Sunnyside High

10621661030675

Principal's Name: Michele Anderson

Principal's Signature:

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

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

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Michele Anderson	X				
2. Chairperson – Kelly Yang					X
3. Vice Chairperson- Lykamae Alacar					X
4. Rochelle Cantu				X	
5. Zandreeta Ferguson				X	
6. Joaquin Magana				X	
7. Keyera Dickson					X
8. Tim Wright		X			
9. Yuliana Segura		X			
10. Abigail Smurr		X			
11. Chitchay Nhotsavath			X		
12.					
13.					
14.					
15.					

Check the appropriate box below:
X 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	*[signature]*	3/14/2023
SSC Chairperson	Kelly Yang	*[signature]*	3/14/2023

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 2023/24

Sunnyside - 0421

ON-SITE ALLOCATION

3010	Title I	**$305,700** *
7090	LCFF Supplemental & Concentration	$894,880
7091	LCFF for English Learners	$184,886
7099	ESSER III (learning loss/COVID impact, one-time funds)	**$56,412**

TOTAL 2023/24 ON-SITE ALLOCATION   **$1,441,878**

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*	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	**$60,228**
	Remaining Title I funds are at the discretion of the School Site Council	**$245,472**
	Total Title I Allocation	$305,700

February 2, 2023
Updated April 16, 2023

Sunnyside High 2023-2024 - 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		9.35 %	10.75 %	2021-2022	15.75 %
SBAC ELA - Average distance from standard	✔		-53 pts	2021-2022	-43 pts
SBAC ELA - percentage of students met/exceeded standard	✔		35.51 %	2021-2022	40.51 %
SBAC Math - Average distance from standard	✔		-155 pts	2021-2022	-145 pts
SBAC Math - percentage of students met/exceeded standard	✔		9.84 %	2021-2022	14.84 %

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-percentage of students who scored 4

In 2021-2022 10.75% of our ELL students scored a 4 on the ELPAC assessment. We aim to increase this number to 15.75% by the end of ELPAC testing in 2024.

Key Factors that contributed to the outcome:

- ELPAC assessments are online, affecting students' ability to navigate the format
- The staff and EL support teacher informed the students and parents of the requirements to pass two examinations within a cycle period.
- The two assessment requirements included passing the ELPAC with a 4 score and proficiency on iReady or CAASPP.
- We met and surpassed our goal in 2021-2022 because we set aside time for our students to be assessed during school hours and with our teachers.
- Ellevation is a district monitoring tool for ELL students that teachers will use quarterly to monitor

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

ELPAC-percentage of students who scored 4

Per CA Dashboard in 2022, we had 31.7% EL students making progress towards English language proficiency, our lowest performing subgroups in this area as of 2021-2022 per Ca Dashboard:

- 29.6% of our ELs decreased at least one ELPI level
- 38.7% of our ELs maintained ELPI levels 1, 2L, 2H, 3L, 3H

Key Factors:

- Lack of student motivation and awareness of the importance of passing the ELPAC test at a level 4
- Need to provide additional PL for our EL support in Integrated & Designated ELD lessons within content areas

SBAC ELA- average distance from standard

Per CA Dashboard in 2022, we had 52.2 points below standard, our lowest performing subgroups in this

progress.

SBAC ELA- average distance from standard

In 2021-2022 per Power BI, on the SBAC assessment ELA portion, our student averaged -53 points away from the standard. The goal is to improve by 10 points in the spring of 2024.

Key Factors that contributed to the outcome:

- This is the first year the staff has received PL on a new online program called Edcite, which allows teachers to create and use questions similar to SBAC.
- This is the first year the PLTs use IABs and FIABs from the CAASPP website from the ELA portion as CFA to expose students to the formats and style of questions on the SBAC assessment.

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

In 2021-2022 per Power BI, on the SBAC assessment ELA portion, the percentage of students who met or exceeded the standard in the ELA portion was 35.5%. The goal is to improve by 5% in the spring of 2024.

Key Factors that contributed to the outcome:

- PLTs work around selecting essential standards, creating CFAs, analyzing data to improve instruction, and creating the rigor required to meet/exceed standards.
- The regional literacy project aligns the focused standards by region. The current focus is on disciplinary literacy.

SBAC Math-average distance from the standard

In 2021-2022 per Power BI, on the SBAC assessment Math portion, our student averaged -155 points away from the standard. The goal is to improve by 10 points in the spring of 2024.

