

Sunnyside High

10621666006068

Principal's Name: Michele Anderson

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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District Goals	
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students' education

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.


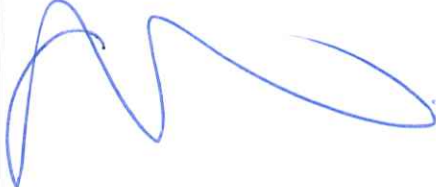
School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Michele Anderson	X				
2. Chairperson - Lykamae Alacar					X
3. Kelly Yang					X
4. Suri Miguel					X
5. Zandreeta Ferguson				X	
6. Paula Bejarano				X	
7. Alma Madrigal				X	
8. Tim Wright		X			
9. David Walke		X			
10. James Thomas		X			
11. Chitchay Nhotsavath			X		
12.					
13.					
14.					
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name: Sunnyside High			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Michele Anderson		4/16/24
SSC Chairperson	Lykamae Alacar		4/16/24

Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Sunnyside - 0421

ON-SITE ALLOCATION

3010	Title I	\$301,300 *
7090	LCFF Supplemental & Concentration	\$850,340
7091	LCFF for English Learners	\$185,562

TOTAL 2024/25 ON-SITE ALLOCATION

\$1,337,202

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$64,852
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Remaining Title I funds are at the discretion of the School Site Council	\$236,448
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Total Title I Allocation	\$301,300
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Sunnyside High 2024-2025 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review
School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	-43 pts	-25 pts	2023-2024	-20 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✓		-160.7 pts	2023-2024	-154 pts
SBAC ELA - percentage of students met/exceeded standard	✓	40.51 %	46.2 %	2023-2024	47.5 %
SBAC Math - Average distance from standard	✓	-145 pts	-139.4 pts	2023-2024	-135 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✓		-212.8 pts	2023-2024	-207 pts
SBAC Math - percentage of students met/exceeded standard	✓	14.84 %	9.9 %	2023-2024	11 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

SBAC ELA- average distance from standard

In 2021-2022, per Power BI, on the SBAC assessment ELA portion, our students averaged -53 points away from the standard. The goal for 2022-2023 was to increase to -43, but our students performed at -25 points, which means we had an increase of 28 points. Our new goal for the following assessment is to increase by five additional points, bringing us to a -20.

Key Factors that contributed to the outcome:

- The staff has become familiar with Edcite and has received professional learning experiences on our campus, allowing teachers to create and use questions similar to SBAC.
- The ELA teachers used IABs and FIABs from the CAASPP website from the ELA portion as common formative assessments to expose students to the format and style of questions on the SBAC

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

SBAC ELA- average distance from standard

Per CA Dashboard in 2023, we had 25 points below standard, our lowest performing subgroups in this area as of 2022-2023:

- 160.7 points below standard for our SWD students with a decline of 21.4 - The number of students 57
- 108.8 points below standard for our EL students with an increase of 36.8- The number of students 30
- 90.1 points below standard for our Black/African American students, with an increase of 15.5- The number of students 116

Key Factors:

- Teachers who teach students with disabilities did not attend the professional learning provided around the Edcite program and the SBAC website.

assessment.

SBAC ELA- average distance from standard (Students with Disabilities)

In 2022-2023, per Power BI, on the SBAC assessment for students with disabilities on the ELA portion, scored -160 points away from meeting the standard. The goal is to improve by 6.7 points in the following testing window.

Key Factors that contributed to the outcome:

- The students are unaware of the resources to support them with ELA content, like Tutor.com.
- Our students with disabilities are not attending our tutorial sessions, Wildcat Cafe, lunch tutorial, and after-school program.
- Lack of access to Eddite and SBAC sample problems.

SBAC ELA- the percentage of students who met/exceeded the standard

In 2021-2022, per Power BI, on the SBAC assessment ELA portion, the percentage of students who met or exceeded the standard in the ELA portion was 35.5%. The goal was to improve by 5% in the spring of 2023. The actual increase was by 10.7%, exceeding the goal, bringing the school to 46.2% of our students meeting or exceeding the standards.

Key Factors that contributed to the outcome:

- PLTs work around selecting essential standards, creating CFAs, analyzing data to improve instruction, and creating the rigor required to meet/exceed standards.
- The region has ramped up its focus on disciplinary literacy across all subject areas, which could potentially be a factor in our improved scores in the ELA portion of the assessment.

SBAC Math-average distance from the standard

In 2021-2022, per Power BI, on the SBAC assessment Math portion, our students averaged -155 points away from the standard. The goal for 2022-2023 was to increase by 10 points, but our students performed higher at -139.4 points, which means we had an increase of 15.6 points. Our new goal for the following assessment is to increase by 4.4 additional points, bringing us to -135 points.

Key Factors that contributed to the outcome:

- The staff has become familiar with Eddite and has received professional learning experiences on our campus, allowing teachers to create and use questions similar to SBAC.
- The Math teachers used IABs and FIABs from the CAASPP website from the Math portion as common formative assessments to expose students to the format and style of questions on the SBAC assessment.

SBAC MATH- average distance from standard (Students with Disabilities)

In 2022-2023, per Power BI, on the SBAC assessment for students with disabilities on the Math portion, scored -212.8 points away from meeting the standard. The goal is to improve by 5.8 points in the following testing window.

Key Factors that contributed to the outcome:

- Access to Eddite and SBAC sample problems will support the goal of decreasing the gap and improving the goal.

SBAC ELA- the percentage of students who met/exceeded the standard

Per Parsec, in 2022-2023, we had 46.2% of students who met/exceeded the ELA standard, our lowest performing subgroups in this area as 2022-2023

- 28% of our Black/African American students met/exceeded the standard (increase of 17%)
- 8% of SWD students met/exceeded the standard

Key Factors:

- PLTs work around selecting essential standards, creating CFAs, analyzing data to improve instruction, and creating the rigor required to meet/exceed standards with a focus on training our Special Education teachers.
- Our SWD and African Americans are not attending our tutorial sessions, Wildcat Cafe, lunch tutorial, and after-school program.

SBAC Math-average distance from the standard

Per the CADashboard, in 2023, we had 154.6 points below standard, our lowest performing subgroups in this area as of 2022-2023.

- 212.8 points below standard for our SWD students, which is a decline of 4.9. The number of students is 56.
- 197.3 points below standard for our EL students, an increase of 7.4. The number of students is 115.
- 174.6 points below standard for our Black/African American students, an increase of 52.5. The number of students is 30.
- 151.8 points below standard for our Hispanic students, an increase of 18.6 points. The number of students is 393
- 140.4 points below standard for our Socioeconomically Disadvantaged students, an increase of 23.6 points. The number of students is 524.
- 99.5 points below standard for our Asian students, and an increase of 19.3. The number of students is 136.

Key Factors:

- All groups fall under the lowest-performing subgroups.
- Lack of exposure to the SBAC website to familiarize themselves with the platform.
- Access to Eddite and SBAC sample problems will support the goal of decreasing the gap.
- The students are unaware of the resources to support them with math content, like Tutor.com.

SBAC Math- the percentage of students who met/exceeded the standard

Per Parsec, in 2022-2023, we had 10% of students who met/exceeded the Math standard, our lowest performing subgroups in this area as 2022-2023.

- 7% of our Black/African American students met/exceeded the standard
- 0% of SWD students met/exceeded the standard.

Key Factors:

- PLTs work around selecting essential standards, creating CFAs, analyzing data to improve instruction, and creating the rigor required to meet/exceed standards with a focus on training our Special Education teachers.

- The students are unaware of the resources to support them with math content, such as Tutor.com.
- Our students with disabilities are not attending our tutorial sessions, Wildcat Cafe, lunch tutorial, and after-school program.
- Lack of access to Edcite and SBAC sample problems.

SBAC Math- the percentage of students who met/exceeded the standard

In 2021-2022, per Power BI, on the SBAC assessment Math portion, the percentage of students who met or exceeded the standard was 9.84%. The goal was to improve by 5% in the spring of 2023. The actual increase was by 0.06%. While there was an improvement, unfortunately, we did not meet the goal, bringing the school to 9.9% of our students meeting or exceeding the standards.

Key Factors that contributed to the outcome:

- Professional learning teams focus on the essential standards, creating CFAs, analyzing data to improve instruction, and creating the rigor required to meet/exceed standards.
- The math assessment is the only portion taken in large settings like the cafeteria and the Gym; we had some technical difficulties with many students logging on to the SBAC website simultaneously.
- Our Fresno State tutors offer tutorials during the lunch hour and after school. Our teachers offer office hours, but we did not contract teachers to provide tutorials in their classes.

- Our SWD and African Americans are not attending our tutorial sessions, Wildcat Cafe, lunch tutorial, and after-school program.
- Increase the need for all teachers, including our Special Education teachers, to include IABs and FIABs from the CAASPP website in the Math portion as CFA to expose students to the formats and styles of questions on the SBAC assessment.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- We planned and budgeted for professional development last year. We will continue to fund training and conferences as they help increase student learning and staff motivation. As our PLC work gained momentum, we sent our Science and Math teams to a Solution Tree conference, and the first-year English team attended the CATE conference.
- We no longer have substitute teacher shortages, which permitted our teachers to have planning days during the school days for professional learning opportunities and collaboration as they work through their literacy discipline.
- Our Black/African American and EL students are still our lowest math and literacy proficiency sub-groups. We will continue to fund an EL support teacher to remain focused on the work to support teachers in instruction and to monitor EL student progress.
- To diminish the disproportionality for our low-performing sub-groups, we will continue to sustain the work of our culturally responsive teaching team and provide professional learning around cultural proficiency.
- Our AMD teachers have changed, and we will continue to fund our AMD tutors, the AMD conference, and various strategies that support and continue building the AMD program.
- The Region Literacy Project continues implementing various professional learning opportunities to support literacy in the different content areas. We continue working throughout the region to increase disciplinary literacy for all secondary students.
- Our EL support teacher will continue to help teachers create and implement integrated and designated ELD lessons into core content classes to support literacy.
- We have continued using Edgenuity as a credit recovery course when required.
- The 0.4 FTE was used this year to support teachers in our 7th period who are providing students with opportunities for credit recovery.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- The SWD support teacher is embedded throughout the various action items to support the multiple goals. The SWD support teacher will ensure that all EL students with IEPs have plans to help their EL needs in ELA and math.

- Intergrated ELD is being adopted in all ELA classrooms. The focus is on language development with a focus on discipline specific to literacy.
- Ellevation monitors ELL students' growth and progress. The teachers will be utilizing this tool quarterly.
- To engage and improve academic success, we will continue utilizing online applications such as DeltaMath, Edcite, Edpuzzle, Turnitin.com, and Tutor.com.
- The culturally responsive team will continue to provide learning opportunities for our teachers to become culturally proficient and respond accordingly. This is intended to support our low-performing subgroups and create a more inclusive and equitable environment for all students.
- All Algebra 1 courses have an additional tutor assigned to support all students and create small group instruction.
- Teaching fellows work with math/core teachers to support ELL students in their ELD classroom with homework, notes, and lesson concepts.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div><ul style="list-style-type: none">• SSC asks for more social-emotional support for our students dealing with anxiety and other social media influences.• SSC asks that we ensure that the school guidance counselor is meeting with their students.• SSC encouraged funding so parents may visit colleges in the area.• Students request exposure to the SBAC website before testing and create a study guide.• The students would like better messaging on the importance of SBAC assessments.</div>	<div>2 ELAC:</div> <div><ul style="list-style-type: none">• ELAC members noted a need for extended learning opportunities and would like to see an increase in tutoring opportunities.• ELAC members noted the need for an additional BIA to attend core courses, not just the ELD course.• ELAC parents would like teachers to respond to messages on Parent Square.</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><ul style="list-style-type: none">• The staff would like non-AVID teachers to attend the AVID training sessions.• The staff would like the opportunity to participate in PLC+ conferences and workshops.• The staff appreciates the help of the SWD support teacher.• New copy machines will ensure teachers and students have quick and reliable access to high-quality learning materials tailored to specific learning needs.• The staff would like 5-10 charges and computers in each classroom so that when students forget them, they are not sent out missing important minutes of instruction.</div>
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Action 1

Title: Proficiency in Literacy

Action Details:

The Sunnyside Regional will continue to build disciplinary literacy across all subject areas to support literacy and ELD standards at all grade levels. Achievement will be measured on the district interim assessments, grade level diagnostic, and ELA SBAC. Tutor.com will introduced to all students school-wide with an emphasis on our students with disabilities (SWD). To improve our outcomes for SWD, we will have paras work with students who require additional support. Teachers will receive training on Edcite and the SBAC website to ensure all teachers embed SBAC sample questions in their lessons. The discipline literacy team will promote differentiated instruction to ensure that students scoring below California state literacy standards will meet or exceed grade-level standards. Instruction will be delivered using school-wide AVID and literacy strategies to decrease the percentage of students needing remedial English coursework at the college level. An English PLUS teacher will support our 9th-grade PLT with intervention, lesson design, CFA's, and other curriculum. With our entire school district in a one-to-one computer-to-student model, teachers will utilize more online tools to support learning in the classroom. The disciplinary literacy team will provide professional learning at buyback and faculty meetings. The disciplinary literacy team will train lead teachers during ILT and regional ILT meetings. A computer lab assistant will address the technology needs of students and teachers throughout the school year, as many content areas utilize computers for various writing & research projects. The computer lab assistant will also support technology needs while administering ELA SBAC and interim district assessments in Edcite. The computer lab assistant supports teachers with classroom technology needs, ensuring students have access to tools and resources needed for high-quality curriculum and instruction.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

English PLTs/Lead Teachers will:

- Monitor results and identify needs on the Interim Assessments (Edcite), ELA SBAC, and AP results
- Analyze student tasks and common formative and summative assessments to inform and direct instruction
- Use of digital assessment literacy through the Edcite platform and Google Classroom that is accessible through teacher and site reports
- Goal setting and the importance of the assessment should be conducted with students before each test administration.
- PLTs will analyze results from CFA's using a data protocol created by the team to make instructional decisions based on results.
- Will use the region-selected focus standards, selected as part of the Region Literacy focus, to drive instruction within their grade level
- Utilize turnitin.com to support instruction and student learning

Core, Elective, CTE, and PE Teachers will

- Develop common formative assessments within Professional Learning Teams (PLT) from agreed-upon literacy standards within each content area, analyze data using a team-created data protocol, and plan instruction based on results
- Will use the region-selected focus standards, selected as part of the Region Literacy Project, to drive instruction within their grade level
- Utilize turnitin.com to support instruction and student learning

VPs will:

- Use walkthrough data to monitor progress and inform next steps
- Attend PLT meetings and training to best support teachers and monitor student incentives for ELA SBAC

Instructional Coach will:

- Identifying the needs of students based on Interim Assessment, PSAT, ELA SBAC, and AP results will support all teachers in the planning and implementation of literacy-building strategies/lessons
- New teachers are given support through Kiano, a data-driven approach to equity-focused (online program) lesson planning and implementation of teaching strategies.

Computer Lab Assistant will:

- Monitor and maintain laptops updated
- Support students and teachers with technology throughout the year and during interim district assessments and SBAC administrations.

SWD Support Teacher:

Owner(s):

Core Content Teachers

Lead Teachers

Plus Teachers

ELA VP

SWD Support Teacher

Timeline:

Ongoing, weekly, quarterly

Interim assessments monitored twice a year

Common Formative and summative assessments will be ongoing throughout the year.

- Support teachers in providing scaffolding strategies and best first teaching practices to support SWD students.
- Monitors the progress of SWD students & supports
- Support in developing accommodations or modifications as needed to support all SWD

EL Support Teacher:

- EL support teacher will work with SPED case managers to create and monitor ELA/ELD goals and create action plans

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Students will engage in reading grade-level appropriate complex text, talk, and tasks provided by a balanced literacy approach to instruction. (teacher contracts offered as needed)
- Students will use technology equipment and supplemental materials to enhance learning and monitor progress. Computer Lab Assistant will support students' use of technology and address laptop needs.
- Students will be offered after-school tutorials specific to their reading and writing concerns. They will also have access to lunchtime tutorials for remediation and CFA/test make-ups. (teacher contracts provided as needed)
- Students and teachers will utilize Turnitin.com, Nearpod, EdPuzzle, Deltmath, Tutor.com, and Edcite tools as resources to support student learning.
- Students can access tutorial support through our 21st Century Grant After School program and Tutor.com.
- Materials and supplies, including our AVID teachers, will be provided to support instruction.
- 0.4 FTE Above baseline Staffing for English Department

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify the student group (list only one at a time) in red and all the areas in which they are identified.

The English Learner student population is performing at the lowest level in none of the categories identified in Goal 1. According to the CA Dashboard, our EL students were recognized in orange.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds, we plan to continue working with our home liaisons, who work with our EL students and their families. Students can access websites that help them learn the material through visuals, like Desmos, Quizlet, Edcite, and Turnitin.com. These programs allow for translation so students can change the program to their native language. We will also provide tutors available during lunchtime and in the after-school program to best support students in their courses. Students can also access tutors by attending various scheduled Wildcat cafes. Computers are currently one-to-one for all FUSD students, often students for their computers at home. To prevent students from roaming the halls as they walk to the library for another computer, we will provide loaners in the 9th-grade math and ELA classrooms.

3. As a site: What are planned actions to support this student group?

- Integrated ELD strategies have been implemented in all ELA classrooms—focusing on language development through discipline-specific literacy.
- EL Tutorials will be provided to support student's literacy skills.
- Awareness of the significance and structure of the ELA SBAC and District Interim.
- The EL Support teacher will monitor EL students for Ds and Fs and identify the learning barrier.
- The EL Support teacher will also provide teacher support in scaffolding lessons aligned with ELD CCSS.
- Tutorial labs are available for all students.
- AP coordinator will identify EL students enrolled in AP and connect them to resources and support.
- EL support teachers will work with SPED case managers to create and monitor ELA/ELD goals and create action plans to support the students best.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. For student group data, use the Needs Assessment and the SPSA PowerBI metrics.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The Students with Disabilities perform at the lowest level in Math and ELA.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds, we plan to build our teacher's capacity through professional learning in the content areas and by working with the SPED department to learn strategies that best support SWD. We will strive to train our teachers in AVID strategies that help students become organized in building learning strategies that best improve their learning outcomes. Students can access web sites that help them learn the material through visuals, like Desmos, Quizlet, Edcite, and Turnitin.com. Also, we will provide tutors available during lunchtime and in the after-school program. Students can also access tutors by attending various scheduled Wildcat cafes.

3. As a site: What are planned actions to support this student group?

- FUSD provides students with laptops to access online tools to help with school work through Springboard, Google Classroom, and Teams. Hotspots will be provided for our students in need.
- Teachers will support low-performing students by calling parents and providing tutorial information and other resources.
- Teachers will use Parent Square as a communication method to share information on student progress.
- Teachers will also support low-performing students by providing small-group instruction and supporting grade-level teams.
- The SWD Support teacher will monitor SWD's academic progress and provide instructional strategies to support instruction in core content areas.
- SWD Co-Teachers will attend core content PLT meetings to understand literacy skills further and align rigor. Co-teachers will also be given opportunities for PL around literacy standards.
- Co-teachers will also receive training on Edcite and the SBAC website.

- The school site CORE team (counselor, VP, and teachers) will collaborate using an inclusive science model. They will monitor SPSA actions and outcomes and identify the following steps to accelerate progress for our 9th-grade students.
- The school site CORE team will monitor and support their sub-groups based on findings through improvement science.
- The disciplinary literacy team, including teachers, TSA, and instructional coaches, will meet weekly to discuss disciplinary instructional shifts. The team plans, implements, reflects on, and collects students' data, professional learning, and peer feedback to best support student learning.

Action 2

Title: Proficiency in Mathematics

[Action Details:](#)

Sunnyside High School will implement strategic mathematical supports for all students that are aligned with the Common Core State Standards. An emphasis will be on performance-based learning and mastery of conceptual mathematics that embeds the eight mathematical practices and addresses focus, coherence, and rigor at all math levels. Teachers will engage in professional learning and collaboration in their PLTs centered on common formative assessments, performance-based tasks, and responses to intervention. Students will be supported by a PLUS teacher in math classes and tutorials by math teachers throughout the year. With our entire school district in a one-to-one computer-to-student model, teachers will utilize more online tools to support learning in the classroom. A computer lab assistant will address the technology needs of students and teachers throughout the year as math classes utilize the online component of Big Ideas, Desmos, Edcite, and Deltamath. Our SWD support teacher will monitor and support SDC and co-taught classroom instruction by providing strategies and resources. SDC math class will embed Edcite in their lesson to expose SWD to the Edcite platform. Teaching Fellows will work with math/core teachers to support ELL students in their ELD classroom with homework and assigned projects.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target		
Math Teachers / Math Leads <ul style="list-style-type: none">Math teachers will monitor results on all math Interim Assessments, including Edcite, SBAC, and Interim Assessments (IABs) for 9th, 10th, and 11th-grade studentsPLT will use the four guided questions for the PLC process to determine essential standards aligned with SBAC. The PLT will then use this information to create a Unit Plan and an assessment plan.PLT will use district math-adopted curriculum, FIABs, and IABs questions to develop common formative and summative assessmentsData analysis of student work using common formative and summative assessments to inform instructionMath teachers will use digital assessment literacy through the SBAC platform, Desmos, Edcite, and Big Ideas Math CurriculumMath teachers will use various online tools, including but not limited to Edcite, Google Classroom, Teams, Deltamath, Desmos, etc., to assist teachers in monitoring student growth and encourage students to self-monitor their progressPLT will embed the eight mathematical practices into lessons that best align with the focus standards.Algebra teachers will implement Math Lesson Design strategies to increase math literacy and design interventions	Owner(s): Math Teachers Math Lead Teachers Plus Teachers Math VP SWD support teacher Computer Lab Assistant	Timeline: Ongoing, weekly, quarterly Interim assessments monitored twice a year Common Formative and summative assessments will be ongoing throughout the year.
Math VP <ul style="list-style-type: none">Attend PLT meetings to best support teachers and monitor student progress through Atlas and various assessmentsSupport math teachers with various strategies to improve math instruction and build math literacy		
Instructional Coach will: <ul style="list-style-type: none">Identifying the needs of students based on Interim Assessments from Edcite, SBAC, and AP results will support all teachers in planning and implementing literacy-building strategies/lessons		
SWD Support Teacher <ul style="list-style-type: none">Support teachers in providing scaffolding strategies and best first teaching practices to support SWDMonitors the progress of SWD & supports		
Computer Lab Assistant will: <ul style="list-style-type: none">Monitor and maintain the laptop computerSupport students and teachers with technology throughout the year and during the administrations of interim district Assessments and SBAC		
Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):		
<ul style="list-style-type: none">Teacher professional collaboration and learning will support student learning of grade-level standards through enhanced delivery of instruction and the review of data for acceleration within the instructional sequence.Students can master the content through good first instruction aligned with rigorous pre-established assessments, repaired in real-time with the PLUS Teacher through in-class co-teaching or small group instruction support.Students will have access to online materials through a district-issued laptop.Graphing Calculators and scientific calculators will be available for checkout in the library to support learning in all math classes.Students can access tutorial support through our 21st Century Grant After School program and tutor.com.The MLD program provides tutors specifically for Algebra 1. The tutors provide one-on-one and small-group support, monitor students, collect data, and conduct focus groups (advanced and low-performing).		
Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.	Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.	

1. Identify the student group (list only one at a time) in red and all the areas in which they are identified.

The English Learner student population is performing at the lowest level in none of the categories identified in Goal 1. According to the CA Dashboard, our EL students were recognized in orange.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds, we plan to continue working with our home liaisons, who work with EL students and their families. Students can access web sites that help them learn the material through visuals, like Desmos, Quizzlet, Edcite, and Turnitin.com. These programs allow for translation so students can change the program to their native language. We will also provide tutors available during lunchtime and in the after-school program to best support students in their courses. Students can also access tutors by attending various scheduled Wildcat cafes. Computers are currently one-to-one for all FUSD students, often students for their computers at home. To prevent students from roaming the halls as they walk to the library for another computer, we will provide loaners in the 9th-grade math and ELA classrooms.

3. As a site: What are planned actions to support this student group?

- Teachers will support EL students individually and in small groups during math tutorials before and after school.
- The EL support teacher will monitor EL students with D's or F's and observe them within the classroom to determine if language proficiency is a barrier and identify if other tutorial or teacher support is needed. Tutorial labs are available for all students.
- The BIA will support math classes as determined by our student's needs.
- EL students with IEPs are provided goals to support their EL needs in math.
- Teaching Fellows will work with math/core teachers to support ELL students in their ELD classroom with homework, notes, and lesson concepts.

