

Sunnyside High

10621661030675

Principal's Name: Michele Anderson

Principal's Signature:

A handwritten signature in black ink, appearing to read "Michele Anderson", written over a horizontal line.

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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| School Site Council (SSC) | <i>Members list</i> |
| Required Signatures | <i>Principal and SSC Chairperson</i> |
| Budget | <i>Site Allocations</i> |
| School Quality Review Process | <ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i> |
| Additional Documents | <i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i> |

| District Goals | |
|--|---|
| <p>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.</p> | |
| 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

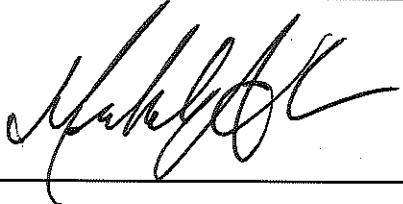

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|---|
| <p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p> |
| <p>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.</p> |
| <p>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.</p> |
| <p>The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p> |
| <p>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 subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p> |
| <p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p> |
| <p>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.</p> |
| <p>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.</p> |
| <p>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.</p> |

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 – Keyera Dickson | | | | | X |
| 3. Summer Rodriquez Vasquez | | | | | X |
| 4. Luisa Torralba Juarez | | | | | X |
| 5. Miroslava Garza | | | | X | |
| 6. Jess Perez | | | | X | |
| 7. Rochelle Martinez-Cantu | | | | X | |
| 8. Yuliana Segura | | X | | | |
| 9. Sheena Sharkey | | X | | | |
| 10. Katherine Moore | | X | | | |
| 11. Chitchay Nhotsavath | | | X | | |
| 12. Anna Woods | | | X | | |
| 13. Nancy Hurtado | | | X | | |
| 14. | | | | | |
| 15. | | | | | |

| |
|--|
| Check the appropriate box below: |
| <input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee. |
| ELAC voted to consolidate with the SSC. Date _____. |

Required Signatures

| School Name: | | | |
|---|-------------------------|---|-------------|
| 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 |  | 4/7/22 |
| SSC Chairperson | Keyera Dickson |  | 4/7/22 |

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 2022/23

Sunnyside - 0421

ON-SITE ALLOCATION

| | | |
|---|--|--------------------|
| 3010 | Title I | \$326,690 * |
| 7090 | LCFF Supplemental & Concentration | \$845,784 |
| 7091 | LCFF for English Learners | \$166,464 |
| | | |
| 7099 | ESSER III (learning loss/COVID impact, one-time funds) | <u>\$276,400</u> |
| TOTAL 2022/23 ON-SITE ALLOCATION | | \$1,615,338 |

| | |
|---|------------------|
| * 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 | \$65,760 |
| Remaining Title I funds are at the discretion of the School Site Council | <u>\$260,930</u> |
| Total Title I Allocation | <u>\$326,690</u> |

Sunnyside High 2022-2023 - 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 |
|---|----------|----------------|---------|-----------|---------|
| ELPAC - percentage of students who scored 4 | | | 7.25 % | 2020-2021 | 9.35 % |
| i-Ready ELAD2 proficiency - percentage of students on/above | ✓ | | 12.98 % | 2021-2022 | 13.08 % |
| i-Ready Math D2 proficiency - percentage of students on/above | ✓ | | 14.48 % | 2021-2022 | 15.58 % |

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.

ELPAC - the percentage of students who scored 4

In 2020-2021 7.25% of our ELL students scored a four on the ELPAC assessment. Our goal is to increase this number to 9.35% by the end of ELPAC testing in 2023.

Key Factors:

- ELPAC assessment is all online effects students' ability to navigate through the new format.
- Students' reclassification was low due to the requirement of passing two assessments during a determined period of time.
- With the new requirements in only passing the ELPAC, we anticipate more students will reclassify.
- Taking the assessment in person will improve the number of students who will actually take the assessment and, in turn, increase the number of reclassifications.

i-Ready ELAD2 proficiency - the percentage of students on/above

i-Ready ELAD1 On Level

Our data for iReady lacks validity due to the pandemic. Less than 50% of our students took the diagnostic in

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

EL Reclassification Rate (All grade levels)

Our lowest performing subgroups in this area:

As of 2020-2021 in Power BI

- In 2020-2021 we had 3% re-designated. The ELPAC for the current year has yet to be administered.

Key factors:

- Additional PL needed EL support in Integrated & Designated ELD lessons within content areas.
- Improved space on campus needed for assessing students
- Lack of student motivation and awareness of the importance of passing ELPAC
- administration of the test at home due to the pandemic

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Our lowest performing subgroups in this area:

As of 2019-2020, data from Power BI

- 29% of our African-American students met or exceeded standards on ELA CAASPP, a 4.3% decline

the Fall of 2020. It was optional for secondary sites to administer the test; therefore, we do not have any data for 2021.

As of 2019-2020, data from Power BI

- As of 2019, CAASPP results – proficiency in literacy improved from 43.1% to 53.6% proficient.
- Students with Disabilities moved from the Red category to the Orange category on the California Dashboard. In 2018, SWD was 168.5 points below standard, and in 2019 SWD were 123.4 points below standards which is an improvement from the previous year.
- Hispanic students meeting or exceeding standards improved from 41.1% in 2017-2018 to 49.6% in 2018-2019
- Asian students meeting or exceeding standards improved from 46.6% in 2017-2018 to 69.1% in 2018-2019
- ELL students meeting or exceeding standards improved from 2.3% to 4.8%.

Key Factors:

- A new testing schedule was designed to support students. Students were tested in a longer block period in their respective Homerooms
- PLC work around selecting essential standards, creating CFA's, analyzing data to improve instruction
- Focused workaround SAT type questions which were created by analysis of released test questions
- Region literacy project with alignment to focused standards selected by region as well as the renewed focus on disciplinary literacy

i-Ready Math D2 proficiency - the percentage of students on/above

I-Ready Math D1 On Level

Our data for iReady lacks validity due to the pandemic. Less than 50% of our students took the diagnostic in the Fall of 2020. It was optional for secondary sites to administer the test; therefore, we do not have any data for 2021.

As of 2019-2020, data from Power BI

- As of 2019, CAASPP results – proficiency in mathematics improved by 5%, increasing from 11 to 16% proficient.
- Students with Disabilities remained in the Orange category on the California Dashboard. In 2018, SWD was 239.9 points below standard, and in 2019, SWD was 204.2 points below standards which is an improvement from the previous year.
- Hispanic students meeting or exceeding standards improved from 9% in 2017-2018 to 13.6% in 2018-2019

Key Factors:

- A new assessment schedule and atmosphere were provided. Students were pulled in to take tests in our large areas - gym, theater, etc. Junior level math teachers proctored the exam
- PLC work around selecting essential standards, creating CFA's, analyzing data to improve instruction
- Focused workaround IAB type questions
- Tutorials are offered before school, at lunch, and after school in subject-specific areas in Geometry and Algebra 2 classes but not frequently attended by students.
- Utilization of Big Ideas, Khan Academy, and various online resources

from the previous and still one of our lowest-performing groups

- ELL students meeting or exceeding standards improved from 2.3% to 4.8%. Although an improvement, our EL students are still one of our lowest-performing subgroups.
- SWD, although showed improvement from 2 to 4.9%, this group continue to be one of our lowest-performing subgroups

Key Factors

- Lack of access to data in a timely fashion - 8th-grade CAASPP scores and/or 8th, 9th, and 10th PSAT
- New Teachers were added to both the 10th and 11th-grade professional learning teams.
- After school tutorial attendance

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Our lowest performing subgroups in this area:

As of 2019-2020, data from Power BI

- 6.9% of our African-American students met or exceeded standards on math CAASPP, a 6% decline from the previous and still one of our lowest-performing groups
- SWD showed a modest gain from 2.6 to 2.9; however, this is still a low performing group

Key Factors:

- Lack of conceptual understanding
- Lack of training in various instructional strategies
- After school tutorial attendance

I-Ready ELA D1 On Level

Our data for iReady lacks validity due to the pandemic. Less than 50% of our students took the diagnostic in the Fall of 2020. It was optional for secondary sites to administer the test during the winter administration.

I-Ready Math D1 On Level

Our data for iReady lacks validity due to the pandemic. Less than 50% of our students took the diagnostic in the Fall of 2020. It was optional for secondary sites to administer the test during the winter administration.

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).