Key Factors that contributed to the outcome:

- This is the first year the staff has received PL on a new online program called Edcite, which allows teachers to create and use questions similar to SBAC.
- This is the first year the PLTs use IABs and FIABs from the CAASPP website from the Math portion as CFA to expose students to the formats and style of questions on the SBAC assessment.

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

In 2021-2022 per Power BI, on the SBAC assessment Math portion, the percentage of students who met or exceeded the standard in the Math portion was 9.84%. The goal is to improve by 5% in the spring of 2024.

Key Factors that contributed to the outcome:

- PLTs work around selecting essential standards, creating CFAs, analyzing data to improve instruction, and creating the rigor required to meet/exceed standards.
- The students are pulled out during a scheduled period to create a formal and severe environment for the SBAC assessment.
- The junior grade level math teachers attend the assessment locations to administer the test.
- Tutorials are offered in specific subject areas before, at lunch, and after school, but students do not attend daily.

area as of 2021-2022 per Ca Dashboard:

- 125 points below standard for our Black/African American students
- 121.2 points below standard for our EL students
- 139.3 points below standard for our SWD students
- 65.1 points below standard for our Hispanic students
- 53.1 points below standard for our Socioeconomically Disadvantaged students

Key Factors:

- New indicator metrics will be able to compare next school year
- All groups except for Asians fall under the lowest-performing subgroups
- Having access to Edcite and SBAC sample problems will support the goal of decreasing the gap

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

Per ParsecPro in 2021-2022, we had 35.51% of students who met/exceeded the ELA standard, our lowest performing subgroups in this area as 2021-2022 per ParsecPro:

- 11% of our Black/African American students met/exceeded the standard
- 9% of SWD students met/exceeded the standard
- 2% of our EL students met/exceeded the standard

Key Factors:

- PLTs work around selecting essential standards, creating CFAs, analyzing data to improve instruction, and creating the rigor required to meet/exceed standards.
- EL students are disproportionally having access to bilingual tutors
- Lack of attendance in our tutorial sessions, wildcat cafe, lunch tutorial, and after-school program

SBAC Math-average distance from the standard

Per CA Dashboard, in 2022, we had 154.6 points below standard, our lowest performing subgroups in this area as of 2021-2022 per Ca Dashboard:

- 216.9 points below standard for our Black/African American students
- 200.1 points below standard for our EL students
- 204 points below standard for our SWD students
- 162.1 points below standard for our Hispanic students
- 158 points below standard for our Socioeconomically Disadvantaged students
- 118.8 points below standard for our Asian students

Key Factors:

- New indicator metrics will be able to compare next school year
- All groups fall under the lowest-performing subgroups
- Having access to Edcite and SBAC sample problems will support the goal of decreasing the gap

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

Per ParsecPro in 2021-2022, we had 9.84% of students who met/exceeded the Math standard, our lowest performing subgroups in this area as 2021-2022 per ParsecPro:

- 7% of our Black/African American students met/exceeded the standard
- 5% of SWD students met/exceeded the standard

- 0% of our EL students met/exceeded the standard

Key Factors:

- PLTs work around selecting essential standards, creating CFAs, analyzing data to improve instruction, and creating the rigor required to meet/exceed standards.
- EL students are disproportionally having access to bilingual tutors
- Lack of attendance in our tutorial sessions, wildcat cafe, lunch tutorial, and after-school program
- This is the first year the PLTs use IABs and FIABs from the CAASPP website from the Math portion as CFA to expose students to the formats and style of questions on the SBAC assessment

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

- We planned and budgeted better this year on travel for professional development. We will continue to fund training and conference as it helps increase student learning and staff motivation. As our PLC work has gained momentum, we were able to send our English and Foreign Language teams to a Solution Tree conference. We continue to have substitute teacher shortages hindering the ability for our teachers to have planning days during the school day and limiting the opportunity for professional learning this year.

- Our Black/African American and EL students are still our lowest math and literacy proficiency sub-groups. We will continue to fund an EL support teacher to remain focused on the work to support teachers in instruction and to monitor EL student progress.
- To diminish the disproportionality for our low-performing sub-groups, we will continue to sustain the work of our culturally responsive teaching team and provide professional learning around cultural proficiency.