Specify (call out) the specific student groups that require support. For student group data, utilize the Needs Assessment and the SPSA PowerBI metrics.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The students with Disabilities perform at the lowest level in Math and ELA.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds, we plan to build our teacher's capacity through professional learning in the content areas and by working with the SPED department to learn strategies that best support SWD. We will strive to train our teachers in AVID strategies that help students become organized in building learning strategies that best improve their learning outcomes. Students can access web sites that help them learn the material through visuals, like Desmos, Quizzlet, Edcite, and Turnitin.com. Also, we will provide tutors available during lunchtime and in the after-school program. Students can also access tutors by attending various scheduled Wildcat cafes.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

*With 7090 or 7091 funds, we plan to provide professional training for all our teachers in all areas that develop and refine their teaching skills around discipline literacy and professional learning communities. We plan to work with a SPED support teacher. The SPED support teacher who works with Special Education (SPED) students typically has many responsibilities to ensure that students with disabilities receive the support and resources they need to succeed academically, socially, and emotionally. Here are some typical duties of a SPED coordinator: **Curriculum Development, Instruction Support and Differentiation, Initiating 504 plan, Individualized Education Plans (IEPs), Assessment and Data Analysis, Legal Compliance and Documentation, and Professional Development for staff and parents.***

4. As a site: What are planned actions to support this student group?

- Teachers and Plus teachers will support low-performing students by calling parents and providing tutorial information to parents and students.
- Teachers will use Parent Square as a communication method to share information on student progress.
- The Plus teachers will support grade-level teams with various needs, including planning and creating rigorous, engaging lesson plans to improve first instruction. They will also help intervention structures that allow students more opportunities to learn missed concepts or skills.
- The SWD Support teacher will monitor SWD's academic progress and provide instructional strategies to support instruction in core content areas.
- SWD Co-Teachers will attend core math content PLT meetings to understand math concepts further and align rigor. Co-teachers will also be given opportunities for PL around content area concepts.
- The school site CORE team (counselor, VP, and teachers) will work together using an inclusive, improvement science model. They will monitor SPSA actions and outcomes and identify the following steps to accelerate progress for our 9th-grade students.
- The school site CORE team will monitor and support their sub-groups based on findings through improvement science.
- Algebra 1 teachers will implement MLD strategies to improve first instruction. The lesson will incorporate opportunities for students to hold discussions and build consensus.
- SDC math class will include Edcite exposure to SWD students

Action 3

Title: Comprehensive Academic Support

Action Details:

Sunnyside High School will provide comprehensive academic support for students of all grade levels to increase the percentage of all students earning C's or better in all classes and improve graduation rates. Sunnyside High will work to build an inclusive community where students feel connected to improve our graduation rate. Sunnyside will continue to identify, implement, and document strategic social-emotional support and academic support for students who demonstrate at-risk behaviors. The plan includes utilizing our 21st Century Grant After School Program and teacher content tutorials throughout the school year. Teacher Teams, such as PLT or Pathway Teams, will offer a variety of academic supports, including tutorial opportunities, within their specific content areas for students before, at lunch, and after school. An African American Academic Acceleration (A4) Progress Monitor will provide additional SEL and academic support for our African American students. Our SWD support teacher will also monitor SWD graduation progress and build the necessary support for SWD to remain on track for their diploma. Additional opportunities for credit recovery will be provided throughout the year, including before school, after school, and during holiday breaks. Each student will be provided with a student planner to support students with the organization and management of their academics. We will provide a board or website with a list of all academic resources and social events for students to connect and find the resources available for their student success.

In addition, AVID tutors will support students during their AVID classes and be available during lunch for all students on selected days during the week. Teaching Fellows will support student learning in classrooms and during the lunch hour in the Healy Lab. These efforts will help struggling students as they work to complete all their courses with a C or higher, thus promoting college and career readiness.

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- VPs will:
- Pull D/F data during every grading period: progress report, quarterly
 - Have follow-up conversations with students and teachers regarding grade trends
- Content Teachers providing Tutorials will:
- Monitor the progress of students who attend content tutorials, identify students' specific needs through CFA data, and continually check for student understanding
 - Encourage the use of student planners
- Counselors will:
- Inform students and parents about tutorials available when speaking to them about academic support available on campus
 - Encourage students to utilize the after-school program and their planners
- AVID Teachers/Coordinators will:
- Continue to monitor student grades via grade checks
 - Discuss academic concerns with students, parents, and fellow teachers, monitor student tutorial participation
- AP Instructional Coordinator will:
- Monitor D/F's in AP class and pull students for individual conferences
 - Individually invite D/F students to attend AP Cafe
- CTE Coordinator will:
- Pull D/F data during every grading period: progress report, run grade reports by pathway, and share data with pathway teachers and admin team
 - Encourage pathway teachers to attend AVID training
- Pathway Teachers will

Owner(s):

- VPs
- Teachers
- Counselors
- AVID teachers and coordinator

Timeline:

- Ongoing
- quarterly
- AMD weekly grade checks

- Monitor their student's academic progress
- 9th grade CTE teachers will implement AVID-like strategies in their courses to support academic success
- Encourage the use of student planners

Resource Counseling Assistants

- Assists with monitoring attendance
- Monitors student progress and contacts parents
- Assists academic counselors
- Assist workshops for parent nights
- Welcomes and monitors new enrollees
- Assists with weekly parent meetings to keep them informed

Home School Liaison - Spanish / RCA (Hmong)

- Assists with monitoring attendance
- Monitors student progress and contacts parents
- Runs workshops for parent night
- Holds weekly parent meetings to keep them informed

African American Academic Acceleration (A4) Progress Monitor

- Monitor the academic progress quarterly of our Black/African America students
- Provide support to Black/African American students and families

Culturally Relevant Teaching Team:

- Will attend training to learn about being culturally proficient at supporting all students
- Will train staff on various interventions to support all students using the book Culturally Proficient Instruction by Nuri-Robins, and Culturally and Linguistically Responsive Teaching and Learning by Sharsky Hollie

School Program Assistant

- Will assist with travel arrangements, conferences, sub-day requests for PD on AVID strategies, PLC process, and RTI
- Helps with orders/purchases, vendor apps help with RQS, SRQs, and PO
- Utilize Peachjar and newsletters to inform parents of tutorials, parent nights, and Wildcat Cafes.

SWD support teacher

- Will assist the 504 Coordinator with SSTs and 504s in supporting academic success

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Differentiated instruction is based on the results of assignments and assessments. Lessons may include front-loading strategies, re-engagement, re-teaching, or enrichment strategies. Aligned curriculum that vertically articulates and assesses progress uniformly.
- There is coherence surrounding the expectations regarding Sunnyside's school-wide learning outcomes and culturally consistent classrooms that foster engagement and support student-centered learning.
- Online resources and tools, including Teams, Edcite, Nearpod, Desmos, etc., will support SEL skill development, enhance classroom engagement, and improve academic success.
- SEL support will also be provided via RP to assist with harmed relationships, both student-to-student and student-to-teacher, impacting academic success.
- 1.0 FTE tech lab assistant to support our one-to-one computer laptops.
- 0.4 FTE above baseline staffing for the English Department.
- Students can access tutorial support through our 21st Century Grant After School program and tutor.com.
- The MLD program provides tutors specifically for Algebra 1. The tutors provide one-on-one and small-group support, monitor students, collect data, and conduct focus groups (advanced and low-performing). AVID tutors, membership, and training are also provided.

- Staff support extra and overtime.
- Technology and equipment.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify the student group (list only one at a time) in red and all the areas in which they are identified.

The English Learner student population is performing at the lowest level in none of the categories identified in Goal 1. According to the CA Dashboard, our EL students were recognized in orange.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds, we plan to continue working with our home liaisons, who work with EL students and their families. Students can access websites that help them learn the material through visuals, like Desmos, Quizzlet, Edcite, and Turnitin.com. These programs allow for translation so students can change the program to their native language. We will also provide tutors available during lunchtime and in the after-school program to best support students in their courses. Students can also access tutors by attending various scheduled Wildcat cafes. Computers are currently one-to-one for all FUSD students, often students for their computers at home. To prevent students from roaming the halls as they walk to the library for another computer, we will provide loaners in the 9th-grade math and ELA classrooms.

3. As a site: What are planned actions to support this student group?

- EL students can attend content tutorials and orientations.
- EL students will work with bilingual peer assistants (mentor program) during the tutorial.
- EL students will use their agendas to monitor their progress and tutorial appointments.
- EL students will have support through the BIAs.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. For student group data, use the Needs Assessment and the SPSA PowerBI metrics.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The Students with Disabilities perform at the lowest level in Math and ELA.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds, we plan to build our teacher's capacity through professional learning in the content areas and by working with the SPED department to learn strategies that best support SWD. We will strive to train our teachers in AVID strategies that help students become organized in building learning strategies that best improve their learning outcomes. Students can access web sites that help them learn the material through visuals, like Desmos, Quizzlet, Edcite, and Turnitin.com. Also, we will provide tutors available during lunchtime and in the after-school program. Students can also access tutors by attending various scheduled Wildcat cafes.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds, we plan to provide professional training for all our teachers in all areas that develop and refine their teaching skills around discipline literacy and professional learning communities. We plan to work with a SPED support teacher. The SPED support teacher who works with Special Education (SPED) students typically has many responsibilities to ensure that students with disabilities receive the support and resources they need to succeed academically, socially, and emotionally. Here are some typical duties of a SPED coordinator: Curriculum Development, Instruction Support and Differentiation, Initiating 504 plan, Individualized Education Plans (IEPs), Assessment and Data Analysis, Legal Compliance and Documentation, and Professional Development for staff and parents.

4. As a site: What are planned actions to support this student group?

- Academic Counselors, SAP counselors, School psychologists, and our Re-Engagement Center will support our economically disadvantaged foster students and SWD.
- Our African American Academic Acceleration (A4) Support teacher will monitor all Black/African American students.
- Our Project Access SSW will support and assist foster students.
- SWD support teachers will provide additional assistance to teachers and students.
- 1.0 FTE teachers support.

Action 4

Title: English Learner Support

Action Details:

Sunnyside High will focus on supporting English Learners (EL) and increasing the Reclassification rate. A strategic EL support system will be put in place during the 2024-2025 school year, including the continuing work of one full-time EL Coordinator to assist the needs of EL students with a focus on our Long-Term English Learners (LTELs). The EL Coordinator will provide interventions to LTEL based on the EL Reclassification Goal Setting tool and teacher observations. The EL support teacher will raise awareness of the criteria required for reclassification. Ensuring students know the ELPAC cut points. EL tutors/advocates will provide literacy and academic intervention in their core subject courses. Student incentives will be provided with the intent of increasing the Reclassification rate. The EL Coordinator will also be responsible for reclassification as fluent English proficient (RFEP) monitoring and

documentation. Professional Learning for staff will also be provided regarding strategies and supports for teaching EL students, focusing on reclassification. Professional Learning topics will include ELA/ELD framework, disciplinary literacy, academic language, EL program (designated), and EL data to inform instruction. Our EL Coordinator will also work with the Discipline Literacy Team to create a region-wide focus on K-12 literacy standards to build awareness and cohesion and improve literacy for all.

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
EL Coordinator will: <ul style="list-style-type: none">• Provide interventions to LTEL based on the EL Reclassification Goal Setting tool and teacher observations• Provide EL Tutorials and raise awareness on criteria for Reclassification –ELPAC, only the ELPAC cutoff points, and provide literacy and academic intervention. Focus on the targeted group of 9th-grade students at the beginning of the school year and throughout• Support all teachers by providing strategies and resources for teaching EL students, focusing on Reclassification• Facilitate professional learning for teachers and staff on ELA/ELD framework, disciplinary literacy, academic language, EL program (integrated and designated), and using EL data to inform instruction• Build a bridge program with middle school feeders to support incoming 9th-grade EL student's best• Push-ins to classrooms to provide teachers with feedback regarding EL student's progress as well as language barriers• Monitor RFEP students to maintain A-G requirements• Provide new teachers and teachers looking for new ways for schools to scaffold lessons and curriculum for EL students by demonstrating a model lesson for the class period• Work with PLT to ensure the inclusion of EL standards• Increase EL involvement in student engagement• Communicate with parents and students through Parent Square• Encourage EL to use tutor.om	EL VP EL Support Teacher	ongoing Quarterly
EL Coordinator will analyze and develop a strategic plan to support LTEL students based on the following: <ul style="list-style-type: none">• ELPAC results• ELA SBAC• iReady data• ELA Interim Assessments Quarterly academic/grade monitoring RFEP monitoring• D/F rate• BIA• Works with ELD teachers in class to help with the various levels of EL learners within the classes• Supports EL students in various academic classes as assigned by ELD Teacher		

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

LTEL students needing additional support will be involved in EL Tutorial and the EL Summer program, receiving literacy and academic support and increasing their awareness of Reclassification criteria/dates.

All EL students will be involved in ELPAC chats before administering the test.

Teachers will use EL data to inform instruction and implement EL strategies in classrooms across the board, and EL students will be better supported.

Teachers will use Ellevation quarterly, the district monitoring tool for ELL students, to monitor language development progress.

BIA Support/ HSL

1.0 FTE EL TSA Support

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify the student group (list only one at a time) in red and all the areas in which they are identified.