- Due to Covid19 restrictions and our students and staff required to quarantine throughout this school year, this had a detrimental impact on teacher development and the ability to meet the needs of our struggling students.
- We planned and budgeted better this year on travel for professional development. We will continue to fund travel for training and conferences as it has helped to increase student learning. As our PLC work has gained momentum, more requests for planning days have occurred. Due to staff shortages and the lack of substitute teachers were unable to provide planning days during the school day and had minimal professional learning opportunities this year.
- Our African American and EL students still rank as our lowest sub-groups in math and literacy proficiency. 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. We will provide funding to support the work of an African American Academic Acceleration (A4) mentor to support and monitor the progress of our African American students.
- To lessen the disproportionality and support our low-performing sub-groups, we will continue to support the work of our Culturally Responsive Teaching team and provide professional learning around cultural proficiency.
- Our AMD numbers have grown, and we continue to see the benefits of this program. We will continue to fund our AMD tutors, the AMD conference, and various program needs.
- Throughout the 2021-2022 school year and despite our adjustment to distance learning, our Region Literacy Project, which is intended to increase the rigor of literacy in all disciplines, has gained momentum, and we will continue to implement various professional learning around the understanding of literacy and instruction of literacy. We have onboarded all sites throughout the region to increase disciplinary literacy for all students in secondary grades. 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 will continue the use of Edgenuity as it was used as intended
- Our .4 FTE was not used, but it was absorbed and transferred to supplemental contracts to cover the needed fees for after-school credit recovery classes.

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 2022-23 SPSA.

- We continue to stay focused on our previous year's action items and goals. Throughout the various action items, the SWD support teacher will be embedded to support the various goals. We will also utilize online resources and tools, such as but not limited to Connected Classroom, iReady, Khan Academy, which will be used to support SEL skill development, enhance classroom engagement and improve academic success.
- We will also utilize online applications such as nearpod, edpuzzle, Turnitin.com, Desmos, and IABs to support academic success.
- Our Culturally responsive teaching team has been added in action four under goal 1, to learn and develop training for our teachers around being culturally proficient and responding accordingly. This is intended to support our low-performing subgroups and create a more inclusive and equitable environment for all students.
- We will continue the use of Edgenuity as it was used as intended

Step 4: Educational Partner Involvement. Share the data 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:

appreciated the availability of multiple tutorials additional support of PLUS teacher recognized and wondered if making a difference in scores

liked that through the growth in collaboration, teachers were beginning to standardize grading and expectations around student

2 ELAC:

ELAC members also noted a need for extended learning opportunities and appreciated the available tutorials.

ELAC also noted the need for a BIA and understood the need for substitutes for training, planning, and professional development for

3 Staff:

Shared concerns about tutorial sessions - lots of opportunities but do all kids know about the sessions (when and where) and are they being utilized.

AVID strategies and classes offered - great support

workload
please take into consideration the workload students may face when they are quarantined
social-emotional support for our students facing the pandemic anxiety

teachers and staff.

ELAC encourages BIA to attend core courses with the EL students to support as needed.

ELPAC is more rigorous and is now administered online, which is a new format

ELAC is excited to hear that we will no longer require an additional assessment for students to be reclassified

AP support

PLUS teachers support

SWD support

Need for more SEL for students which would improve learning

Appreciate that all students now are 1 to 1 with computers and that students' knowledge of using technology has increased throughout the distance learning model.

Action 1

Title: Proficiency in Literacy

[Action Details:](#)

Currently, our iReady data lacks validity as this is the first year of administering the test on our Sunnyside High School campus in the last two years. For the 2022-2023 school year, our goal is to increase 10% of those students on grade level from Diagnostic 1 to Diagnostic 3 on the iReady Reading portion of the exam.

Our most recent SBAC scores from the Spring of 2019 indicated 53% of our juniors met or exceeded standards on the assessment's ELA portion. In June 2023, our goal is that 60% of our juniors will meet or exceed standards on the ELA portion of the SBAC.

Sunnyside High School will continue the work of building a comprehensive school-wide literacy, Regional Literacy Program (RLP), across all subject areas that will work to support grade-level literacy and ELD standards. Achievement will be measured on the iReady diagnostic by grade level, on the ELA SBAC, and English EAP. This program will support all students by promoting differentiated instruction to ensure that students scoring below California state literacy standards will meet or exceed grade-level standards. Support will also be provided for enrichment to students who meet or exceed standards through grade-level PLT teams. Instruction will be delivered using school-wide AMD strategies, and the RILT will work to decrease the percentage of students needing remedial English coursework at the freshman college level. An English PLUS teacher will support our 9th-grade PLT with intervention, lesson design, CFA's, and other curriculum and/or technology support. 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 (teacher contracts provided as needed). During the 2021-2023 school year, a computer lab assistant will address the technology needs of students and teachers throughout the year as many content areas utilize the computers for a variety of writing & research projects. The lab assistant will also support technology needs during the administration of ELA SBAC and district interim assessments in iReady.

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, ELA SBAC, and AP results
- analyze student tasks, common formative and summative assessments to inform and direct instruction
- use of digital assessment literacy through the iReady platform and google classroom that is accessible through teacher and site reports
- conduct goal setting and chats with students before each test administration
- PLTs will analyze results from CFAs using a data protocol created by the team to make instructional decisions based upon 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.

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 upon 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.

VP's will:

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

Instructional Coach will:

- identify 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

Computer Lab Assistant will:

- monitor and maintain laptops updated
- support students and teachers with technology throughout the year and during the administrations of district interim assessments and SBAC

SWD Support Teacher

- Support teachers in providing scaffolding strategies and best first teaching practices to support SWD students
- monitors progress of SWD students & supports in planning a response to intervention (RTI)
- support in the development of accommodations or modifications as needed to support all SWD.

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 provided as needed)

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.

- Students will use technology equipment and supplemental materials to enhance learning and monitor progress. Computer Lab Assistant will support student 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, and iReady tools as resources to support student learning.
- Students will have access to tutorial support through our 21st Century Grant After School program and tutor.com

Specify enhanced services for EL students:

- Students will be provided support via PD on designated and integrated ELD.
- EL Tutorials will be provided to support students in their literacy skills and awareness of the ELASBAC and Interim significance/structure.
- EL Support teacher will monitor EL students for D's and F's and assist in identifying the learning barrier. EL Support teacher will provide teacher support in scaffolding lessons aligned with ELD CCSS. Tutorial labs are available for all students.
- expand Pre-AP mentoring to include EL/RFEP students

Specify enhanced services for low-performing student groups:

- Students all have a laptop provided by FUSD to access online tools to help with school work through Springboard, Khan Academy, Google Classroom, and Teams. Hotspots will be provided for our students of need.
- Teachers and Plus teachers will support low-performing students by calling parents and providing tutorial information to parents and students.
- Plus teachers will support low-performing students by providing small group instruction students 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 AC meetings to gain further understanding of literacy skills and align rigor. Co-teachers will also be given opportunities for PL around literacy standards
- The school site CORE team (counselor, VP, and teachers) will work to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify the next steps to accelerate progress for our 9th-grade students.
- School site CORE team will monitor and support their sub-groups based upon findings through improvement science

Action 2

Title: Proficiency in Mathematics

Action Details:

Currently, our iReady data lacks validity as this is the first year of administering the test at Sunnyside High School in the last two years. For the 2022-2023 school year, our goal is to increase 10% of those students on grade level from Diagnostic 1 to Diagnostic 3 on the iReady Math portion of the exam.

Our most recent SBAC scores from the Spring of 2019 indicated 16% of our juniors met or exceeded standards on the mathematics portion of the SBAC. By June 2023, 23% of the juniors will meet or exceed standards on the mathematics portion of the SBAC.

Sunnyside High School will implement strategic mathematical supports for all students 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 address focus, coherence, and rigor in all math levels. Teachers will engage in professional learning and collaboration in their PLT's centered on common formative assessments, performance-based tasks, and responses to intervention. Students will be supported by PLUS teachers 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. During the 2022-2023 school year, a computer lab assistant will address the technology needs of students and teachers throughout the year as many math classes utilize the online component of Big Ideas, Desmos, and Khan Academy. Our SWD support teacher will monitor and support SDC and co-taught classroom instruction by providing strategies and resources.

| | | | |
|---|---|--|---|
| Reasoning for using this action: | <input checked="" type="checkbox"/> Strong Evidence | <input type="checkbox"/> Moderate Evidence | <input type="checkbox"/> 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

Math Teachers / Math Leads

- Monitor results on all math Interim Assessments, including iReady, CAASPP, and Interim Assessments (IABs) for 9th, 10th, and 11th-grade students.
- PLT will set SMART goals around assessment results and assist students in doing the same.
- Use of district math adopted curriculum and materials and iReady and CAASPP IAB questions to develop common formative and summative assessments.
- Data analysis of student work using common formative and summative assessments to inform instruction
- Use of digital assessment literacy through the iReady, CAASPP platform, Desmos, and Big Ideas Math Curriculum will be taught.
- Use of various online tools, including but not limited to Khan Academy, Google classroom, Quizlet Live, Desmos, etc., to assist teachers in monitoring student growth and encourage students to self-monitor their progress.
- Will embed the eight mathematical practices into lessons that best align with the focus standards of the region literacy project.
- Algebra teachers will implement Math Lesson Design strategies to increase math literacy and design interventions.