- Our AVID teachers have changed, and we will continue to fund our AVID tutors, the AVID conference, and various programs to continue building the program.
- The Region Literacy Project continues implementing various professional learning opportunities to support literacy instruction. We continue the work 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 have continued using Edgenuity as a credit recovery course when required.
- The 0.4 FTE was not used this year. We transferred the funds to help cover the California Association of Teachers of English conference. The 9th-grade PLT English teachers attended the conference this year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

- The SWD support teacher is embedded throughout the various action items to support the multiple goals. The SWD support teacher will ensure that all EL students with IEPs have plans to help their EL needs in ELA and math.
- Designated ELD is being adopted in all ELA classrooms. The focus is on language development with a focus on discipline-specific to literacy.
- A new tool, Ellevation, monitors ELL students' growth progress. The teachers will be utilizing this tool quarterly.
- We will continue utilizing online applications such as DeltaMath, Edcite, Edpuzzle, and Turnitin.com to engage and improve academic success.
- The culturally responsive team will continue to provide learning opportunities 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.
- All Algebra 1 courses have an additional tutor assigned to support all students and create small group instruction.
- Teaching fellows work with math/core teachers to support ELL students in their ELD classroom with homework, notes, and lesson concept.

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 asks to consider the workload students may face when quarantined or homesick. The workload affects students' grades.

SSC asks for more social-emotional support for our students dealing with anxiety as they return to school full time in-person.

SSC asks that we ensure that the school guidance counselor is meeting with their students.

2 ELAC:

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

ELAC members noted the need for an additional BIA to attend core courses, not just the ELD course.

3 Staff:

The staff would like non-AVID teachers to attend the AVID training sessions.

The staff appreciates the plus-teacher support in the core content areas.

The staff appreciates the help of the SWD support teacher.

Action 1

Title: Proficiency in Literacy

Action Details:

The Regional Literacy Program (RLP) will continue the work across all subject areas to support grade-level literacy and ELD standards. Achievement will be measured on the iReady grade level diagnostic, ELA SBAC, and English EAP. This program will promote 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 AVID 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 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 2023-2024 school year, a computer lab assistant will address the technology needs of students and teachers throughout the school year as many content areas utilize computers for various writing & research projects. The lab assistant will also support technology needs while administering ELA SBAC and interim district 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 (TBD), ELA SBAC, and AP results
- Analyze student tasks and common formative and summative assessments to inform and direct instruction
- Use of digital assessment literacy through the 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 CFA's using a data protocol created by the team to make instructional decisions based on results
- Will use the region-selected focus standards, selected as part of the Region Literacy 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 on results
- Will use the region-selected focus standards, selected as part of the Region Literacy Project, to drive instruction within their grade level
- Utilize turnitin.com to support instruction and student learning

VPs will:

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

Instructional Coach will:

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

Computer Lab Assistant will:

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

SWD Support Teacher

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

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

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 engage in reading grade-level appropriate complex text, talk, and tasks provided by a balanced literacy approach to instruction. (teacher contracts offered as needed)
- Students will use technology equipment and supplemental materials to enhance learning and monitor progress. Computer Lab Assistant will support 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, Deltmath, 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
- Materials and supplies will be provided to support instruction.

Specify enhanced services for EL students:

- Designated ELD is being adopted in all ELA classrooms. The focus is on language development with a focus on discipline-specific literacy.
- EL Tutorials will be provided to support students literacy skills and awareness of the ELA SBAC 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.
- EL students with IEPs are provided with goals to support their EL needs in ELA.

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, Google Classroom, and Teams. Hotspots will be provided for our students in need.
- Teachers and Plus teachers will support low-performing students by calling parents and providing tutorial information to parents and students.
- Teachers will use Parent Square as a communication method for sharing information on student progress.
- Teachers will also support low-performing students by providing small group instruction and supporting grade-level teams with various needs.
- SWD Support teacher will monitor the academic progress of SWD and provide instructional strategies to support instruction in core content areas.
- SWD Co-Teachers will attend core content PLT meetings to understand literacy skills further and align rigor. Co-teachers will also be given opportunities for PL around literacy standards.
- The school site CORE team (counselor, VP, and teachers) will work together and learn using an inclusive, improvement science model. They will monitor SPSA actions and outcomes and identify the following steps to accelerate progress for our 9th-grade students.
- The school site CORE team will monitor and support their sub-groups based on findings through improvement science.
- The Ellevation is a new district monitoring tool for ELL students. The teachers will use this tool quarterly to monitor the student's language development progress.