The English Learner student population is performing at the lowest level in none of the categories identified in Goal 1. According to the CA Dashboard, our EL students were recognized in orange.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds, we plan to continue working with our EL support teacher. The EL support teacher, who works with English Language Development (ELD) students, typically has a range of responsibilities to support these students in acquiring English proficiency and achieving academic success. Here are some typical responsibilities: Curriculum Development, Assessment, Professional Development, Individualized Education Plans (IEPs), Data Analysis and Reporting, Cultural Awareness and Sensitivity, Parent and Community Engagement, Collaboration with Other Departments, Advocacy, and Professional Networking.

With Title I funds, we plan to continue working with our home liaisons, who work with EL students and their families. Students can access websites that help them learn the material through visuals, like Desmos, Quizzlet, Edcite, and Turnitin.com. These programs allow for translation so students can change the program to their native language. We will also provide tutors available during lunchtime and in the after-school program to best support students in their courses. Students can also access tutors by attending various scheduled Wildcat cafes. Computers are currently one-to-one for all FUSD students, often students for their computers at home. To prevent students from roaming the halls as they walk to the library for another computer, we will provide loaners in the 9th-grade math and ELA classrooms.

3. As a site: What are planned actions to support this student group?

EL students can attend content tutorials and EL Tutorials to support remediation.

EL students will work with bilingual peer assistants during the tutorial.

EL students will use their agendas to monitor their progress and tutorial appointments.

Food, translation, and support services for parent involvement.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. For student group data, utilize the Needs Assessment and the SPSA PowerBI metrics.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The Students with Disabilities perform at the lowest level in Math and ELA.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds, we plan to build our teacher's capacity through professional learning in the content areas and by working with the SPED department to learn strategies that best support SWD. We will strive to train our teachers in AVID strategies that help students become organized in building learning strategies that best improve their learning outcomes. Students can access websites that help them learn the material through visuals, like Desmos, Quizzlet, Edcite, and Turnitin.com. Also, we will provide tutors available during lunchtime and in the after-school program. Students can also access tutors by attending various scheduled Wildcat cafes.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090/7091, we plan to work with a SPED support teacher. The SPED support teacher who works with Special Education (SPED) students typically has many responsibilities to ensure that students with disabilities receive the support and resources they need to succeed academically, socially, and emotionally. Here are some typical duties of a SPED coordinator: Curriculum Development, Instruction Support and Differentiation, Initiating 504 plan, Individualized Education Plans (IEPs), Assessment and Data Analysis, Legal Compliance and Documentation, and Professional Development for staff and parents. In addition, we will provide professional learning for our teachers to refine their teaching practice as they divide it into the understanding of disciplinary literacy.

4. As a site: What are planned actions to support this student group?

EL support teachers will work with case managers and identify students who may qualify for re-designation based on their IEP.

The PLC will review data from their SWD and use resources such as the SWD support teacher and case manager to identify strategies that best support the student.

RFP students (who qualify, apply, and are accepted) are part of a mentoring program partnered with KC Middle School to incentivize others to be redesignated and help the incoming (9th grade) at-risk EL students academically.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0421 Sunnyside High School (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			AVID coordinator/ AVID team planning/ ILT *No IEPs*	34,144.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.4000	Doolittle, Kaitlyn Danille EMP ID# 1083985 Above Baseline Staffing English Department	43,517.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	73,099.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Placeholder for CBA agreement, adjustment amount related to Longevity increase.	6,132.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Placeholder for Kaitlyn Doolittle/ Benefits and STRS cost	8,800.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Placeholder for CBA agreement, adjustment amount related to Longevity increase.	6,132.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: EL materials and supplies	7,785.00
G1A2	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst II	1.0000	Computer Lab Assistant/ Supports all content areas	85,595.00
G1A3	Title 1 Basic	Instruction	Oth Cls-Supp			AVID tutors	70,554.00
G1A3	Title 1 Basic	Instruction	Bks & Ref			Turnitin.com and Edpuzzle License	17,000.00
G1A3	Title 1 Basic	Instruction	Travel			AVID conference	32,000.00
G1A3	Title 1 Basic	Instruction	Dues And Mem			AVID annual membership	4,500.00
G1A3	Title 1 Basic	Attendance & Social Work Servi	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Home Liaison /Spanish *HSL cannot use for translation of mandatory items (i.e., ELAC & IEP)*	93,945.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	1.0000	SWD Support Teacher	154,863.00
G1A3	Sup & Conc	Instruction	Ins Aide-Sup			Classified Support Contract	13,130.00
G1A3	Sup & Conc	Attendance & Social Work Servi	Cls Sup-Ext			Extra-Time spent for Classified	5,693.00
G1A3	Sup & Conc	Attendance & Social Work Servi	Cls Sup-Ovr			Classified support overtime	8,280.00
G1A4	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000	EL Support	170,005.00
G1A4	LCFF: EL	Parent Participation	Mat & Supp			: Parent engagement meetings	1,640.00

\$836,814.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	75.91 %	75.7 %	2023-2024	76 %
Graduation Rate	✓	95.23 %	93.4 %	2023-2024	94.5 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain:
In Fall 2022, 73.81% of students responded favorably to student-centered and real-world learning experiences. In the Spring of 2023, 73% responded favorably. For the Fall of 2023, we increased to 75% favorable. Our goal is to increase to 76% in Fall 2024.

Key Factors:

- The curriculum in core contents lacks resources for developing student-centered lessons and connections to real-world activities.
- Pathways and programs limit the room in student schedules for CTE courses

Graduation Rate
In 2020-2021, our graduation rate was 93.15%. In 2021-2022, our graduation rate was 93.23%, indicating a slight increase. For the school year 2022-2023, our graduation percentage increased to 93.4. Our goal for 2023-2024 will strive to reach a rate of 94.5%

Key Factors:

- Students are learning to use the resources provided to improve their grades and pass A-G courses.
- Students attend Wildcat Cafe and tutoring during lunch to receive additional support.
- Increased availabilities for credit recovery courses.

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain:
Per the Panorama Education survey platform, 1,987 of our students completed the survey in the fall of 2023. Of those who conducted the study, our sub-groups with the lowest scores in this category are Hispanic students, with 73%, and African American students, with 75%.

Key Factor:

- Create awareness of the optional courses available for our students in these subgroups.
- Review the master schedule to make room for elective courses that promote real-world experiences.
- We must provide PL so our core teachers can incorporate student-centered lessons and activities that reflect real-world situations.
- Bring awareness of the CTE courses available and make room in their schedule.

Graduation Rate
According to the California Dashboard, in 2023, 93.4% of our students graduated; the lowest-performing school was the SWD, with a graduation rate of 75.7%, a decline of 2.4%.

Key Factor:

- More training is needed for PARAs to support students academically in the classrooms.
- An increase in Dual enrollment courses will be offered
- Low enrollment of SWD in our AMD programs provides students additional support in taking A-G courses.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

We will continue to provide credit recovery as needed to give students opportunities to return to their graduation pathway. We will continue promoting and training staff on implementing AMD strategies in all courses, regardless of content. Promote equality among all PLCs and encourage content areas to collaborate as they face learning gaps and challenges related to student absenteeism. We will continue to provide professional learning training around the PLC process and culture proficiency to increase student outcomes and remain on track for graduation. We will also encourage PLCs to collaborate to develop student-centered and real-world learning experiences.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

We will continue to include AMD training for our CTE teachers and have them implement AMD strategies into their pathway courses for the next school year. We will also support CTE teachers in implementing more rigorous literacy lessons in the content areas. In addition, we will help our growing AP Ambassadors program, a mentorship program designed to utilize our current AP students who have successfully improved student outcomes. We will also use online resources and tools, including but not limited to Parent Square and Edcite, to support SEL skill development, enhance classroom engagement, and improve academic success. Professional learning around connection and engagement will be added to our travel budget in 7090.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

<div><div>1</div><div>SSC - (Teacher/Staff, Parents, and Secondary Students).</div></div> <div><div>SSC</div><div><ul style="list-style-type: none">Are all activities, such as dances, attendance at games, art classes, folkloric, etc., included in the participation rate?How do we improve marketing activities and events for parents?What kinds of support is there for understanding all the info in Atlas?Parents agree with the AMD strategies to support student learning and improve academic achievements.</div></div>	<div><div>2</div><div>ELAC:</div></div> <div><div>ELAC</div><div><ul style="list-style-type: none">Work on magnet programs and clubs that will promote EL students' participation (band/arts) and create a club run by EL.Broaden the application process for the paid mentor program. Include interviews and resume practice for the application process.Provide bilingual tutors for all content areas.</div></div>	<div><div>3</div><div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div></div> <div><div>Staff</div><div><ul style="list-style-type: none">Students should have a list of all the courses available with a description.We need more field trips that expose students to real-world experiences.We want more music, arts, and activities marketing and more personnel funding.More non-AMD teachers are needed to receive AMD training.</div></div>
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Action 1

Title: Career Readiness

Action Details:

Sunnyside High School recognizes the importance of preparing and supporting students to be A-G college and career-ready to provide the most comprehensive array of post-secondary options upon graduation. With the California Dashboard College/Career Indicators such as CTE, SBAC, Dual Enrollment, AP, and A-G Coursework, we will use those metrics to set and monitor all the targets. With a combination of various content teachers and counselors monitoring the indicators, we intend to increase the participation and academic success of the students. Career exploration programs and job-embedded opportunities will be used for various careers within our current pathways and academies. Career fairs and visits to industry partners will be included throughout the year to increase student awareness, participation, and engagement. Partnerships with industry experts will continue as they can provide additional resources and speakers to build curiosity, excitement, and connection for students to increase involvement in school. We will continue to review our master schedule development and our marketing of CTE pathways to ensure opportunities for selecting CTE electives for all of our students.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Career Technical Education (CTE) Coordinator

- Track enrollment and dropout data
- Pull D/F rates
- Track A-G completion
- Coordinate work-based learning, field trips, internships, guest speakers, project-based learning, apprenticeships, and post-secondary options
- Organize interdisciplinary planning and CTE professional learning teams
- Increase Dual Enrollment classes
- Work with 8th-grade feeder school counselors to promote pathways and academies
- Build partnerships with community stakeholders, which include community colleges, universities, and industry partners
- Work with SDW teachers and the FUSD Equity and Access department to increase SDW in CTE courses.
- Work on building the FFA program

CTE Teachers, Linked Learning Teams, and AVID teachers

- Monitor student academic and behavioral progress
- Collaborate and meet with multiple teams, such as content-specific, pathway-specific, and grade-level-specific professional learning teams.
- Incorporate leadership development, career exploration, and post-secondary options
- Incorporate AVID strategies in CTE pathway courses
- Collaborate with industry partners as guest speakers for internships/work-based learning opportunities
- Coordinate work-based learning, field trips, internships, guest speakers, project-based learning, apprenticeships, and post-secondary options

Homeroom Teachers

- Utilize technology applications to help students develop character, leadership, and social-emotional learning competencies.
- Implement AVID organization strategies
- Show weekly broadcasts to ensure students are exposed to the various CTE events occurring.

VP

- Attend CTE and Pathway, professional learning teams
- Have follow-up conversations with students and teachers regarding grade and attendance trends

Counselors

- Educate the community about the various academic options offered at Sunnyside High School.
- Inform students and parents about various academic supports on campus, mainly available tutorials
- Help students explore and plan various career and postsecondary options

Job Developer

Owner(s):

Pathway coordinator

Pathway & CTE Teachers

VPs

Counselors

Job Developer

All Teachers

Timeline:

ongoing

weekly

monthly

quarterly

- Track field trips and work-based learning experiences for all students in ATLAS
- Promote internships, job shadowing, scholarships, and employment opportunities to all students.
- Identify more community business partners for employment and internships.
- Prepare students for job interviews, portfolio reviews, resumes, and cover letter writing
- Plan and coordinate career, field-based field trips
- Coordinate guest speakers from various fields throughout the year
- Coordinate and promote showcases, such as Agriscience and Technology Student Expo Night
- Work alongside workability Job developer and Para to connect with all SWD (especially juniors and seniors) to complete interest surveys and to encourage job readiness

School Site CORE team

- The school site CORE team (counselor, VP, and teachers) will work to learn together using an inclusive, improvement science model. They will monitor SPSA actions and outcomes and identify the following steps to accelerate progress for our 9th-grade students.
- The school site CORE team will monitor and support their sub-groups based upon findings through improvement science.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Content-specific tutorials, AMD, and CTE tutors
- Communication of various college and career readiness opportunities via broadcast, website, newsletter, and social media
- Every student is provided with a school agenda.
- Surveys will be used to identify specific career interests within the pathway industries.
- Technology applications for leadership, college, and career readiness
- IMAGO lessons to Homeroom to reach all students with both soft skills and SEL lessons
- School Program Assistant, with overtime as needed

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak about how they support English learner students. Sites with English learner students in red, as indicated on the CA Dashboard and in the SPSA needs assessment, must complete prompts 1-4.