Math VP

- Attend PLT meetings to best support teachers and monitor student progress through Atlas and various assessments
- Support math teachers with various strategies to improve math instruction and build math literacy

Instructional Coach will:

- identify needs of students based on Interim Assessments from iReady, SBAC, and AP results will support all teachers in the planning and implementation of literacy building strategies/lessons

SWD Support Teacher

- Support teachers in providing scaffolding strategies and best first teaching practices to support SWD
- monitors the progress of SWD & supports in planning a response to intervention (RTI)

Computer Lab Assistant will:

- monitor and maintain mobile computer carts
- support students and teachers with technology throughout the year and during the administrations of district interim Assessments and SBAC

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

- 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 will have the opportunity to master the content through good first instruction aligned with rigorous pre-established assessments repair 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 check out in the library to support learning in all math classes, including Algebra 2, Accelerated Alg2, Trig, AP Stats, and AP Calc.
- Students will access tutorial support through our 21st Century Grant After School program and tutor.com.

Specify enhanced services for EL students:

- Teachers will support EL students individually and in small groups during math tutorials before and after

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.

Specify enhanced services for low-performing student groups:

- Teachers and PLUS teachers will support low-performing students by calling parents and providing tutorial

school.

- EL support teacher will monitor EL students with D's or F's and observe them within the classroom to determine if language may be an issue, if further tutorial is necessary, or if teacher support is needed. Tutorial labs are available for all students.
- BIA will support math classes as determined by our student needs.

information to parents and students.

- 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 support intervention structures that allow students more opportunities to learn missed concepts or skills.
- 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 math content PLC 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 to learn together using an inclusive, improvement science model. They will be responsible for monitoring SPSA actions and outcomes and identifying the next 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.
- Algebra 1 teachers will implement MLD strategies to improve first instruction. The lesson will incorporate opportunities for students to hold discussions and build consensus.

Action 3

Title: Comprehensive Academic Support

[Action Details:](#)

As of March 2021, 68% of students had at least one D or F. By June 2023. Our goal is to have 60% of students have only one D or F on their report cards. As of March 2021, 79% of African American students have one D or F. Currently, 68% of our African Americans have at least one D or an F. Our goal is to improve this D and F rate by 5%.

Currently, our graduation rate is at 93%, but only 68% of our students with disabilities (SWD) are on track to graduation. By June of 2023, our graduation rate will improve to 94%, and 70% of our SWD will graduate with a diploma.

Sunnyside High School will provide a comprehensive academic support program for students of all grade levels to increase the percentage of all students earning C's or better in all classes, which will 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 supports and academic supports 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, either as PLT Teams or Pathway Teams, will offer a variety of academic supports, including tutorial opportunities, within their specific content areas, for students before school, at lunch, and/or after school. Various content PLT's will also use deployment as a strategy to support student learning needs based on CFA data. An African American Academic Acceleration (A4) Progress Monitor will provide additional SEL and academic supports for our African American students. Our SWD support teacher will also monitor SWD graduation progress and build necessary supports for SWD to remain on the diploma track where appropriate. Additional opportunities for credit recovery will be provided throughout the year, including after school and during holiday breaks. To support students with the organization and management of their academics, each student will be provided a student planner.

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. Peer helpers will support student learning in classrooms and after school. These efforts will support struggling students as they work to complete all their courses with a C or higher, thus promoting college and career readiness. Tutorials will be announced and promoted via the school website, Peachjar fliers/newsletter, social media, Wildcat broadcast, and school messenger announcements.

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](#)

VP's will:

- pull D/F data during every grading period: progress report, quarterly

Owner(s):

VPs

Teachers

Timeline:

Ongoing

quarterly

- have to follow up conversations with students and teachers regarding grade trends

Counselors

AMD weekly grade checks

Content Teachers providing Tutorials will:

AMD teachers and coordinator

- monitor progress of students who attend content tutorials, identify students' specific needs through teacher checks for understanding and PLT team CFA's
- will track student attendance in content area tutorials
- encourage the use of student planners.

Counselors will:

- inform students and parents about tutorials available when speaking to them about academic supports available on campus
- encourage students to utilize our after school program and their planners

AMD Teachers/Coordinator will:

- continue to closely 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, quarterly
- run grade reports by pathway and share data with pathway teachers and admin team
- encourage pathway teachers to attend AMD training

Pathway Teachers will

- monitor their student's academic progress
- 9th grade CTE teachers will implement AMD 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
- runs workshops for parent nights
- welcomes and monitors new enrollees
- holds 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

.4 FTE - additional sections to help students complete A-G requirements

African American Academic Acceleration (A4) Progress Monitor

- Monitor academic progress quarterly of our African America students
- Provide support to 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, Lindsey, Lindsey, and Terrell.

School Program Assistant

- will assist with travel arrangements, conferences, sub day requests for PD on AMD strategies, PLC process and RTI
- assists with orders/purchases, vendor apps assist with RQS, SRQs, and PO
- utilize Peachjar and newsletters to inform parents of tutorials, parent nights, etc

SWD TSA

- will coordinate SSTs and 504s to support academic success

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

- Differentiated instruction based on results of assignments and/or assessments. Lessons may include front-loading strategies, re-engagement, re-teaching, or enrichment strategies. Aligned curriculum that vertically articulates and assesses progress uniformly.
- Coherency surrounding the expectations regarding Sunnyside's school-wide learning outcomes culturally consistent classrooms that foster engagement and support student-centered learning. Student bilingual mentors and AP ambassadors to push in to support in content areas.
- Online resources and tools, such as but not limited to Connected Classroom, iReady, Nearpod, Desmos, etc., will be used to 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 teacher, impacting academic success.
- 1.0 FTE Para Lab Assistant

Specify enhanced services for EL students:

- EL students will be provided with the opportunity to attend content tutorials and/or EL Tutorials.
- EL students will work with bilingual peer-assistants during the tutorial.
- EL students will use their agendas to monitor their progress and their tutorial appointments.
- EL students will have support through BIA's

Specify enhanced services for low-performing student groups:

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

Action 4

Title: English Learner Support

Action Details:

Due to the pandemic, our EL reclassification rate in June of 2021 was only 3%. Our goal is that by June 2023, the percentage of Long Term English Learners (LTELs) who will be reclassified will increase by 5%.

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 2021-2022 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 (LTEL's). The EL Coordinator will provide interventions to LTEL based on the EL Reclassification Goal Setting tool and teacher observations, provide EL Tutorials (raise awareness on criteria- ELPAC cut points, provide literacy and academic intervention) with targeted groups of 9th-grade students at the beginning of the school year and throughout. An EL Summer Program will also be provided for LTEL's students (provide academic and literacy support and intervention, raise awareness on Reclassification criteria- ELPAC cutoff points). Student incentives will be provided with the intent

of increasing the Reclassification rate. The EL Coordinator will also be responsible for RFEP monitoring and documentation. Staff Professional Learning 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 (integrated and designated), and EL data to inform instruction. Our EL Coordinator will also work with the Region Literacy Team to create a region-wide focus on K-12 literacy standards to build awareness and cohesion, which will 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:

EL VP

ongoing

EL Support Teacher

Quarterly

- 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 on 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 best support incoming 9th grade EL students
- 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 AC's to ensure the inclusion of EL standards
- Increase EL involvement in Goal 2 activities.

EL Coordinator will analyze and develop a strategic plan to support LTEL students based on the following:

- ELPAC results
- ELACAASPP
- 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, where they will receive literacy and academic support and increase 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.

BIA Support

1.0 FTE EL TSA Support

[Specify enhanced services for EL students:](#)

EL students will be provided with the opportunity to attend content tutorials and/or EL Tutorials.

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

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

[Specify enhanced services for low-performing student groups:](#)

This action item focuses on support for our EL, LTEL, and R-FEP student.

