000 | Budget Reference: OBJECT CODE(S) 58000 | Budget Reference: OBJECT CODE(S) 58000 |

Action **4**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**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  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

| 2017-18   | 2018-19  | 2019-20  |
|---|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged   | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
|   | Provide Parent-Family-Staff Involvement Learning and Engagement Opportunities to develop relationships & expand learning (Off campus experiences organized by school). |  |

BUDGETED EXPENDITURES

| 2017-18                | 2018-19  | 2019-20  |
|------------------------|--|--|
| Amount _____           | Amount \$28,036                                      | Amount \$28,000                                      |
| Source _____           | Source Supplemental Concentration                    | Source Supplemental Concentration                    |
| Budget Reference _____ | Budget Reference<br>OBJECT CODE(S)<br>43000<br>58000 | Budget Reference<br>OBJECT CODE(S)<br>43000<br>58000 |

New

Modified

Unchanged

# 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  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

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 MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

| Metrics/Indicators                         | Baseline   | 2017-18   | 2018-19   | 2019-20   |
|--|--|---|---|---|
| Healthy Kids Survey<br>Grade 5 (2015-2016) | <b>Do you feel safe at school?</b><br>a. No, Never 5%<br>b. Sometimes 10%<br>c. Most of the time 25%<br>d. All of the time 50% | <b>Do you feel safe at school?</b><br>a. No, Never 0%<br>b. Sometimes 0%<br>c. Most of the time 25%<br>d. All of the time 75% | <b>Do you feel safe at school?</b><br>a. No, Never 0%<br>b. Sometimes 0%<br>c. Most of the time 0%<br>d. All of the time 100% | <b>Do you feel safe at school?</b><br>a. No, Never 0%<br>b. Sometimes 0%<br>c. Most of the time 0%<br>d. All of the time 100% |
|  | <b>Hit or Pushed</b><br>a. No, Never 80%<br>b. Sometimes 15%<br>c. Most of the time 0%<br>d. All of the time 5%                | <b>Hit or Pushed</b><br>a. No, Never 90%<br>b. Sometimes 10%<br>c. Most of the time 0%<br>d. All of the time 0%               | <b>Hit or Pushed</b><br>a. No, Never 100%<br>b. Sometimes 0%<br>c. Most of the time 0%<br>d. All of the time 0%               | <b>Hit or Pushed</b><br>a. No, Never 100%<br>b. Sometimes 0%<br>c. Most of the time 0%<br>d. All of the time 0%               |
|  | <b>Brought Weapon to School</b><br>a. Yes 5%<br>b. No 95%  | <b>Brought Weapon to School</b><br>a. Yes 0%<br>b. No 100%  | <b>Brought Weapon to School</b><br>a. Yes 0%<br>b. No 100%  | <b>Brought Weapon to School</b><br>a. Yes 0%<br>b. No 100%  |
|  | <b>Saw Another Student with a Weapon at School</b><br>a. Yes 10%<br>b. No 90%  | <b>Saw Another Student with a Weapon at School</b><br>a. Yes 0%<br>b. No 100%   | <b>Saw Another Student with a Weapon at School</b><br>a. Yes 0%<br>b. No 100%   | <b>Saw Another Student with a Weapon at School</b><br>a. Yes 0%<br>b. No 100%   |

**Healthy Kids Survey  
Grade 7 (2015-2016)**

**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 | <ul style="list-style-type: none"> <li>A. Systems – Good (2/2)</li> <li>B. Interior – Good (2/2)</li> <li>C. Cleanliness – Good (2/2)</li> <li>D. Electrical – Good (2/2)</li> <li>E. Restrooms/Fountains – Good (2/2)</li> <li>F. Safety– Good (2/2)</li> <li>G. Structural– Good (2/2)</li> <li>H. External– Good (2/2)</li> </ul> | 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

Action **1**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**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  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged                           | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| Mental Services: The district will continue to contract an additional day from neighboring district for Student Mental Health Services |  |  |

BUDGETED EXPENDITURES

| 2017-18                                | 2018-19                                | 2019-20                                |
|--|--|--|
| Amount: \$20,000                       | Amount: \$20,000                       | Amount: \$20,000                       |
| Source: Supplemental Concentration     | Source: Supplemental Concentration     | Source: Supplemental Concentration     |
| Budget Reference: OBJECT CODE(S) 58000 | Budget Reference: OBJECT CODE(S) 58000 | Budget Reference: OBJECT CODE(S) 58000 |

Action **2**

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

|                              |   |   |  |
|------------------------------|---|---|--|
| <u>Students to be Served</u> | <input type="checkbox"/> All                      | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u>           | <input type="checkbox"/> All schools spans: _____ | <input type="checkbox"/> Specific Schools: _____    | <input type="checkbox"/> Specific Grade                    |

**OR**

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

|                              |   |  |  |
|------------------------------|---|--|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> English Learners            | <input checked="" type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Low Income       |
| <u>Scope of Services</u>     | <input type="checkbox"/> LEA-wide Unduplicated Student Group(s) | <input checked="" type="checkbox"/> Schoolwide   | <b>OR</b> <input type="checkbox"/> Limited to        |
| <u>Location(s)</u>           | <input checked="" type="checkbox"/> All schools                 | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

ACTIONS/SERVICES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| Classroom Environment: Classroom Management Training (i.e. Ron Howerton)                                     | Topic to be determined.  | Topic to be determined.  |

BUDGETED EXPENDITURES

| 2017-18                               | 2018-19                               | 2019-20                               |
|---------------------------------------|---------------------------------------|---------------------------------------|
| Amount: \$5,000                       | Amount: \$7,500                       | Amount: \$5,000                       |
| Source: Supplemental Concentration    | Source: Supplemental Concentration    | Source: Supplemental Concentration    |
| Budget Reference: OBJECT CODE(S) 5800 | Budget Reference: OBJECT CODE(S) 5800 | Budget Reference: OBJECT CODE(S) 5800 |



Action  
n **3**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**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

LEA-wide  Schoolwide **OR**  
 Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged   | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| 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. |  |  |

BUDGETED EXPENDITURES

| 2017-18                                | 2018-19                                | 2019-20                                |
|--|--|--|
| Amount: \$22,731                       | Amount: \$22,000                       | Amount: \$20,000                       |
| Source: Supplemental Concentration     | Source: Supplemental Concentration     | Source: Supplemental Concentration     |
| Budget Reference: OBJECT CODE(S) 43000 | Budget Reference: OBJECT CODE(S) 43000 | Budget Reference: OBJECT CODE(S) 43000 |

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18  2018–19  2019–20

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 ([see instructions](#)).

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, 21<sup>st</sup> 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.

# Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

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

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

## Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

## Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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 data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### **New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

### Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

### Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

### Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

## Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

### **For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

#### Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

#### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

#### Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

#### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

**For charter schools and single-school school districts**, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.



## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

### **New/Modified/Unchanged:**

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

### Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

## **APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS**

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

### **Guiding Questions: Stakeholder Engagement**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?