1. Identify English learner students in red and all the areas in which they are identified.

English Learner student population is not in the RED.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds, we plan to continue working with our home liaisons, who work with EL students and their families. Students can access websites that help them learn the material through visuals, like Desmos, Quizlet, Edcite, and Turnitin.com. These programs allow for translation so students can change the program to their native language. We will also provide tutors available during lunchtime and in the after-school program to best support students in their courses. Students can also access tutors by attending various scheduled Wildcat cafes. Computers are currently one-to-one for all FUSD students, often students for their computers at home. To prevent students from roaming the halls as they walk to the library for another computer, we will provide loaners in the 9th-grade math and ELA classrooms.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. For student group data, utilize the Needs Assessment and SPSA PowerBI metrics.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

Per the Panorama Education survey platform, 1,987 students completed the survey in the fall of 2023. Of those who conducted the study, our sub-groups with the lowest scores in this category are Hispanic students, with 73%, and African American students, with 75%.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds, we plan to support and provide transportation for students to attend real-world experiences. We will create a board to provide awareness of the activities they participate in that involve career-affiliated events. We will provide professional learning for our teachers to incorporate student-centered lessons and activities that reflect real-world situations.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With funds from 7090 or 7091, we plan to support our Hispanic and African American students by making them aware of career-related courses, like our pathways. We will provide professional learning for our teachers to incorporate student-centered lessons and activities that reflect real-world situations.

With funds from 7090 or 7091, we plan to support English learner students. We plan to continue working with our EL support teacher. The EL support teacher, who works with English Language Development (ELD) students, typically has a range of responsibilities to support these students in acquiring English proficiency and achieving academic success. Here are some typical responsibilities: Curriculum Development, Assessment, Professional Development, Individualized Education Plans (IEPs), Data Analysis and Reporting, Cultural Awareness and Sensitivity, Parent and Community Engagement, Collaboration with Other Departments, Advocacy, and Professional Networking.

4. As a site, what are your planned actions to support English learner students? Here, you can respond to work done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Better outreach of information and opportunities for college and career opportunities in multiple languages will be provided to EL students. EL students will be invited to field trips (college visits, student conferences) targeted for EL students.
- Information regarding student behavior expectations and support will be presented in ELAC and parent engagement meetings on Wednesday. There will be communication to inform students of academic programs and supports.

Action 2

Title: College Readiness

Action Details:

Sunnyside High School will increase the number of students demonstrating college and career readiness and ensure that all students graduate with a viable post-secondary plan. We will provide remediation and support to meet A-G eligibility for students with one or more D or F by providing credit recovery opportunities, including Edgenuity and tutorial opportunities throughout the year. Counselors, the AP coordinator, the AVID Coordinator, and teachers will continue to support and guide students during the course selection and college admission via individual conferencing and class presentations. We will increase AP enrollment through continued efforts in marketing and recruitment. We will increase the retention rate in AP courses by providing tutorials and peer support. Current AP students with AP coursework experience will be utilized as peer mentors through our AP Ambassador program to support all AP students. We will refine recruitment and expand college credit opportunities by increasing enrollment in Dual Enrollment courses and providing Uni-Track course options through Fresno State. We will strengthen support systems to prepare students for multiple assessments, including but not limited to AP, PSAT, SAT & SBAC. Also, original credit summer school offerings will be available to support our AVID student's completion of AVID requirements and A-G completion.

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Counselors:

- Counselors will collaborate with teachers regarding strategies to best support students by grade level in classroom presentations to link SAT and Khan and start college applications and FAFSAs
- Counselors will continue strategically guiding students through pre-registration, college applications, financial aid, scholarship opportunities, and post-secondary plans
- Counselors and English teachers will identify and recruit eligible students to participate in the English IA Dual Enrollment.
- Counselors and Math teachers will identify and recruit eligible students for the Math Dual Enrollment.
- Counselors will work with and communicate with students about academic options to keep them on the A

4. As a site: What are planned actions to support this student group?

- Coordinators, teachers, and counselors collaborate with SWD teachers and students to incorporate them into all college and career readiness opportunities, particularly with CTE and AVID courses.
- Job Developer will communicate field trips and work-based learning opportunities to them.
- CTE teachers trained in AVID strategies
- All IEPs have transition goals that cover college and career expectations

Owner(s):

VPs
Counselors
AVID Coordinator
AP Instructional Coordinator
Teachers
SAT Prep Teachers

Timeline:

On-going
Weekly
Quarterly
Weekly grade checks in AVID
Bi-monthly binder and agenda checks in Homeroom

G track for college, including the possibilities of credit recovery courses in Edgenuity

Students

Teachers:

- PLTs will work together to support and prepare college and career-ready graduates by implementing instructional strategies that address our schoolwide Learning Outcomes
- Implement IABs as common formative assessments to familiarize students with SBAC testing
- Teachers will hold academic planning conversations and binder checks in Homeroom to promote the college and career readiness culture
- Utilize College Board materials to support student learning

CTE Coordinator will:

- Assist in Dual Enrollment course recruiting
- Promote and work in the development of the FFA program

AMD Coordinator will:

- Coordinate UC personal insight questions completion for all AMD juniors
- Collaborate with CTE Coordinator/Elective teachers and Men's & Women's Alliance instructors to support the implementation of college academic habits and provide AMD strategies to help rigorous coursework in the elective classes
- Facilitate training in AMD technique for staff in all content areas
- Present to incoming 8th-grade students to increase enrollment in AMD
- Promote Khan Academy as a resource for SAT prep for students

AP Instructional Coordinator will:

- Monitor student enrollment numbers
- Support/collaborate with AP teachers in training opportunities and recruitment
- Analyze student data to find potential AP students who have not enrolled in an AP class
- Support pre-AP and AP students through the AP mentoring program
- Support high achieving students with Questbridge applications (junior year College Prep program, senior year National College Match program) and the Common Application for private school admissions
- Identify and recruit students who exceeded CCR standards on the PSAT but have not enrolled in an AP class to increase AP enrollment numbers
- Present to incoming 8th-grade students to increase enrollment in AP Human Geography

School Site CORE team

- The school site CORE team (counselor, VP, and teachers) will work to learn together using an inclusive, improvement science model. They will monitor SPSA actions and outcomes and identify the following steps to accelerate progress for our 9th-grade students
- The school site CORE team will monitor and support their sub-groups based upon findings through improvement science

Culturally Relevant Teaching Team:

- Will attend training to learn about being culturally proficient at helping all students
- Will train staff on various interventions to support all students using the book Culturally Proficient Instruction by Nuri-Robins, and Culturally and Linguistically Responsive Teaching and Learning by Hollie

Schoolwide Opportunities

- Increase or sustain the number of A-G courses offered through the master schedule
- Increase or maintain Dual Enrollment and AP courses offered in the master schedule

VP/Counselor:

- Ensure computers and technology needs are addressed
- Attend College Board training

Students:

- Maintain an organized binder
- Utilize provided student agenda
- Attend tutorials when needed

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Students will be supported by teachers, counselors, and staff to be college-ready via instructional strategies/pedagogy, individual student conferences, and grade-level presentations conducted by counselors in classes throughout the year, and supplemental contracts as needed.
- Summer bridge opportunities for students to strengthen their college preparedness
- Summer school and Winter Session courses will be offered for A-G credit maintenance
- All students will be instructed in AVID strategies through their homeroom class school-wide. Binder checks and student self-recorded A-G completion charts will be monitored throughout the year
- AP ambassadors, and current AP students, will participate in supporting new, targeted, or struggling AP students
- AP supplemental material will be available for each AP course
- Graphing calculators will be available for students to check out in the library
- Edgenuity-credit/course recovery
- AP Spanish language is promoted to 8th-grade students who qualify

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red, as indicated on the CA Dashboard and in the SPSA needs assessment, must complete prompts 1-4.

1. Identify English learner students in red and all the areas in which they are identified.

The English Learner student population is not in RED based on Goal 2 metrics.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds, we plan to continue working with our home liaisons, who work with EL students and their families. Students can access websites that help them learn the material through visuals, like Desmos, Quizlet, Edcite, and Turnitin.com. These programs allow for translation so students can change the program to their native language. We will also provide tutors available during lunchtime and in the after-school program to best support students in their courses. Students can also access tutors by attending various scheduled Wildcat cafes. Computers are currently one-to-one for all FUSD students, often students for their computers at home. To prevent students from roaming the halls as they walk to the library for another computer, we will provide loaners in the 9th-grade math and ELA classrooms.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With funds from 7090 or 7091, we plan to support English learner students. We plan to continue working with our EL support teacher. The EL support teacher, who works with English Language Development (ELD) students, typically has a range of responsibilities to support these students in acquiring English proficiency and achieving academic success. Here are some typical responsibilities: Curriculum Development, Assessment, Professional Development, Individualized Education Plans (IEPs), Data Analysis and Reporting, Cultural Awareness and Sensitivity, Parent and Community Engagement, Collaboration with Other Departments, Advocacy, and

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. For student group data, utilize the Needs Assessment and SPSA PowerBI metrics.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

According to the California Dashboard, in 2023, 93.4% of our students graduated; the lowest-performing school was the SWD, with a graduation rate of 75.7%, a decline of 2.4%.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds, we plan to support and provide transportation for students to attend real-world experiences. We will organize college visits and ensure students are aware of the requirements for those colleges. We will create a board to provide awareness of the activities they participate in that involve career-affiliated events. We will provide professional learning for our teachers to incorporate student-centered lessons and activities that reflect real-world situations.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds, we plan to support teachers by making subs available to chaperone college visits and events.

4. As a site: What are planned actions to support this student group?

- Identify subgroups within SPED for targeted intervention and enrichment (e.g., the AP mentoring program, AVID, and tutorial support).
- Expand Pre-AP mentoring to include EL/RFEP students
- Support Teacher will directly support Black/African-American students' needs, monitor A-G requirements &

Professional Networking.

4. What are your planned actions as a site to support English learner students? Here, you can respond to work done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports you do not fund out of the SPSA

- ELD teachers will continue working closely with students, parents, and counselors to identify the best A-G plan for each newcomer
- Teachers, AVID coordinators, and EL Specialists will directly support the needs of EL students.
- EL Support Teacher will monitor A-G requirements and assist those not meeting them (i.e., offer a tutorial, scaffold lessons, teacher support, social-emotional supports, and language comprehension evaluations.)

C or better grades, and assist those not meeting them (i.e., offer a tutorial, teacher support, social-emotional support, parent contact, and other support as needed.)

- Provide support to help students move smoothly from high school to Fresno City College and all other State center schools through Dual enrollment within the elective course for SWD.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0421 Sunnyside High School (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Instruction	Direct Trans			DA and AVID college visits	17,000.00
G2A1	Sup & Conc	Instruction	Travel			Professional Learning Conference/ Travel	55,000.00
G2A1	Sup & Conc	Instructional Supervision & Admin	CI&Tech-Over			Clerical Office Overtime	8,797.00
G2A2	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contracts	98,080.00
G2A2	Sup & Conc	Instruction	Direct Trans			Local college/Parent UC Merced	10,000.00
G2A2	Sup & Conc	Instruction	Direct-Maint			Maintains for school includes vehicles	3,000.00

\$191,877.00

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		30.5 %	2023-2024	28.5 %
Suspension Rate - Semester 1	✓	2.5 %	5.2 %	2023-2024	4.2 %
Suspension Rate - Semester 1 (African American)	✓		17.2 %	2023-2024	16.2 %
Suspension Rate - Semester 1 (Foster Youth)	✓		17.6 %	2023-2024	16.6 %
Suspension Rate - Semester 1 (Students w/ Disabilities)	✓		7.9 %	2023-2024	6.9 %
Suspension Rate - Semester 1 (Two or More Races)	✓		11.8 %	2023-2024	10.8 %
Suspension Rate - Semester 1 (White)	✓		10 %	2023-2024	9 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism Per Power BI in 2021-2022, 43% of our students were chronically absent. In the 2022-2023 school year, 32.5% were identified as chronically absent. For the semester of 2023-2024, it is 30.5%. We have been improving overall. Our target for the end of the school is to finish at 28.5%.

Key Factors:

- Students are becoming acclimated to being back in school full-time, which has lowered our absenteeism.
- We are no longer sending students home for COVID reasons
- Need to improve communication and information between attendance clerks, counselors, and home
- School liaisons have been making home visit
- Homeroom is where students bond and connect with their teacher and classmates for their 4-years in high school. This schedule may contribute to lowering chronic absenteeism.