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

2022-2023 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 | | | Teacher Supplemental Contracts, lead teachers, AVID planning **No IEPs** | 43,331.00 |
| G1A1 | Title 1 Basic | Instruction | Oth Cls-Supp | | | Classified AVID Tutors | 71,941.00 |
| G1A1 | Title 1 Basic | Instruction | Mat & Supp | | | Material and supplies **No food or incentives** | 1,175.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | Material and Supplies | 82,872.00 |
| G1A3 | Title 1 Basic | Instruction | Bks & Ref | | | Turnitin.com, Edgenuity, assessment license | 25,000.00 |
| G1A3 | Title 1 Basic | Instruction | Travel | | | Avid Institute-Travel | 30,000.00 |
| G1A3 | Title 1 Basic | Instruction | Cons Svc/Oth | | | AVID Center : AVID CENTER: AVID Membership | 4,500.00 |
| G1A3 | Title 1 Basic | Attendance & Social Work Service | Cls Sup-Reg | Liaison, Home/School Spanish | 1.0000 | Translation for parent meetings, home visits, and parent connection (no translation for mandatory items such as IEPs and ELAC) | 79,943.00 |
| G1A3 | Sup & Conc | Instruction | Teacher-Regu | Teacher, Senior High | 1.0000 | Students with disabilities instructional support | 131,370.00 |
| G1A3 | Sup & Conc | Instruction | Teacher-Regu | Teacher, Senior High | 0.4000 | Additional class period. Supports all Goal 1 actions | 36,011.00 |
| G1A3 | Sup & Conc | Instruction | Ins Aide-Sup | | | Classified support supplemental | 13,080.00 |
| G1A3 | Sup & Conc | Instruction | Mat & Supp | | | : Material and Supplies | 196,400.00 |
| G1A3 | Sup & Conc | Instruction | Nc-Equipment | | | Technology and furniture | 8,179.00 |
| G1A3 | Sup & Conc | Instructional Library, Media & Tech | Cls Sup-Reg | Paraprof, Computer Lab Asst II | 1.0000 | Computer Lab assistant | 72,949.00 |
| G1A3 | Sup & Conc | Attendance & Social Work Service | Cls Sup-Ext | | | Classified Extra Time | 6,282.00 |
| G1A3 | One-time School | Instruction | Nc-Equipment | | | : technology and furniture | 101,821.00 |
| G1A4 | Sup & Conc | Instruction | Ins Aide-Reg | Paraprof, Bilingual Spanish | 0.4300 | | 29,534.00 |
| G1A4 | LCFF: EL | Instruction | Teacher-Regu | Teacher, Spec Assgn | 1.0000 | EL Support | 144,144.00 |
| G1A4 | LCFF: EL | Instruction | Ins Aide-Reg | Paraprof, Bilingual Spanish | 0.3200 | | 21,979.00 |
| G1A4 | LCFF: EL | Parent Participation | Direct-Food | | | Direct-Food Services | 341.00 |

\$1,100,852.00

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 | ✓ | | 73.47 % | 2021-2022 | 75.57 % |
| Graduation Rate | ✓ | | 93.15 % | 2020-2021 | 95.25 % |

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 the Fall of 2021, 73.5% of students reported a favorable response to student-centered and real-world learning experiences. Our goal is to increase to 75.6% by the June of 2023.

Key Factors:

- Social distancing and the covid requirements keep students and staff from project-based learning and implementing activities that require closer distance.
- Required resources for developing lessons that are student-centered and connections to real-world situations.

Graduation Rate

In 2020-2021 our graduation rate was 93.15%. Our goal is to increase that number to 95.25% by June 2023. We currently have 78% of our seniors on track for graduation and 13.2% who are pending waiver approvals.

Key Factor:

- Pandemic year resulting in learning gaps
- Students overwhelmed by the course work after being quarantined
- Longer class sessions and the lack of structures for the last two years.

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

Our lower-performing subgroup:

Graduation Rate

Currently, 43.5% of our African American students are off track for graduation, and 72% of our SWD are off-track for graduation.

Key Factors:

- Pathway course elective is chosen over AP course
- Dual enrollment course offerings
- Low enrollment of African American students in our AMD programs as well which provides students additional support in taking AP courses as part of the AMD program
- SWD – lack of Understanding of and knowledge of CTE offerings
- Availability of room in their schedule

Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain

Due to a lack of survey information, we cannot identify the subgroups for this indicator.

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 provide students opportunities to return on their graduation pathway. We will continue to promote and train staff on Avid strategies to implement in all courses regardless of content. Promote equality among all PLC and encourage content areas to collaborate as they face challenges against the pandemic learning gaps and 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.

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 2022-23 SPSA.

We will continue to include AMD training for our CTE teachers and have them implement AMD strategies into their pathway courses for next year. We will also support CTE teachers in implementing more rigorous literacy lessons into the content areas. In addition, we will support our growing AP Ambassadors program, which is a mentorship program designed to utilize our current AP students who have had success with improving student outcomes. We will also utilize online resources and tools, such as but not limited to Connected Classroom, iReady will be used to support SEL skill development, enhance classroom engagement and improve academic success. Professional learning around connection and engagement will be added as part of our travel budget in 7090.

Step 4: Educational Partner Involvement. Share the data 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:

SSC input/questions:

- are all activities included in the participation rate; dances, attendance to games, art classes, folkloric, etc.?
- How do we improve in marketing activities and events to parents?
- What supports are there for understanding all the info in Atlas? What are strides?
- wondered why the decline in enrollment in Linked learning declined enrollment in CTE classes in 9th and 12th grade
- How do AMD strategies support students in CTE courses

2 ELAC:

- Provide parent training on clubs available (many parents feel that students are not involved with after-school activities because they are unaware of supervision.)
- Work on magnet programs and clubs that will accept groups of EL students (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.

3 Staff:

Staff input/questions:

- 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 would like more marketing of music, arts, and activities and more funding for personnel
- notice SWD that are in a pathway most are in Agriscience
- We noticed overall CTE enrollment has increased, but 9th-grade enrollment declined.

Action 1

Title: Career Readiness

Action Details:

In 2020-2021 our graduation rate was 93.15%. Our goal is to increase that number to 95.25% by June 2023. We currently have 78% of our seniors on track for graduation and 13.2% who are pending waiver approvals.

Sunnyside High School recognizes the importance of preparing and supporting students to be A-G college and career ready to provide the widest array of post-secondary options upon graduation. With the California Dashboard College/Career Indicators such as CTE, SBAC, Dual Enrollment, AP, A-G Coursework, and State Seal of Bi-literacy, we will utilize those metrics to set and monitor all the targets. With a combination of various teachers (including SPED)

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 to increase awareness of various careers within our current pathways and academies. Career fairs and visits to industry partners will be included throughout the year to increase awareness, participation, and engagement for and by students. 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. To support our SWD population, we will continue to review our master schedule development and our marketing of CTE pathways to ensure multiple opportunities for selecting CTE electives.

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:

Career Technical Education (CTE) Coordinator

Pathway coordinator

ongoing

- 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 Special Ed teachers and FUSD Equity and Access department to increase Students with Special Needs in CTE courses
- maintain Speaker (SPARC) series on Teams live to bring more awareness of various industries to our school and region

Pathway & CTE Teachers

weekly

VPs

monthly

Counselors

quarterly

Job Developer

All Teachers

CTE Teachers, Linked Learning Teams, and AMD 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 AMD 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 AMD organization strategies
- show weekly broadcast 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, from CTE to AMD, offered at Sunnyside High School.
- Inform students and parents about various academic supports on campus, particularly available tutorials
- Help students explore and plan various career and postsecondary options.

Job Developer

- Track field trip and work-based learning experiences for all students in ATLAS
- Promote internships, job shadow, scholarships, and employment opportunities to all students.
- Identify more community business partners for employment and internships.
- Prepare students for job interviews, portfolio review, 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.

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 be responsible to monitor SPSA actions and outcomes and identify the next steps to accelerate progress for our 9th-grade students.
- 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

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

- Coordinators, teachers, and counselors collaborate with Special Education teachers and students in incorporating them into all college and career readiness opportunities, particularly with CTE and AMD courses.
- Job Developer will communicate field trips and work-based learning opportunities to them.
- CTE teachers trained in AMD strategies

Action 2

Title: College Readiness

Action Details:

Per Power BI data, our current AP enrollment is 22% of our student body enrolled in at least one AP course. By August of 2022, the percentage of students enrolled in an AP course will be 34% and remain steady throughout the year. Currently, 2.6% of our African American students are enrolled in one AP course. By August 2022, our enrollment of African American students in one AP course will increase by 5%.

Sunnyside High School will increase the number of students who demonstrate 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 Advanced Coursework Instructional Coordinator, the AMD 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 by 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 AMD student's completion of AMD 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 work together 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 to strategically guide students through pre-registration, college application, 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.
- Promote Khan Academy as a resource for SAT prep.
- Will work with and communicate with students about academic options to keep them on the A-G track for college, including the options of credit recovery courses in Edgenuity.