Action 2

Title: Proficiency in Mathematics

Action Details:

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 at all math levels. Teachers will engage in professional learning and collaboration in their PLTs centered on common formative assessments, performance-based tasks, and responses to intervention. Students will be supported by 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 2023-2024 school year, a computer lab assistant will address the technology needs of students and teachers throughout the year as math classes utilize the online component of Big Ideas, Desmos, Edcite, and Deltamath. Our SWD support teacher will monitor and support SDC and co-taught classroom instruction by providing strategies and resources. Teaching Fellows will work with math/core teachers to support ELL students in their ELD classroom with homework

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:
Math Teachers / Math Leads	Math Teachers	Ongoing, weekly, quarterly

Math Teachers / Math Leads

- Math teachers will monitor results on all math Interim Assessments, including iReady, SBAC, and Interim Assessments (IABs) for 9th, 10^{th,} and 11th-grade students
- PLT will set SMART goals around assessment results and assist students in doing the same
- PLT will use district math-adopted curriculum, FIABs, and IABs questions to develop common formative and summative assessments
- Data analysis of student work using common formative and summative assessments to inform instruction
- Math teachers will use digital assessment literacy through the CAASPP platform, Desmos, Edcite, and Big Ideas Math Curriculum
- Math teachers will use various online tools, including but not limited to Edcite, Google classroom, Teams, Deltamath, Desmos, etc., to assist teachers in monitoring student growth and encourage students to self-monitor their progress
- PLT 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:

- Identifying the needs of students based on Interim Assessments from iReady, SBAC, and AP results will support all teachers in planning and implementing 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

Computer Lab Assistant will:

- Monitor and maintain the laptop computer
- Support students and teachers with technology throughout the year and during the administrations of interim district Assessments and SBAC

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.

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 be able 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 checkout in the library to support learning in all math classes, including Algebra 2, Accelerated Alg2, Trig, AP Stats, and AP Calc.
- Students can access tutorial support through our 21st Century Grant After School program and tutor.com.
- Tutors provided by the MLD program specifically for Algebra 1. The tutors provide one-on-one and small group support, monitor students, conduct data collection, and focus groups (advanced and low-performing).
- 0.4 FTE additional sections to help students complete A-G requirements and remain on target for graduation.

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

Action 3

Title: Comprehensive Academic Support

Action Details:

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

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 help 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 Parent Square 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	Owner(s):	Timeline:
VPs will:	VPs	Ongoing
• Pull D/F data during every grading period: progress report, quarterly	Teachers	quarterly

- Have follow-up conversations with students and teachers regarding grade trends

Content Teachers providing Tutorials will:

- Monitor the progress of students who attend content tutorials, identify students' specific needs through CFA data, and continually check for student understanding
- Encourage the use of student planners

Counselors will:

- Inform students and parents about tutorials available when speaking to them about academic support available on campus
- Encourage students to utilize the after-school program and their planners

AVID Teachers/Coordinators will:

- Continue to monitor student grades via grade checks
- Discuss academic concerns with students, parents, and fellow teachers, monitor student tutorial participation

AP Instructional Coordinator will:

- Monitor D/F's in AP class and pull students for individual conferences
- Individually invite D/F students to attend AP Cafe

CTE Coordinator will:

- Pull D/F data during every grading period: progress report, run grade reports by pathway, and share data with pathway teachers and admin team
- Encourage pathway teachers to attend AVID training

Pathway Teachers will

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

Resource Counseling Assistants

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

Home School Liaison - Spanish / RCA (Hmong)

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

African American Academic Acceleration (A4) Progress Monitor

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

Counselors

AVID teachers and coordinator

AVID weekly grade checks

Culturally Relevant Teaching Team:

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

School Program Assistant

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

SWD support teacher

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

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

- Differentiated instruction based on results of assignments and assessments. Lessons may include front-loading strategies, re-engagement, re-teaching, or enrichment strategies. Aligned curriculum that vertically articulates and assesses progress uniformly.
- Coherency surrounding the expectations regarding Sunnyside's school-wide learning outcomes and 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 Teams, Edcite, 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 student-to-teacher, impacting academic success.
- 1.0 FTE tech lab assistant to support our one-to-one computer laptops.
- 0.4 FTE additional sections to help students complete A-G requirements and remain on target for graduation.
- Students can access tutorial support through our 21st Century Grant After School program and tutor.com.
- Tutors provided by the MLD program specifically for Algebra 1. The tutors provide one-on-one and small group support, monitor students, conduct data collection, and focus groups (advanced and low-performing). AVID tutors, membership and training provided.
- Staff support extra and overtime.
- Technology and equipment.