Suspension Rate Per Power BI: In the first semester of the school year 2022-2023, we had a 5.82% suspension rate. For the school year of 2022-2023, we had a 9.2% suspension rate. For our current school year, 2023-2024, we are at 5.2 % for the first semester, which is lower than last school's first semester. Our African American students had a suspension rate the previous year of 19.9%, and for the first semester of this year, 2023-2024, they are at 17.2%. Our Foster Youth students had a suspension rate of 34.3%, and for

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Chronic Absenteeism Per Power BI, our rate is 30.5% for the first semester of the 2023-2024 school year. Our lowest-performing subgroups in the severely chronic area

Power BI:

53.8% of Homeless students are chronically absent
14.3% of SWD are chronically absent
7.1% of Foster Youth are chronically absent
8.4% of English Learners students are chronically absent

Key Factors:

- Need to increase Cultural Responsive Training and Professional Learning
- Disproportionate in disciplinary consequences (Suspensions and expulsions)
- Students do not feel connected to the school

Suspension Rate

Per CADashboard in 2023, we had a 9.2% suspension rate, our lowest performing subgroups in this area as of 2022-2023:

34.4% of Foster Youth are suspended for at least one day
19.9% of our Black/African American students are suspended at least one day

the first semester this year, 2023-2024, they are at 17.6%, which is a significant decrease. Our SWD had a suspension rate of 15.5%, and for the first semester this school year, they are at 7.9%, which is also a significant decrease. Our students of two or more races had a suspension rate of 18.2 %; for the first semester of this school year, that was 11.8%. Our white students had a suspension rate of 13.4%, and for the first semester of this year, they are at 10%. The goal is to decrease our suspension rate from all these identified groups by 1% by the first semester of 2023-2024.

Key Factors:

- Our Restorative Practices team speaks to all students in conflict and creates an environment where students are proactive rather than reactive.
- The Admin, RP, and Campus Assistance frequently communicate proactively to prevent unwanted behaviors.
- Using our RCA to support Black/ African American students and LGBTQ youth has helped reach students in creating an inclusive and safe environment.
- We have also added enrollment meetings and check-ins for newly enrolled students throughout the school year.
- Having students participate in sports or clubs has helped reduce suspension rates.
- A4 Champion is assigned to our school campus to connect with African Americans who need mentoring and support in school.

18.2% of the students with two or more races are suspended for at least one day
15.5% of SWD students are suspended for at least one day

13.4% of White are suspended for at least one day

Key Factors:

- Need to increase Cultural Responsive Training and Professional Learning
- Disproportionate in disciplinary consequences (Suspensions and expulsions)
- Lack of community support for Black/African American parents and students
- Support from our Restorative Practice team

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

We will continue using an RCA to support all students. We will look for programs that may support our chronically absent students. We will research a mentoring program that will team up with our students who are absent to understand the reason for their refusal to attend school. We will also continue to support our Culturally Responsive Team; they will learn and train others about cultural proficiency to help create an inclusive and equitable environment for all students. We anticipate professional learning opportunities for the upcoming school year. We will continue to identify strategies to support our students best and reduce the suspension rate and their chronic absenteeism.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

We will also utilize online resources and tools, including but not limited to Edcite, Deltamath, and Desmos, to support SEL skill development, enhance classroom engagement, and improve academic success. We will continue to develop and build capacity with our CRT and PL to create an environment that best supports all of our students.

We will encourage Black/African American students to participate in our dual enrollment courses provided by Howard University (Step-up) to connect and create a positive learning environment. We will message our students about the clubs and sports available to help them connect to school activities so they may attend school. and learn how to manage their emotional intelligence.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1

SSC - (Teacher/Staff, Parents, and Secondary Students).

- SSC asks for more social-emotional support for our students dealing with anxiety.
- SSC asks that we ensure that the school guidance counselors are meeting with their students.
- Students ask for a monthly board posted on campus with information about clubs, sporting events, and activities.
- Students want more adults in the hallways during passing periods.

2

ELAC:

- ELAC members noted a need for extended learning opportunities and appreciated the available tutorials.
- ELAC members noted the need for an additional BIA to attend core courses, not just the ELD course.
- ELAC wants teachers to communicate via Parent Square.

3

Staff - (Credentialed Staff, Classified Staff, and Administrators):

- The staff would like non-AVD teachers to attend the AVD training sessions.
- The staff appreciates the CRT and the new learning they bring to our teacher Development meeting.
- The staff would like to prioritize parent contacts for students during homeroom.
- The staff would like a list of students in the homerooms with chronic absences so they can make phone class home.
- Potentially look for an adult mentor program to help with absenteeism.

Action 1

Title: Chronic Absenteeism

Action Details:

Sunnyside High School will continue to focus on how to address absenteeism strategically. During the 2023-2024 academic school year, Sunnyside worked with Fresno State advocates to help improve our absenteeism rate; we have not noticed any significant difference from the data collected. For the next school year, 2024-2025, we will look for new strategies to encourage students to attend our school. We will look for potential mentoring programs or a plan promoting higher attendance. Interventions, including the social workers (project access and school site), will be strategically designed for those identified as chronically absent. Sunnyside will continue the monthly attendance parent meetings that provide information regarding attendance and strategies to support and improve overall attendance. The mentors will focus on our identified groups with the highest absenteeism and build connections to encourage higher attendance. Sunnyside will encourage participation in student engagement with different activities, such as athletics, clubs, leadership classes, art, video production, band, and dual enrollment courses. We believe attendance and suspensions will improve if students are involved in extracurricular and co-curricular activities. Our school program assistant for athletics and activities will help connect our students to sports and other activities available on our school campus.

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target		
Weekly Monitoring of Attendance Data by the Attendance Team (VP, Advocate, Counselor, Attendance Clerk in each University Office, Home School Liaison, and Resource Counseling Assistant) measuring the following data points:	Owner(s):	Timeline:
<ul style="list-style-type: none">Weekly ADA ratesStudents who have been identified as habitually truant or chronically absentStudents identified as severely chronically absent are in the midst of the SARB process	Principal	ongoing
Home School Liaison and RCA:	RP Counselor & SEL Team	daily
<ul style="list-style-type: none">Provide weekly parent meetings about various programs and resourcesConduct home visits as needed	Teaching Fellows as "Advocates"	weekly
Attendance Clerks will:	Attendance clerks in each University Office	
<ul style="list-style-type: none">Generate a weekly list of chronically absent students in collaboration with the attendance Team.Closely monitor and follow up with students on their caseload regarding attendance, academic, behavior, and social-emotionalWork with teachers, VPs, counselors, and parents regarding students on their caseloadDocument attendance, academic and social-emotional interventions, including parent conferences, home visits, and resources providedCollaborate with the RP Team weekly to check in regards to caseloads and support for students.	Home School Liaison & Resource Counseling Assistant	
Social Worker and Project Access Social Worker	School Program Assistant to Athletics/Activities	
<ul style="list-style-type: none">Will collaborate with the restorative practices team, psychologist, administration, and university offices to identify students for social-emotional needs and interventions to increase attendanceDocument social-emotional supports and individual plans for studentsMeet with students who, through the referral process, provide intake assessment on chronic absenteeism		
Counselors, Teachers		
<ul style="list-style-type: none">Monitor academic progressShare knowledge of the variety of elective course offeringsUse Parent Square to communicate with students and parents		
Coaches/Club Sponsors:		
<ul style="list-style-type: none">Will promote student participation in sports and clubs via personal conversations with studentsEnter student engagement data for their respective club or sport in AtlasSubmit a roster and record at least record four events into the student engagement toolWill promote activities, music, art, drama, and athletic involvement opportunities via broadcast, website, parent square		
School Program Assistant to Athletics/Activities		
<ul style="list-style-type: none">Plan and coordinate enrichment activities and field tripsCreate fliers and advisement for activities and sportsWill assist with purchasing and ordering supplies for the sports department		
Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):		
<ul style="list-style-type: none">Students will receive ongoing notifications of their attendance.Students will attend Attendance Parent Meetings.Students will be informed of and encouraged to participate in extra and co-curricular opportunities to improve connections to the school.		

- School Program Assistants and Teaching Fellows Tutors will support the program.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify the student group (list only one at a time) in red and all the areas in which they are identified.

The English Learner student population is performing at the lowest level in none of the categories identified in Goal 1. According to the CA Dashboard, our EL students were recognized in orange.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds, we plan to support our EL students by financing our home liaisons, who will make home visits if students are not attending school. Our resource assistants will manage activities required for sports so students may become participants and connect to our campus.

3. As a site: What are planned actions to support this student group?

- Parents of EL students will be given attendance notifications in English/Spanish/Hmong.
- Presentations in our monthly attendance parent meetings will be in English/Spanish/Hmong.
- EL Support Teacher will work with attendance clerks to communicate with parents regarding attendance.
- The re-engagement Center will work with attendance clerks to communicate with parents and guardians of our economically disadvantaged and foster students.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

Chronic Absenteeism Per Power BI, our rate is 30.5% for the first semester of the 2023-2024 school year. Our lowest-performing subgroups in the severely chronic area

Power BI:

*53.8% of Homeless students are chronically absent
14.3% of SWD are chronically absent
7.1% of Foster Youth are chronically absent
8.4% of English Learners students are chronically absent
Key Factors:*

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds, we plan to support Cultural Responsive Training and Professional Learning.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With funds from the 7090 or 7091 program, we plan to support the homeless, SWD, foster youth, and English learners by providing access to sports, clubs, and other activities that will engage our students and increase their desire to be at school.

4. As a site: What are planned actions to support this student group?

- SWD Support teacher will monitor the attendance and academic progress of SWD
- Attendance Clerks will check in with those SWDs, Foster Youth, EL, and Homeless students who are chronically absent.
- The home school liaison and counselor will make home visits as needed.

Action 2

Title: Relationship Centered Support - SEL

Action Details:

To decrease our suspension rate and improve students’ sense of being “part of this school,” Sunnyside High will work to build an inclusive community where students feel connected. Sunnyside will continue to identify, implement, and document strategic social-emotional supports for students who demonstrate at-risk behaviors. We will focus on Tier 1 support school-wide, developed by the Sunnyside Climate and Culture Team. Our Tier 2 and Tier 3 supports will include targeted interventions emphasizing mediating behavior and rebuilding the learning process. Teachers will learn professionally about misbehavior, cultural awareness, and the referral process to support classroom social-emotional competencies best. We will continue to utilize a resource counseling assistant to assist the RP team in supporting students’ SEL. Student sub-groups with the highest need, including Black/African American, SWD, and LGBTQIA+ students, will be monitored and supported as needed. In addition, we will utilize Link Crew and homeroom to help 9th-grade students transition to high school. Sunnyside will continue encouraging participation and monitoring student engagement in arts, activities, clubs, and athletics to build connections with the school. Sunnyside High School will increase participation by improving our outreach strategies and providing access to various extracurricular activities throughout the year via athletics, clubs, and visual/performing activities. We will also increase communication with families and staff about the opportunities available through the Parent Square app. Our school program assistant will support the creation of newsletters and posters for teachers and parents to gain information regarding sports and activities at Sunnyside High School.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Teachers:

- Will engage in professional learning around CHAMPS, Tier 1-3 levels of behaviors, referral process, ATLAS documentation, social-emotional supports and services available, and ongoing restorative practice training
- Will follow school-wide policies (cell-phone, behavior, dress code, tardy, etc.) as developed by the Sunnyside climate and culture team

Resource Counseling Assistant

- Will meet with new students weekly to provide information for school support and resources
- Will support students regarding conflict and behavioral concerns with circle process and agreements
- Will collaborate with the RP teacher and counselor to ensure all students who are referred are being met with the team
- Will support the administration team regarding students who need additional support and connection
- Will support students with one or more misbehaviors

VP's:

- Based on the situation, students will be referred to a Restorative Practice Counselor and Teacher or School Social Worker
- Will collaborate with teachers regarding student behavior and the referral step process
- Will follow school-wide policies (behavior, dress code, etc.) as developed by the Sunnyside Climate and Culture team
- Will document support to students on ATLA

Social Worker, Psychologist, Therapists, Nurse, and Counselors:

- Will provide support to students and families upon request and/or referral
- Will document services to students on ATLAS, REA, or appropriate databases

Climate and Culture Team:

- Will meet biweekly to review data (qualitative and quantitative) around student behavior/expectations and identify areas of need
- Will discuss and develop schoolwide policies and protocols regarding dress code, tardies, electronics, referral process, etc.