Teachers:

- ACs will work together to support and prepare college and career-ready graduates by implementing instructional strategies that address our school-wide Learner Outcomes.
- Implement IABs as common formative assessments to familiarize students with CAASPP testing
- Teachers will hold academic planning conversations, and binder checks will occur in Homeroom to promote the college and career readiness culture.
- promote Khan Academy as a resource for SAT prep for students
- utilize Khan Academy and College Board materials to support student learning

CTE Coordinator will:

- assist in Dual Enrollment course recruiting.
- promote Khan Academy as a resource for SAT prep for students

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 AVID strategies to support rigorous coursework in the elective classes.
- Facilitate training in AVID strategies for staff in all content areas.
- Present to incoming 8th-grade students to increase enrollment in AVID.
- promote Khan Academy as a resource for SAT prep for students

Owner(s):

- VPs
- Counselors
- AMD Coordinator
- AP Instructional Coordinator
- Teachers
- SAT Prep Teachers
- Students

Timeline:

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

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.
- promote Khan Academy as a resource for SAT prep for students

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 be responsible for monitoring SPSA actions and outcomes and identifying the next steps to accelerate progress for our 9th-grade students.
- 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 supporting all students
- Will train staff on various interventions to support all students using the book Culturally Proficient Instruction by Nuri-Robins, Lindsey, Lindsey, and Terrell.

Schoolwide Opportunities

- increase or sustain the number of A-G courses offered through the master schedule.
- Increase or sustain Dual Enrollment courses offered in the master schedule.

VP/Counselor:

- ensure computers and technology needs are addressed.
- Attend Khan Academy and College Board training.
- promote Khan Academy as a resource for SAT prep for student

Students:

- maintain an organized binder.
- Utilize provided student agenda.
- Attend tutorials when needed.
- utilize Khan Academy to improve skills

[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, student individual conferences, grade-level presentations conducted by counselors in classes throughout the year.
- Summer-bridge opportunities for students to strengthen their college preparedness.
- Summer school and Winter Session courses will be offered for A-G credit maintenance.
- Students will be provided instruction on navigating Khan Academy and College Board websites. They will become familiar with the variety of resources on Khan Academy and the SAT structure.
- School-wide through homeroom, all students will be instructed in AMD strategies. Binder checks and student self-recorded A-G completion charts will be monitored throughout the year.
- AP mentors, current AP students, will be utilized to support new, targeted, or struggling AP students.

- AP supplemental material will be available for each AP course
- Graphing calculators will be available for student check out at the library
- Edgenuity-credit/course recovery and support.

Specify enhanced services for EL students:

- Designated ELD teachers will continue to work closely with students, parents, and counselors in identifying the best A-G plan for each newcomer.
- Teachers, AMD coordinators, and EL Specialists will directly support the needs of EL students.
- EL Support Teacher will monitor A-G requirements and offer assistance to those not meeting them (i.e., offer a tutorial, scaffold lessons, teacher support, social-emotional supports, language comprehension evaluations.)
- EL students will have the support of the EL Specialist and will be invited to attend SAT Prep Sessions. Academic Counselors, SAP counselors, School psychologists, and our Re-engagement Center will provide support as needed.

Specify enhanced services for low-performing student groups:

- Identify subgroups within SPED for targeted intervention and enrichment (i.e., AP mentoring program, AMD, tutorial support.)
- Expand Pre-AP mentoring to include EL/RFEP students
- Support Teacher will directly support the needs of African-American students. Will monitor A-G requirements & C or better rates and offer assistance to those not meeting them (i.e., offer a tutorial, teacher support, social-emotional support, parent contact, and other support as needed.)

2022-2023 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 | Sup & Conc | Instruction | Fuel | | | Fuel for CTE and DA van | 2,000.00 |
| G2A2 | Title 1 Basic | Instruction | Direct Trans | | | Transportation-College visit and industry experience | 7,907.00 |
| G2A2 | Sup & Conc | Instruction | Direct Trans | | | Field trip transportation | 14,500.00 |
| G2A2 | One-time School | Instruction | Teacher-Supp | | | Teacher supplemental contracts | 80,471.00 |

\$104,878.00

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 | ✓ | | 45.11 % | 2021-2022 | 40.51 % |
| Suspension Rate - Semester 1 | ✓ | | 4.72 % | 2021-2022 | 3.39 % |

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

As of 2021-2022 per Power BI:

- In 2020-2021, 10.7% of our students were chronically absent. Currently, 18% of our students are severely chronically absent, which shows an increase in the number of students severely chronically absent

Key Factors

- We required students to quarantine for several days during the pandemic school year.
- Athletes required weekly testing causing multiple students to quarantine.
- Classroom closures
- Minimal staffing district-wide affects available Advocates and Teaching Fellows.
- We need to recruit and re-establish our Advocates and Teaching Fellows.
- Coordination of communication and information between attendance clerks, counselors, and home school liaison.
- Other than advocates, we don't have much support in place. Need to identify resources through SSW and/or project access

Suspensions Per 100

As of 2021-2022, per Power BI:

- Last year we had a suspension rate of .06 suspension per 100 students. Currently, we have 7.74 suspensions per 100 students.
- Last year, African American students were suspended at 0.53 per 100 students. Currently, the suspension rate for our African American students is at 20.4 per 100 students.
- Last year, SWD were suspended at a rate of 0 per 100 students. Currently, the suspension rate 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

Our lowest performing subgroups in this area:

As of 2021-2022 per Power BI:

- 38.8% of our African American students are chronically absent
- 29.6% of SWD are chronically absent
- 43.8% of Homeless students are chronically absent

Key Factors:

- For our African Americans and SWD, the percent increase may have been affected by Covid.
- The percent decreased for our homeless students due to returning to in-person instruction and students connecting with our campus and staff.
- Need to increase Cultural Responsive Training and Professional Learning
- Disproportionate in disciplinary consequences (Suspensions and expulsions)
- Lack of community support for African American (AA) parents and students
- Lack of PL in the areas of language re: AA and LGBTQIA+

Suspensions Per 100

Our lowest performing subgroups in this area:

As of 2021-2022, per Power BI:

- 2020-2021 data indicates 0.53 suspensions per 100 students of African American students. The suspension rate dropped dramatically due to distant learning. Despite the decrease, our African American students are still disproportionately suspended.

our SWD is at 25 per 100 students.

Key Factors:

- Due to the pandemic students lacking structure, longer class sessions, and still living through the various Covid restrictions, students forgot expectations and normal behavior requirements during school hours.
- Our Restorative Practices team spoke to all students in conflict and created an environment with students being proactive rather than reactive. The RP center was a safe space.
- The use of our RCA to support African American students and LGBTQ youth has helped to reach more students to create a safe, inclusive environment. We have also added enrollment meetings and check-ins for newly enrolled throughout the school year.
- EQ Learning Academy was established in January 2020 as an alternative to suspensions for ED code violations 48900 c, f, h, i, j, or k.

- 2020-2021 data indicates 0 suspensions per 100 students of SWD. Again, this number reflects the fact that all students were distant learning. Despite the decrease, our SWD students are still disproportionately suspended

Key Factors:

- Last year's data indicators are reflective of distant learning.
- Need to increase Cultural Responsive Training and Professional Learning
- Disproportionate in disciplinary consequences (Suspensions and expulsions)
- Lack of community support for African American (AA) parents and students

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 the use of an RCA to support all students. We will also continue to utilize 4 Advocates to support our chronically absent students as that percentage has dramatically increased. We will also add support for 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 will be readily available in the upcoming school year.

The suspension rate and chronic absenteeism significantly dropped last school year for being in a 100% distance learning format. As we have returned to in-person learning, these indicators have increased. Students will soon learn to adapt once again, and we will see these indicators return to normal soon. We will continue to identify strategies to best support our students 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 2022-23 SPSA.

We continue to stay focused on the action items and goals from our previous year since our data is skewed due to the pandemic and the fact that we are learning how to be back to in-person. We will also utilize online resources and tools, such as but not limited to Connected Classroom, iReady will be used 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 our African American students to participate in our dual enrollment courses to connect and create a positive learning environment.

Step 4: Educational Partner Involvement. Share the data 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:

- AS of 2020-2021 suspensions seemed to have declined, due to 100% distance learning but the disproportion of

2 ELAC:

- EL TSA monitors EL D's and F's and reaches out to students for the tutorial as well as monitors for apathetic behavior

3 Staff:

- African American student's chronic absenteeism and truancy is significantly higher than other ethnic groups

African American and SWD suspended remains

- Truancy and absences for SWD and African American have increased due to quarantine and remains our lowest-performing subgroup.
- Consider that students are being quarantined and students are overwhelmed with the amount of work needed to catch up.

which may warrant follow-up with the RP team.

- Teaching Fellows and HSL will follow up with phone calls home to EL students' parents regarding D's and F's
- Award students who have been RFEP'd with a pin to wear on their stole at graduation as a symbol of accomplishment.
- Broaden the application process for the paid mentor program. Include interviews and resume practice for the application process.
- Shared the need for more Social-Emotional learning support for students

- Establishing a system to reduce the number of students in the hallways, to message students the importance of being in class on time, and improve attendance.
- ACTION ITEM: Summer Bridge Pilot for students who are transitioning from the ELD classroom to Eng.1 – will provide an overview of the curriculum to be used especially focusing on academic vocabulary, writing structures, and where to find resources. NECESSITY: Many teachers have expressed concern for EL students making this transition. They state that it takes the EL students longer to process the unit structure of the new curriculum.
- recognized the work of our RCA and connections made with students
- The RP team and some teachers have reached out to use the circle process to repair relationships with students

Action 1

Title: Chronic Absenteeism

Action Details:

Currently, 27% of our students are considered chronically absent per Power BI. Students have returned to in-person learning, and Covid has impacted their absenteeism. By June 2023, the percentage of students who are considered chronically absent will decrease by 2.6%.

Sunnyside High School will continue to focus on how to address absenteeism strategically. During the 2022-2023 academic school year, Sunnyside High will implement a multi-tiered system of interventions for attendance, including providing four part-time positions, "Advocates," one for each University Office to support the needs of all students. Interventions including the social workers (Project Access and school site) will be strategically designed for those identified as chronically absent. Sunnyside will also continue the monthly attendance parent meetings that provide parents and students with information regarding attendance and strategies to support the improvement of attendance and the resources available. Our advocates will focus on our SWD and African American population and work towards improving student attendance. Sunnyside will encourage participation in and monitor student engagement in arts, activities, athletics, and dual enrollment courses. We believe if students are involved in extracurricular and co-curricular activities, it will improve attendance. We will encourage and provide opportunities for our chronically absent students to get involved in arts, athletics, and activities to build connections to the school. Our school program assistant for athletics and activities will support connecting 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 Attendance Team (VP, Advocate, and Counselors, Attendance Clerk in each University Office, Home School Liaison, and Resource Counseling Assistant) measuring the following data points:

- Weekly ADA rates
- Students who have been identified as Habitually Truant or Chronically Absent.
- Students who have been identified as severely chronically absent are in the midst of the SARB process.

Home School Liaison and RCA:

- provide weekly parent meetings about various programs and resources
- conduct home visits as needed

Teaching Fellows as Advocates will:

- 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-emotional
- work with teachers, VP's, counselors, and parents regarding students on their caseload.
- Document attendance, academic and social-emotional interventions including parent conferences, home visits, and resources provided
- notify teachers of those students they are working with.
- collaborate with RP Team weekly to check in regards caseloads and supports for students

Social Worker and Project Access Social Worker

- will collaborate with the Restorative practices team, psychologist, administration, and university offices to identify students for social-emotional needs and interventions to increase attendance
- document social-emotional supports and individual plans for students
- meet with students who through the referral process to provide intake assessment on chronic absenteeism

Counselors, Teachers

- monitor academic progress
- share knowledge of the variety of elective course offerings

Coaches/Club Sponsors:

- will promote student participation in sports and clubs via personal conversations with students
- enter Student Engagement Data for their respective club or sport in Atlas
- roster and four events (club meetings count) will be entered for each club by 10/31 and 8 events by the first semester
- will promote activities, Music, Art, Drama, and athletic involvement opportunities via broadcast, website, school

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

Owner(s):

Principal
RP Counselor & SEL Team
Teaching Fellows as "Advocates"
Attendance clerks in each University Office
Home School Liaison & Resource Counseling Assistant
School Program Assistant to Athletics/Activities

Timeline:

ongoing
daily
weekly

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

- Students will receive ongoing notifications of their attendance.
- Students will meet with their assigned advocate to discuss various resources and strategies.
- Students will attend Attendance Parent Meetings.
- Students will be encouraged to participate and informed of all extra and co-curricular opportunities to be involved in improving connections to the school.

Specify enhanced services for EL students:

- 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 "Advocates" to communicate with parents regarding attendance. Re-engagement Center will work with "Advocates" to communicate with parents and guardians of our economically disadvantaged and foster students

Specify enhanced services for low-performing student groups:

- SWD Support teacher will monitor the attendance and academic progress of SWD.
- Advocates will check in with those SWD who are chronically absent
- HSL will make home visits as needed

Action 2

Title: Relationship Centered Support - SEL

Action Details:

Due to the return of in-person instruction, our suspension rate has dramatically increased to 4.72%. In 2020-2021 we had a suspension rate of 0.06 per 100 students. Utilizing the 2020-2021 data, our goal is to reduce the rate of suspensions by 1.3%.

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 supports school-wide developed by the Sunnyside C/C Team. Our Tier 2 and Tier 3 supports will include targeted interventions emphasizing mediating behavior and rebuilding the learning process. Teachers will engage in professional learning around areas of levels of misbehaviors, cultural awareness, and the referral process to best support social-emotional competencies in the classrooms. 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 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 to encourage participation in and monitor student engagement in arts, activities, and athletics to build connections and a sense of importance for our students. 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 arts activities. We will also increase communication to families and staff of the many offerings available.

| | | | |
|---|--|---|---|
| Reasoning for using this action: | <input type="checkbox"/> Strong Evidence | <input checked="" type="checkbox"/> Moderate Evidence | <input type="checkbox"/> 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 (behavior, dress code, etc.) as developed by the Sunnyside Climate and Culture team

Resource Counseling Assistant

Owner(s):

Teachers

Restorative Team (Counselor, teacher, RCA)

VPs

Social Workers

Psychologist

Therapist

Nurse

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

- will meet with new students weekly to provide connections assessments for any school supports and resources
- will support students regarding conflict and behavioral concerns with circle process and agreements
- will collaborate with RP teacher and counselor to assure all students who are referred are being met through the team
- will support the administration team regarding students who need additional support and connection
- Will support students with one or more misbehaviors
- Will support EQL on Saturdays

VP's:

- will refer students to a Restorative Practice Counselor and Teacher or School Social Worker based on the situation.
- 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 supports to students on ATLAS.

Social Worker, Psychologist, Therapists, Nurse, Counselors:

- will be present in August 2020 Buyback regarding social-emotional supports and services available and the referral process.
- 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.
- Will present in August 2020 Buyback and at staff meetings regarding school-wide policies throughout the year.

Culturally Responsive 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, Lindsey, Lindsey, and Terrell.

School Program Assistant:

- will support the structures put in place by the CCT by creating passes, fliers, and/or posters to support policies that promote inclusion, equity, and fairness for all
- assists with orders/purchases, vendor apps assist with RQS, SRQs, and POs

Campus Culture Director and Athletic Director:

- enter and monitor Goal 2/Student Involvement Data regularly
- connect non-engaged students to areas of interest
- CCD & AD meet weekly with VP to review events and coordinate for the week
- work with teams/clubs to plan, promote and support events with our regional schools.
- CCD to 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

Counselors

Climate & Culture Team

Culturally Responsive Team

Custodial and Office Staff

School Program Assistant to Athletics/Activities

- 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
- roster and four events (club meetings count) will be entered for each club by 10/31 and 8 events by the first semester
- will promote activities, Music, Art, Drama, and athletic involvement opportunities via broadcast, website, school messenger, 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
- Playbook education lessons (from Panorama Education website)
- Additional staff positions will be utilized to focus on LGBTQIA+ and AA students to oversee SEL activities, data collection, and track targets for students (AA and LGBTQIA+)
- Students will receive social-emotional support from the Restorative Practice 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 targeted students providing enrichment opportunities
- Link crew will be utilized to support the 9th-grade transition
- Summer Bridge will be available to incoming first-year students as a proactive approach in reaching students leading to higher levels of engagement during the comprehensive school year. additional resources to track data of engagement
- the supplemental curriculum will be provided to increase SEL awareness and enhance leadership
- Online resources and tools, such as but not limited to Connected Classroom, Thrively, iReady will be used to support SEL skill development, enhance classroom engagement and improve academic success.

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

- 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 team (VP, EL SWD Support Teacher, Support Teacher, African America Support teacher) will monitor and support their sub-groups based upon findings through improvement science.
- Additional resources (human capital) are available in a "menu of options" for the site team to access support areas of focus.
- Continued marketing of various opportunities for extra- and co-curricular activities will be done through our

Wildcat video broadcasts, social media, and Peachjar fliers.

2022-2023 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 | Subagreements | | | California Teaching Fellows Foundation : California Teaching Fellow Foundation-Teaching Fellows | 62,093.00 |
| G3A1 | Sup & Conc | Instructional Supervision & Admin | Cl&Tech-Reg | Assistant, School Program | 1.0000 | School Program Assistant. G2A1/G2A2 | 74,007.00 |
| G3A1 | Sup & Conc | Attendance & Social Work Services | Cl&Tech-Reg | Assistant, Resrcr Cnslg Hmng | 1.0000 | Assistant Resource Counselor Hmong | 74,308.00 |
| G3A2 | Sup & Conc | Instructional Supervision & Admin | Cl&Tech-Reg | Assistant, School Program | 1.0000 | School Program Assistant to increase engagement in athletics and activities | 73,610.00 |

\$284,018.00

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 | ✓ | | 92.46 % | 2021-2022 | 93.56 % |

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.