Culturally Responsive Team:

- Will attend training to learn about being culturally proficient and supporting all students
- Will train staff on various interventions to support all students using the book Culturally Proficient Instruction by Nuri-Robins, and Culturally and Linguistically Responsive Teaching and Learning by Hollie

School Program Assistant:

- Will support the structures put in place by the CCT through fliers and/or posters to support policies that

Owner(s):

Teachers

Restorative Team (Counselor, teacher, RCA)

VPs

Social Workers

Psychologist

Therapist

Nurse

Counselors

Climate & Culture Team

Culturally Responsive Team

Custodial and Office Staff

School Program Assistant to Athletics/Activities

Timeline:

daily, weekly, monthly, quarterly

Data will be monitored at least once a month to identify areas of growth re: PLs, coaching, consulting for staff

promote inclusion, equity, and fairness for all

- Assists with orders/purchases, vendor and assist with RQS, SRQs, and POs
- Assist with managing the school budget
- Creates the newsletter and graduation program
- Payroll for supplemental contracts for Teachers and Payroll for AMD tutors
- Coordinating teachers conference traveling
- Create contracts for club sponsors (teachers)

Campus Culture Director and Athletic Director:

- Enter and monitor student engagement/student involvement data regularly
- Connect non-engaged students to areas of interest
- CCD & AD meet weekly with the VP to review events and coordinate for the week
- Work with teams/clubs to plan, promote, and support events with our regional schools
- CCD will coordinate with middle school feeders to align similar clubs to continue engagement as students transition to high school
- Create and administer surveys to identify areas of interest for potential new clubs
- CCD, along with the house of reps commissioner, will conduct house of reps meetings for homeroom reps to ensure students have a place to voice their opinions/ideas about clubs, events, and school culture
- Support 9th-grade transition

Coaches/Club Sponsors:

- Will promote student participation in sports and clubs via personal conversations with students
- Plan and coordinate enrichment activities and field trips
- Enter student engagement data for their respective club or sport into Atlas
- Will promote activities, music, art, drama, and athletic involvement opportunities via broadcast, website, parent square, social media, newsletter, and Peachjar

Custodial Team and other Classified staff:

- Support evening and weekend events in support of increasing student participation in arts, athletics, and other activities, both co- and extra-curricular

School Program Assistant to Athletics/Activities

- Plan and coordinate enrichment activities and field trips
- Create fliers and advisement for activities and sports
- Will assist with purchasing and ordering supplies for the sports department

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Utilize Base Education Curriculum to use for homeroom activity
- Additional staff positions, including RCA, will be utilized to focus on LGBTQIA+ and Black/African American students to oversee SEL activities, data collection, and track targets for students (AA and LGBTQIA+)
- Students will receive social-emotional support from the restorative practices counselor and teacher, promoting the development of positive social-emotional skills
- Students will receive lessons during homeroom and assemblies addressing rules, procedures, and behavioral expectations
- Each student will receive a student agenda containing the school-wide behavioral expectations
- Students will be invited to guest speaker presentations (targeted student audience)
- Field trips will be available for all students, providing enrichment opportunities, including transportation
- Link crew will be utilized to support the 9th-grade transition
- The summer program will be available for incoming first-year students as a proactive approach to reaching students that can lead to higher levels of engagement during the comprehensive school year
- The supplemental curriculum will be provided to increase SEL awareness and enhance leadership

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify the student group (list only one at a time) in red and all the areas in which they are identified.

The English Learner student population is performing at the lowest level in none of the categories identified in Goal 1. According to the CA Dashboard, our EL students were recognized in orange.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds, we plan to support our EL students by financing our home liaisons. These liaisons will visit students who are not attending school and identify whether the issue is social or emotional. Our resource assistants will manage activities required for sports so students may become participants and connect to our campus. Extracurricular activities allow students to balance work and play for their mental health and well-being.

3. As a site: What are planned actions to support this student group?

- EL students will be invited to field trips (college visits, student conferences) targeted for EL students.
- Student behavior expectations and support information will be presented in ELAC meetings and via the school newsletter.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The student population performing at the lowest level

Absenteeism:

53.8% of Homeless students are chronically absent

14.3% of SWD are chronically absent

Suspension:

34.4% of Foster Youth are suspended for at least one day

19.9% of our Black/African American students are suspended at least one day

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds, we plan to support Homeless, SWD, Foster Youth, and Black/African American students through teacher professional learning as a culturally responsive staff. Hiring tutors to provide additional support for students alleviates the feeling of being overwhelmed by students. The students will be provided with a computer to take home, and if they forget to bring it to school, one will be available to borrow in the Math and ELA classes, ensuring learning continues and less time spent roaming the hallways.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds, we plan to support Homeless, SWD, Foster Youth, and African-American students by raising awareness of all the social-emotional support resources available on our campus through fliers, a board in the quad, a newsletter, and various social media platforms.

4. As a site: What are planned actions to support this student group?

- SWD Support teacher will monitor the academic progress of SWD and provide instructional strategies to support instruction in core content areas
- Homeroom lessons around SEL skill development will be provided
- Our Sunnyside CORE team (VP, EL SWD Support Teacher, Support Teacher, Black/African America Support teacher) will monitor and support their sub-groups based on findings through improvement science
- Continued marketing of various extra- and co-curricular activity opportunities will be done through our Wildcat video broadcasts, social media, parent square, Teams, and Peachjar fliers.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0421 Sunnyside High School (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Instruction	Nc-Equipment			: student laptops	13,739.00
G3A1	Sup & Conc	Instructional Supervision & Admii	Cl&Tech-Reg	Assistant, School Program	1.0000	School Program Assistant/Athletics	82,528.00
G3A2	Sup & Conc	Instructional Supervision & Admii	Cl&Tech-Reg	Assistant, School Program	1.0000	School Resource Program Assistant	87,165.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cl&Tech-Reg	Assistant, Resrce Cnslg Hmng	1.0000	Assistant Resource Counseling Hmng	86,961.00

\$270,393.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	93.85 %	92.7 %	2023-2024	94.7 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

In 2022-2023, the staff voted favorably in the organizational culture domain by 93%. In the fall of 2023, we remain the same. The goal is to improve this metric by 2%.

Key factor:

- New staff members for this school, 2023-2024, are still learning the structure and culture of the school.
- We are working with new teachers by meeting with them monthly to present topics centered on the school's policies and structures.
- We continue the work with the PLC process. We had English and Math PLT attend a solution tree conference to promote and encourage the work in the professional learning community process.

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Goal to recruit and retain staff

- For the school year 2024-2025, we will look for opportunities to develop and train our staff in the PLC + process.
- We will provide training through our CRT to help all teachers bond and feel connected.
- The Partycat team organizes and plans events for all staff and family members.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

We will allocate funds for travel in hopes the sub shortage will end in 2023-2024, allowing us to send various staff members to Solution Tree Professional Learning Institutes. In the current year, we have had the opportunity to send a small group of teachers to a solution tree and CATE conferences. As the school year progressed, we now have more substitutes available, allowing our teachers to attend training and organize planning days with their PLTs. Supplemental contracts were also supplied for teams working in collaboration as various groups of teachers are piloting Evidence-based grading.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

We will continue to fund travel for the following school year as we anticipate more subs availabilities and the desire from our teachers to continue their professional learning around disciplinary literacy. The Learning by Doing Book and PLC+ will encourage further professional learning around the PLC process for the 2024-2025 school year. We will also continue to fund subs for release days and supplemental contracts so teachers in their PLT can plan and organize together. We will continue to fund lead teacher contracts for content areas above the district-allotted amount. We will continue to communicate the weekly expectations and practices that guide and inform the actions of our staff.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

<div><div>1</div><div>SSC - (Teacher/Staff, Parents, and Secondary Students).</div></div> <div><div>SSC:</div><div>They understood the need for professional learning opportunities and agreed to move funds needed for teacher learning experiences.</div></div>	<div><div>2</div><div>ELAC:</div></div> <div><div>ELAC:</div><div><ul style="list-style-type: none">Parents wondered if teachers receive professional learning opportunities to support EL students best.Parents would like teachers to communicate through the Parent Square App.</div></div>	<div><div>3</div><div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div></div> <div><div>Staff:</div><div><ul style="list-style-type: none">The staff is interested in attending in-person training for AVID strategies.The staff has expressed interest in attending the PLC+ conferenceSome staff members are interested in learning and diving into the work of Evidence-based grading.</div></div>
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Action 1

Title: Professional Learning Teams

Action Details:

Sunnyside High School teachers will meet weekly in Professional Learning Teams (PLTs). When teams meet, PLTs will answer the five foundational guiding questions: 1. Where are we going? 2. Where are we now? 3. How do we move learning forward? 4. What did we learn today? 5. Who benefited and who did not benefit? As a school, we will help all students achieve high levels of learning and, therefore, provide students with systematic interventions when they struggle and provide enrichment when they are proficient. Teams will identify and analyze the progress of their work in the PLC+ process through various rubrics within the textbook Learning By Doing by Rick DuFour et al. PLTs will also learn from professional development in culturally proficient instruction provided by our CRT team. The goal is to build more inclusive lessons and assessments that reflect our diverse student population. We will continue to search and provide opportunities for our PLTs to gain professional learning sessions and seminars to continue supporting and developing their capacity and build on their disciplinary literacy skills. In addition, we will encourage and provide professional learning for those teachers who are exploring and implementing Evidence-Based Grading (EBG) to create an environment where mastery is the focus.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

PLT will:

- Establish team norms, identify essential standards within their content area, and participate in creating SMART goals with their department VP
- Develop common assignments and assessments
- Collect and analyze common formative assessment results
- Discuss CFAs, EL monitoring through ELLevation, interim assessments, and IABs.
- Discuss re-teaching, interventions, and extension strategies to increase student achievement.
- Rate team on each indicator on the PLC at Work Continuum: Learning as our fundamental purpose, as detailed in Learning by Doing (3rd Edition) by Rick DuFour et al.
- Training in the PLC+
- Complete "Must Haves" created by Instructional Leadership Team
 - Identify standard-based "must-know"
 - Create a penciled Calendar
 - Establish Learning targets
 - Create SMART Goals for CFAs
 - Create and use a data protocol
- During PLT, answer the five questions of the PLC process, and the answers are submitted to the VP overseeing the department.
- Participate in peer and other school site observations

Lead Teachers:

- Attend ILT and regional ILT meetings and training
- Facilitate planning days

VP's:

- Classroom observations will provide specific feedback to teachers on the implementation of strategies in the classroom
- Work collaboratively with PLTs and teachers to ensure rigor is presented in lessons and appropriate support is provided to students
- Have reflective conversations in PLTs and with teachers throughout the year regarding classroom walkthroughs, common assessments, and student learning
- Maintain a 6-8 week action plan with a focus PLT within their department

School Program Assistant

- Will assist with travel arrangements, conferences, sub-day requests
- Helps with orders/purchases, vendor apps, and online licenses. Assist with RQS, SRQs, and POs

Culturally Responsive Team:

- Will attend training to learn about cultural proficiency to support all students
- Will train staff on various interventions to support all students through the book Culturally Proficient Instruction by Nuri-Robins, Lindsey, Lindsey, and Terrell.

Owner(s):

Principal
VPs
Lead Teachers
All Teachers

Timeline:

Weekly
Monthly
Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Student Academics:

- Differentiated instruction based on results of collected data or assessments. Lessons may include front-loading strategies, re-engagement, re-teaching, interventions, or enrichment strategies
- Aligned curriculum that vertically articulates the rigor required by the California standards and assesses progress uniformly
- PLTs will develop common grading practices to increase equity

Student-Centered and Real-World Learning:

- Identify the curriculum that aligns with real-world situations
- Expose and connect students with what they learn to a real-world learning experience

Student Engagement:

- Lesson design to include more disciplinary literacy and higher-level questioning to promote student thinking
- Coherency surrounding the expectations concerning Sunnyside's school-wide learning outcomes. Culturally consistent classrooms which foster engagement and support student-centered learning student bilingual mentors to push in to support content areas
- Professional learning opportunities through Solution Tree and additional resources will be offered to assist teachers in developing quality lessons, CFAs, and RTI models.

Subs provided as needed.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify the student group (list only one at a time) in Red and all the areas in which they are identified.

The English Learner student population is performing at the lowest level in none of the categories identified in Goal 1. According to the CA Dashboard, our EL students were recognized in orange.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds, we plan to support our EL students by financing our home liaisons, resource assistants, and tutors. The tutors assist students at lunch, Wildcat Cafe, and AVID classes.