PLC at Work Continuum

- Each lead teacher will rate their team in a series of rubrics in the Learning by Doing book by Dufour, DuFour, Eaker Many, and Mattos.
- Our goal is to have two teams developing by June of 2022 in all areas. We met this goal as we currently have five teams that are developing.
- Our goal is to have seven items Developing in all areas by June of 2023.
- Our goal is to improve our favorable organizational culture to 93.6% by the Spring of 2023.

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

PLC at Work Continuum

- Lack of PLT time during the second semester affecting their progress on the continuum.
- Lack of substitute teachers to allow our staff to attend professional learning institutes.

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 allocated funds for travel in hopes the pandemic would have ended sooner giving us the opportunity to send various staff members to Solution Tree Professional Learning Institutes.

Sub-release days were still provided so Professional learning teams (PLT) could plan and prepare together. Due to the shortage of substitute teachers all around the district, we were unable to use the funds as allocated. Supplemental contracts were also supplied for those teams that chose to work outside of the school day. We also provided Lead teacher stipends for content areas that are not covered through district funds.

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 2022-23 SPSA.

We will continue to fund travel for this year as we anticipate restrictions to loosen. The Learning by Doing Book and other publications will be used to further encourage professional learning around the PLC process for the 2022-

2023 school year. We will also continue to fund subs for release days and supplemental contracts so that 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 weekly expectations and practices that guide and inform the actions of our staff.

Step 4: Educational Partner Involvement. Share the data 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:

Understood the lack of travel and professional learning opportunities and agreed to necessary transfers to use allocated funds in other areas.

2 ELAC:

- Understood the reason for the lack of travel and professional learning opportunities
- Wondered how these professional learning communities impacted EL learners and how it helped their literacy skills

3 Staff:

- Understood the reason for the lack of travel and professional learning opportunities
- Appreciated the opportunities for online professional learning
- Would prefer to attend in-person professional learning when allowed.
- Appreciate the sub release days for planning as a team
- Recognize the need for additional lead teachers

Action 1

Title: Professional Learning Teams

[Action Details:](#)

During the 2021-2022 school year, our Professional Learning Teams (PLT) focused on lesson design and development to meet the learning needs of our students and collaborate on how to best fill in the gaps for the lost learning during the pandemic. Our teams rated themselves on the PLC at Work Continuum; we discovered a few of our teams have moved on from the Development process to the Sustaining status through this process. Teams will rate themselves again in August of 2022, and by June of 2023, PLT Teams will move up one level on at least one indicator on the PLC at Work Continuum: Learning as our fundamental purpose, as detailed in [Learning By Doing \(2nd Edition\)](#), by DuFour et al.

Sunnyside High School teachers will meet weekly in Professional Learning Teams (PLT). When teams meet, PLT's will answer the four foundational guiding questions: 1. What do we want students to learn? 2. How will we know they learned it? 3. How will we respond when they didn't learn it? 4. How will we respond when they already know it? 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 Learning By Doing by Rick DuFour et al. PLT's will also use learning from professional development in culturally proficient instruction provided by our CRT team to build more inclusive lessons and assessments that reflect our diverse student population. We will continue to search and provide opportunities for our PLT to gain professional learning sessions and/or seminars to continue supporting and developing their capacity.

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

PLT's will:

- Establish team norms, and identify essential standards within their content area Participate in Smart Goal Conferences with department VP
- Develop Common Assignments and Assessments
- Collect and Analyze Common Formative Assessment results
- Discuss CFA's, EL Re-Designation Goal Setting Reports, 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.
- Complete "Must Haves" created by Instructional Leadership Team
 - Identify standard-based "must knows"
 - Create a penciled Calendar
 - Establish Learning targets
 - Create SMART Goals for CFAs
 - Create and use a data protocol
- Participate in peer and other school site observations

Lead Teachers:

- Attend Instructional Lead Teacher Site and Regional Meetings and Trainings
- Facilitate planning days

VP's:

- Classroom, observations will provide specific feedback to teachers on the implementation of strategies in the classroom
- Work collaboratively with PLT's and teachers to ensure greater rigor is present in lessons and appropriate support is provided to students.
- Have reflective conversations in PLT's 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
- assists with orders/purchases, vendor apps, online licenses, assist with RQS, SRQs, and POs

Culturally Responsive Team:

- will attend training to learn about being culturally proficient to support all students
- will train staff on various interventions to support all students through the use of the book Culturally Proficient Instruction by Nuri-Robins, Lindsey, Lindsey, and Terrell.

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- **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

Owner(s):

Principal

VPs

Lead Teachers

All Teachers

Timeline:

Weekly

Monthly

Quarterly

- 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 in 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.

Specify Professional Development or Staff Services to support EL students:

- EL Specialist will work with specific groups of EL students (LTEL's) to provide support as well as work with teachers regarding instructional strategies to best support EL's.
- EL Support Teacher will work with PLT's to ensure proper implementation of ELD CCSS
- EL Support Teacher will provide PD to PLT groups focused on integrated/designated ELD strategies
- Academic Counselors, Social Workers, School Psychologist, and our Re-Engagement Center will provide support for our EL students who may be economically disadvantaged and/ or foster students
- Quarterly RFEP monitoring and teacher feedback by PLT
- create an SDAIE PLT team to work with the EL support teacher
- expand Pre-AP mentoring to include EL/RFEP students

Specify Professional Development or Staff Services to support low-performing student groups:

- 9th Grade CTE teachers will form a PLT and integrate AVID strategies such as time management, note-taking, and/or organization
- CTE PLT will develop literacy-based CFAs
- Plus, teachers will support low-performing students by providing small group instruction students 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.

2022-2023 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 | One-time School | Instruction | Teacher-Subs | | | Substitute Teacher | 24,108.00 |
| G4A1 | One-time School | Instruction | Travel | | | Travel-conference | 70,000.00 |

\$94,108.00

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 | ✓ | | 84.82 % | 2021-2022 | 87 % |

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.

Family Goal-Parent Survey -family engagement

Over the past few years, our survey responses by families have been minimal. With the surveys moving to a digital format, we have noticed even less participation. Our goal is to increase the involvement in the survey. Of those families who did respond, 85% of our families responded favorably to the school engaging our families. Our goal is to increase this to 87%.

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

Family 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**
- **Pandemic is keeping family engagement to a minimum.**
- **Virtual parent meeting instead of an in-person meeting**

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 increase the percentage of those feeling welcomed and respected. We were unable to meet these goals. We intended to start a school year without the pandemic, but that was not the case; we sometimes limited the number of parents visiting campus. Much of our engagement with parents moved to a virtual setting. For the Fall of 2022, we anticipate we may welcome parents back on campus to engage with their student's academic success. 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 coffee hours, and PeachJar. We will increase communication about the Climate and Culture Survey as well.

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 2022-23 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 onsite to complete the survey both in the computer labs and in the main office. We will hold learning sessions for parents around the use of technology and provide the time during the Parent Coffee Hour meetings for parents to complete the survey.

Step 4: Educational Partner Involvement. Share the data 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:

- Recognize lack of participation by families in SSC, surveys, etc
- The time and method of the Parent coffee hour were brought to our attention as a potential barrier to access.
- Parents appreciated the four-university offices' structure as families feel comfortable doing all business in one office and the opportunity for our attendance clerk to build relationships with our parents.

2 ELAC:

- Appreciate the weekly coffee hours and that they are translated into Spanish.
- Appreciate the digital platform Zoom instead of Teams. Parents are familiar with the Zoom application.

3 Staff:

- Appreciate the calls made to parents weekly with updated information.
- Recognized the need for training for parents around the use of email and other technology to keep in contact with the school.

Action 1

Title: Family Engagement

[Action Details:](#)

As of the Fall of 2021, less than 10% of our families responded to the climate and culture survey. Our goal is to increase participation in the survey by 10% in the Spring of 2023 to better understand our family's needs. Of those families who did respond, 85% of our families responded favorably to the school engaging our families. Our goal is to increase this by 2% in the 2022 survey. 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, school messenger, and PeachJar to communicate regularly with our families. To support survey participation, we will offer evening times for families to use computers or laptops onsite during the survey administration. Tablets will also be available in the main office for parent use for online surveys. We will explore the use of the online program Thought Exchange to gain more insight from parents and families on how better to support their individual needs.

We will also explore the use of other communication platforms such as Thought Exchange, Remind, or Talking Points to increase communication with parents and families.

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: 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

Principal:

- send weekly communication through school messenger and/or parent emails.
- utilize social media platforms to celebrate students and share necessary information with families.
- use other communication platforms such as Thought Exchange, Remind, or Talking Points to increase communication with parents and families

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
- use other communication platforms such as Thought Exchange, Remind, or Talking Points to increase communication with parents and families

VPs/Counselors/APIC

- conduct parent meetings
- conduct parent nights
- discuss A-G course work, college entrance expectations

CTE/Job Developer/AMD Teachers

- conduct various evening events to inform parents of various programs
- include parents in various student celebrations

Club Advisors/Athletic Coaches/Band Director and Orchestra Director

- conduct various evening events to inform parents of multiple programs
- include parents across multiple student celebrations

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- **Student Academics:**
 - We will provide learning opportunities for families on the use of email, atlas, Edutext, and Microsoft Teams so parents can better monitor student progress and increase communication with teachers and counselors.
- **Student-Centered and Real-World Learning:**
 - Provide opportunities for families to be involved in student-centered Career Fairs and conferences, including our annual HEAL conference
- **Student Engagement:**
 - We will continue to communicate to families about various events through school messenger, PeachJar, on our website and our social media platforms to increase student engagement.
 - Parents will receive information regarding student involvement opportunities via School Messenger, website, newsletter, master calendar, Parent Coffee Hour, ELAC, SSC. Informational brochures will be available in the main office, university offices, College and Career Center, and library. We will provide family engagement events that involve students and families. (ex: family movie night and Sunnyside Showcase)
 - Provide Parents opportunities to visit college campuses.

Specify Direct Service and Opportunities for parents and families to support EL students:

Home School Liaison - Spanish / RCA (Hmong)

- assists with monitoring attendance

Owner(s):

HSL / RCA

VPs

Counselors

CTE

Job Developer

Club Advisors

Athletic Coaches / Band and Orchestra

Timeline:

Ongoing

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- SWD Case managers will monitor the academic progress of SWD and share the various co- and extra-

- monitors student progress and contacts parents
- runs workshops for parent night
- holds weekly parent meetings to keep them informed
- makes home visits

- curricular activities opportunities with parents while in IEPs
- Homeroom teachers will encourage and provide information on the wide array of activities available to students
- We will also explore the use of other communication platforms such as Thought Exchange, Remind, or Talking Points to increase communication with parents and families

2022-2023 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 Mileag | | | Home visits | 800.00 |
| G5A1 | Sup & Conc | Instructional Supervision & Admin | Cl&Tech-Over | | | Overtime | 8,900.00 |
| G5A1 | Sup & Conc | Parent Participation | Mat & Supp | | | Newsletter | 15,000.00 |
| G5A1 | Sup & Conc | Parent Participation | Direct-Food | | | FUSD Food | 500.00 |
| G5A1 | Sup & Conc | Attendance & Social Work Service | Cls Sup-Ovr | | | Overtime- Classified Support | 6,282.00 |

\$31,482.00

2022-2023 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 | | | Teacher Supplemental Contracts, lead teachers, AVID planning **No IEPs** | 43,331.00 |
| G1A1 | Title 1 Basic | Instruction | Oth Cls-Supp | | | Classified AVID Tutors | 71,941.00 |
| G1A1 | Title 1 Basic | Instruction | Mat & Supp | | | Material and supplies **No food or incentives** | 1,175.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | Material and Supplies | 82,872.00 |
| G1A3 | Title 1 Basic | Instruction | Bks & Ref | | | Turnitin.com, Edgenuity, assessment license | 25,000.00 |
| G1A3 | Title 1 Basic | Instruction | Travel | | | Avid Institute-Travel | 30,000.00 |
| G1A3 | Title 1 Basic | Instruction | Cons Svc/Oth | | | AVID Center : AVID CENTER: AVID Membership | 4,500.00 |
| G1A3 | Title 1 Basic | Attendance & Social Work Service | Cls Sup-Reg | Liaison, Home/School Spanish | 1.0000 | Translation for parent meetings, home visits, and parent connection (no translation for mandatory items such as IEPs and ELAC) | 79,943.00 |
| G1A3 | Sup & Conc | Instruction | Teacher-Regu | Teacher, Senior High | 1.0000 | Students with disabilities instructional support | 131,370.00 |
| G1A3 | Sup & Conc | Instruction | Teacher-Regu | Teacher, Senior High | 0.4000 | Additional class period. Supports all Goal 1 actions | 36,011.00 |
| G1A3 | Sup & Conc | Instruction | Ins Aide-Sup | | | Classified support supplemental | 13,080.00 |
| G1A3 | Sup & Conc | Instruction | Mat & Supp | | | : Material and Supplies | 196,400.00 |
| G1A3 | Sup & Conc | Instruction | Nc-Equipment | | | Technology and furniture | 8,179.00 |
| G1A3 | Sup & Conc | Instructional Library, Media & Te | Cls Sup-Reg | Paraprof, Computer Lab Asst II | 1.0000 | Computer Lab assistant | 72,949.00 |
| G1A3 | Sup & Conc | Attendance & Social Work Service | Cls Sup-Ext | | | Classified Extra Time | 6,282.00 |
| G1A3 | One-time School | Instruction | Nc-Equipment | | | : technology and furniture | 101,821.00 |
| G1A4 | Sup & Conc | Instruction | Ins Aide-Reg | Paraprof, Bilingual Spanish | 0.4300 | | 29,534.00 |
| G1A4 | LCFF: EL | Instruction | Teacher-Regu | Teacher, Spec Assgn | 1.0000 | EL Support | 144,144.00 |
| G1A4 | LCFF: EL | Instruction | Ins Aide-Reg | Paraprof, Bilingual Spanish | 0.3200 | | 21,979.00 |
| G1A4 | LCFF: EL | Parent Participation | Direct-Food | | | Direct-Food Services | 341.00 |
| G2A1 | Sup & Conc | Instruction | Fuel | | | Fuel for CTE and DA van | 2,000.00 |
| G2A2 | Title 1 Basic | Instruction | Direct Trans | | | Transportation-College visit and industry experience | 7,907.00 |
| G2A2 | Sup & Conc | Instruction | Direct Trans | | | Field trip transportation | 14,500.00 |
| G2A2 | One-time School | Instruction | Teacher-Supp | | | Teacher supplemental contracts | 80,471.00 |
| G3A1 | Title 1 Basic | Instruction | Subagreements | | | California Teaching Fellows Foundation : California Teaching Fellow Foundation-Teaching Fellows | 62,093.00 |
| G3A1 | Sup & Conc | Instructional Supervision & Adm | Cl&Tech-Reg | Assistant, School Program | 1.0000 | School Program Assistant. G2A1/G2A2 | 74,007.00 |
| G3A1 | Sup & Conc | Attendance & Social Work Service | Cls Sup-Reg | Assistant, Resrce Cnslg Hmng | 1.0000 | Assistant Resource Counselor Hmong | 74,308.00 |
| G3A2 | Sup & Conc | Instructional Supervision & Adm | Cl&Tech-Reg | Assistant, School Program | 1.0000 | School Program Assistant to increase engagement in athletics and activities | 73,610.00 |
| G4A1 | One-time School | Instruction | Teacher-Subs | | | Substitute Teacher | 24,108.00 |
| G4A1 | One-time School | Instruction | Travel | | | Travel-conference | 70,000.00 |
| G5A1 | Title 1 Basic | Attendance & Social Work Service | Local Mileag | | | Home visits | 800.00 |

| | | | | | |
|------|------------|-----------------------------------|--------------|------------------------------|-----------------------|
| G5A1 | Sup & Conc | Instructional Supervision & Admin | CI&Tech-Over | Overtime | 8,900.00 |
| G5A1 | Sup & Conc | Parent Participation | Mat & Supp | Newsletter | 15,000.00 |
| G5A1 | Sup & Conc | Parent Participation | Direct-Food | FUSD Food | 500.00 |
| G5A1 | Sup & Conc | Attendance & Social Work Service | Cls Sup-Ovr | Overtime- Classified Support | 6,282.00 |
| | | | | | \$1,615,338.00 |

| Funding Source Totals | Unit # | Budget Totals |
|-----------------------|--------|-----------------------|
| Title 1 Basic | 3010 | \$326,690.00 |
| Sup & Conc | 7090 | \$845,784.00 |
| LCFF: EL | 7091 | \$166,464.00 |
| One-time School | 7099 | \$276,400.00 |
| Grand Total | | \$1,615,338.00 |

| Goal Totals | Budget Totals | |
|--|----------------|-----------------------|
| G1 - Improve academic performance at challenging levels | \$1,100,852.00 | |
| G2 - Expand student-centered and real-world learning experiences | \$104,878.00 | |
| G3 - Increase student engagement in their school and community | \$284,018.00 | |
| G4 - Increase recruitment and retention of staff reflecting the diversity of our community | \$94,108.00 | |
| G5 - Increase inclusive opportunities for families to engage in their students' education | \$31,482.00 | |
| Grand Total | | \$1,615,338.00 |