3. As a site: What are planned actions to support this student group?

- EL Specialists will work with specific groups of EL students to provide support and work with teachers regarding instructional strategies to support ELs' best
- EL Support Teacher will work with PLTs to ensure proper implementation of ELD CCSS.
- EL Support Teacher will provide PD to PLT groups focused on designated ELD strategies.
- Academic Counselors, Social Workers, School psychologists, and our Re-Engagement Center will support our EL students who may be economically disadvantaged and foster students.
- Quarterly Reclassified Fluent English Proficient (RFEP) monitoring and teacher feedback by PLT.
- Create a Specially Designed Academic Instruction in English (SDAIE) PLT team to work with the EL support teacher.
- Expand Pre-AP mentoring to include EL/RFEP students.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Goal 4 does not have specific student group data, but you can choose to implement staff-related actions that will positively affect student outcomes aligned with the metrics in Goals 1-3. Otherwise, you can speak to the enhanced service for low-performing student groups in general terms in this section.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The Students with Disabilities perform at the lowest level in Math and ELA.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds, we plan to support our SWD students by financing our home liaisons, resource assistants, and tutors. The tutors assist students at lunch, Wildcat Cafe, and AVID classes. We will also provide online subscriptions that support students in achieving higher academics, like Turnitin.com. Turnitin can provide a similarity index and a report that shows where plagiarism may have occurred. A staff member can review the report and assignments to check for plagiarism.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds, we plan to provide professional training for all our teachers in all areas that develop and refine their teaching skills around discipline literacy and professional learning communities.

4. As a site: What are planned actions to support this student group?

- The 9th-grade CTE teachers will form a PLT and integrate AVID strategies such as time management, note-taking, and organization.
- CTE PLT will develop literacy-based CFAs
- Teachers will also support low-performing students by providing small group instruction and supporting grade-level teams with various needs.
- SWD Support teacher will monitor the academic progress of SWD and provide instructional strategies to support instruction in core content areas
- SWD Co-Teachers will attend core content PLT meetings to understand literacy skills further and align rigor. Co-teachers will also be given opportunities for PL around literacy standards.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0421 Sunnyside High School (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for Teachers *No IEPs*	17,918.00
G4A1	Sup & Conc	Parent Participation	Direct-Food			Warehouse Direct Food/ Staffing Meeting	3,000.00

\$20,918.00

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students’ education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	86.78 %	82.7 %	2023-2024	84.7 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

In the Spring of 2023 survey, we had 340 families participate. Of those who complete the survey, they agree favorably to family engagement, by 84%. In the Fall of 2023, we had 416 families participate. Of those who completed the survey, they agreed favorably to family engagement 83%. We had a slight decrease. The goal is to improve by 2% in the Spring of 2024.

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Parent Survey-family engagement
A low response rate does not give a valid result. Lack of computer literacy and access to the digital format hinders parents from completing the survey. We need to allow parents to submit paper form surveys.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

We intended to increase the number of Parents participating in the survey and the percentage of those feeling welcomed and respected. We will provide spaces where parents have opportunities during the family engagement hour to complete the surveys with our home liaison. We will continue to utilize a home school liaison, a resource counseling assistant, and a school program assistant to share information through social media, parent engagement hour, and newsletters. We will increase communication and awareness about completing the Climate and Culture Survey for the incoming school year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

To meet our goals, we will increase communication about the importance of the climate and culture survey. We will also provide opportunities for parents to use technology on our campus to complete the survey. We will hold learning sessions for parents around the use of technology and provide time during the parent engagement hour for parents to complete the survey.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div>SSC:<ul style="list-style-type: none">Recognize the lack of participation by families in survey completion.The time and method of the parent engagement hour require a variation.The students appreciate the opportunity to travel with their parents to visit UC Merced and would like to know if they can see other colleges like CSU.</div>	<div>2 ELAC:</div> <div>ELAC:<ul style="list-style-type: none">The parents appreciate the weekly parent engagement hour and the translation opportunities.The parents also appreciate the knowledge received about colleges and the opportunities to visit UC Merced.The parents would like the teachers to use the Parent Square App to communicate.</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div>Staff:<ul style="list-style-type: none">The staff has become familiar with the new communication tool parent squareThe staff would like to provide some sort of award/certificate for parents /families for their engagement with school events.</div>
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Action 1

Title: Family Engagement

Action Details:

As of Fall 2023, we had 416 families responding to the climate and culture survey. We aim to increase participation in the survey by 2% in the Spring of 2024 to understand our family's needs better. Of those families who did respond, 83% of our families responded favorably to the school engaging our families. Sunnyside will host weekly meetings for parents coordinated by our Home School Liaison (Spanish speaking) and Resource Counseling Assistant (Hmong speaking). We will continue to use our social media platforms, website, newsletter, Parent Square, and PeachJar to communicate regularly with our families. To support survey participation, we will offer the use of computers or laptops onsite during the survey administration. We will continue to provide our parents with opportunities to engage with their students as they explore college options for their students. Our goal is to create experiences with parents to open the doors of communication with our staff members and work together toward one shared goal of improving our student's outcomes. We will explore using the online program Thought Exchange to gain more insight from parents and families on how to support their individual needs better.

To improve participation in their student's academic success, we will continue to hold parent nights by grade level to meet the varying needs of each grade. We will support senior parents with FAFSA completion.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
<p>Principal:</p> <ul style="list-style-type: none">• Send weekly communication through Parent Square and parent emails• Utilize social media platforms to celebrate students and share necessary information with families• Use other communication platforms such as Thought Exchange or Remind to increase communication with parents and families <p>Home School Liaison - Spanish / RCA (Hmong)</p> <ul style="list-style-type: none">• Assists with monitoring attendance• Monitors student progress and contacts parents• Runs workshops for parent night• Holds weekly parent meetings to keep them informed• Use other communication platforms such as Thought Exchange or Remind to increase communication with parents and families <p>VPs/Counselors/APIC</p> <ul style="list-style-type: none">• Conduct parent meetings• Conduct parent nights• Discuss A-G course work, college entrance expectations <p>CTE/Job Developer/AMD Teachers/AP Coordinator/ Counselors</p> <ul style="list-style-type: none">• Conduct various evening events to inform parents of various programs• Include parents across multiple student celebrations• Advanced coursework information sessions <p>Club Advisors/Athletic Coaches/Band Director, Orchestra Director and Choral Director</p> <ul style="list-style-type: none">• Conduct various evening events to inform parents of multiple programs• Include parents across multiple student celebrations	<p>HSL / RCA</p> <p>VPs</p> <p>Counselors</p> <p>CTE</p> <p>Job Developer</p> <p>Club Advisors</p> <p>Athletic Coaches / Band and Orchestra</p> <p>Parent University</p>	<p>Ongoing</p>
Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):		
<p>Student Academics:</p> <ul style="list-style-type: none">• We will provide learning opportunities for families using Parent Square, Atlas, Edutext, and Microsoft Teams so that parents can better monitor student progress and increase communication with teachers and counselors. <p>Student-Centered and Real-World Learning:</p> <ul style="list-style-type: none">• Provide opportunities for families to be involved in student-centered career fairs and conferences, including our annual HEAL conference <p>Student Engagement:</p> <ul style="list-style-type: none">• To increase student engagement, we will continue communicating with families about various events through Parent Square, PeachJar, our website, and social media platforms.• Parents will receive information regarding student involvement opportunities via Parent Square, website, newsletter, master calendar, parent engagement hour, ELAC, and SSC. Informational brochures will be available in the main office, university offices, College and Career Center, and the library. We will provide family engagement events that involve students and families. (ex: family movie night, Back-to-school night, and Sunnyside Showcase)• Provide Parents with opportunities to visit college campuses., including transportation.• Materials and supplies provided.		
Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.	Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.	

1. Identify the student group (list only one at a time) in red and all the areas in which they are identified.

The English Learner student population is performing at the lowest level in none of the categories identified in Goal 1. According to the CA Dashboard, our EL students were recognized in orange.

2. Using Title I funds Only: What are the planned expenses to support this student group

We plan to support our EL students with Title I funds by financing our home liaisons, resource assistants, and tutors. The tutors assist students at lunch, Wildcat Cafe, and AVID classes.

*With 7091, we plan to continue working with our EL support teacher. The EL support teacher, who works with English Language Development (ELD) students, typically has a range of responsibilities to support these students in acquiring English proficiency and achieving academic success. Here are some typical responsibilities: **Curriculum Development, Assessment, Professional Development, Individualized Education Plans (IEPs), Data Analysis and Reporting, Cultural Awareness and Sensitivity, Parent and Community Engagement, Collaboration with Other Departments, Advocacy, and Professional Networking.***

3. As a site: What are planned actions to support this student group?

Home School Liaison - Spanish / RCA(Hmong)

- Assists with monitoring attendance
- Monitors student progress and contacts parents
- Runs workshops for parent night
- Holds weekly parent meetings to keep them informed
- Makes home visits, including mileage

Specify (call out) the specific student groups that require support. Goal 5 does not have particular student group data, but you can implement family-related actions to positively affect student outcomes aligned with Goals 1-3 metrics. Otherwise, you can speak to the enhanced service for low-performing student groups in general terms in this section.

1. In red, identify the student group (list only one at a time) and all the areas they are identified in.

Our SWD students with the lowest performance are our SWD. To motivate parents and students, we will offer the opportunity for students and their parents to learn and visit local colleges.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds, we plan to support SWD by providing tutors and teacher supplemental support to give teachers opportunities for professional development and collaboration with PLT. Through collaboration, teachers may share strategies with Co-teachers to best support students with disabilities.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds, we plan to support parent engagement by supplying our home liaison for the parent meetings and creating opportunities for college visits.

4. As a site: What are planned actions to support this student group?

- SWD Case managers will monitor SWD's academic progress and share the various co- and extra-curricular activity opportunities with parents during scheduled IEPs.
- Homeroom teachers will encourage and provide information on the vast array of activities available to students.
- We will also explore the use of other communication platforms, such as Thought Exchange or Remind, to increase communication with parents and families.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0421 Sunnyside High School (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Attendance & Social Work Service	Local Mileage			Local Mileage	500.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Newsletters	16,700.00

\$17,200.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0421 Sunnyside High School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			AVID coordinator/ AVID team planning/ ILT *No IEPs*	34,144.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.4000	Doolittle, Kaitlyn Danille EMP ID# 1083985 Above Baseline Staffing English Department	43,517.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	73,099.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Placeholder for CBA agreement, adjustment amount related to Longevity increase.	6,132.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Placeholder for Kaitlyn Doolittle/ Benefits and STRS cost	8,800.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Placeholder for CBA agreement, adjustment amount related to Longevity increase.	6,132.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: EL materials and supplies	7,785.00
G1A2	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst II	1.0000	Computer Lab Assistant/ Supports all content areas	85,595.00
G1A3	Title 1 Basic	Instruction	Oth Cls-Supp			AVID tutors	70,554.00
G1A3	Title 1 Basic	Instruction	Bks & Ref			Turnitin.com and Edpuzzle License	17,000.00
G1A3	Title 1 Basic	Instruction	Travel			AVID conference	32,000.00
G1A3	Title 1 Basic	Instruction	Dues And Mem			AVID annual membership	4,500.00
G1A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Home Liaison /Spanish *HSL cannot use for translation of mandatory items (i.e., ELAC & IEP)*	93,945.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	1.0000	SWD Support Teacher	154,863.00
G1A3	Sup & Conc	Instruction	Ins Aide-Sup			Classified Support Contract	13,130.00
G1A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Extra-Time spent for Classified	5,693.00
G1A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ovr			Classified support overtime	8,280.00
G1A4	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000	EL Support	170,005.00
G1A4	LCFF: EL	Parent Participation	Mat & Supp			: Parent engagement meetings	1,640.00
G2A1	Title 1 Basic	Instruction	Direct Trans			DA and AVID college visits	17,000.00
G2A1	Sup & Conc	Instruction	Travel			Professional Learning Conference/ Travel	55,000.00
G2A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Over			Clerical Office Overtime	8,797.00
G2A2	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contracts	98,080.00
G2A2	Sup & Conc	Instruction	Direct Trans			Local college/Parent UC Merced	10,000.00
G2A2	Sup & Conc	Instruction	Direct-Maint			Maintains for school includes vehicles	3,000.00
G3A1	Title 1 Basic	Instruction	Nc-Equipment			: student laptops	13,739.00
G3A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Reg	Assistant, School Program	1.0000	School Program Assistant/Athletics	82,528.00
G3A2	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Reg	Assistant, School Program	1.0000	School Resource Program Assistant	87,165.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrcr Cnslg Hmng	1.0000	Assistant Resource Counseling Hmng	86,961.00
G4A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for Teachers *No IEPs*	17,918.00
G4A1	Sup & Conc	Parent Participation	Direct-Food			Warehouse Direct Food/ Staffing Meeting	3,000.00

G5A1	Title 1 Basic	Attendance & Social Work Service	Local Mileage	Local Mileage	500.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp	Parent Newsletters	16,700.00
					\$1,337,202.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$301,300.00
Sup & Conc	7090	\$850,340.00
LCFF: EL	7091	\$185,562.00
Grand Total		\$1,337,202.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$836,814.00
G2 - Expand student-centered and real-world learning experiences	\$191,877.00
G3 - Increase student engagement in their school and community	\$270,393.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$20,918.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$17,200.00
Grand Total	\$1,337,202.00