Specify enhanced services for EL students:

- EL students can 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 tutorial appointments.
- EL students will have support through the BIAs.

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.
- Our African American Academic Acceleration (A4) Support teacher will monitor all Black/African American students.
- Our Project Access SSW will support and assist foster students.
- SWD support teacher will provide additional assistance to teachers and students.
- 1.0 FTE teachers support.

Action 4

Title: English Learner Support

Action Details:

Sunnyside High will focus on supporting English Learners (EL) and increasing the Reclassification rate. A strategic EL support system will be put in place during the 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 (LTELs). 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, improving 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

EL Coordinator will:

- Provide interventions to LTEL based on the EL Reclassification Goal Setting tool and teacher observations
- Provide EL Tutorials and raise awareness on criteria for Reclassification --ELPAC, only the ELPAC cutoff points, and provide literacy and academic intervention. Focus on the targeted group of 9th-grade students at the beginning of the school year and throughout
- Support all teachers by providing strategies and resources for teaching EL students, focusing on Reclassification
- Facilitate professional learning for teachers and staff on ELA/ELD framework, disciplinary literacy, academic language, EL program (integrated and designated), and using EL data to inform instruction
- Build a bridge program with middle school feeders to support incoming 9th-grade EL student's best
- Push-ins to classrooms to provide teachers with feedback regarding EL student's progress as well as language barriers
- Monitor RFEP students to maintain A-G requirements
- Provide new teachers and teachers looking for new ways for schools to scaffold lessons and curriculum for EL students by demonstrating a model lesson for the class period
- Work with PLT to ensure the inclusion of EL standards
- Increase EL involvement in student engagement
- Communicate with parents and students through Parent Square
- Encourage EL to use tutor.om

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

- ELPAC results
- ELA SBAC
- iReady data
- ELA Interim Assessments Quarterly academic/grade monitoring RFEP monitoring
- D/F rate
- BIA
- Works with ELD teachers in class to help with the various levels of EL learners within the classes
- Supports EL students in various academic classes as assigned by ELD Teacher

Owner(s):
EL VP

EL Support Teacher

Timeline:
ongoing

Quarterly

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

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

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

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

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

BIA Support/ HSL

1.0 FTE EL TSA Support

Specify enhanced services for EL students:

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

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

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

Food, translation and support services for parent involvement.

Specify enhanced services for low-performing student groups:

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

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

2023-2024 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			Supplemental contracts -credit recovery-AVID planning and AVID Coordinator **No IEPs**	36,960.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Material and Supplies	142,050.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.4000	Additional class periods	37,997.00
G1A3	Title 1 Basic	Instruction	Oth Cls-Supp			Classified AVID Tutors	85,216.00
G1A3	Title 1 Basic	Instruction	Bks & Ref			Turnitin.com and Edpuzzle	11,860.00
G1A3	Title 1 Basic	Instruction	Travel			AVID Institute	36,000.00
G1A3	Title 1 Basic	Instruction	Dues And Mem			AVID : AVID Annual Membership	4,500.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	1.0000	SWD teacher support	141,223.00
G1A3	Sup & Conc	Instruction	Ins Aide-Sup			Classified Support	13,110.00
G1A3	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst II	1.0000	Computer Lab Assistant	79,335.00
G1A3	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Ext			Extra Time	5,206.00
G1A3	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Ovr			Support Overtime	6,246.00
G1A3	One-time School	Instruction	Bks & Ref			: Turnitin.com and Edpuzzle	1,140.00
G1A3	One-time School	Instruction	Nc-Equipment			Technology	31,264.00
G1A4	Title 1 Basic	Attendance & Social Work Servic	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Translation for parent meeting-home visits-parent connection **Cannot use for translation of mandatory items (i.e., ELAC & IEP)**	86,510.00
G1A4	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4300	Supports classrooms	32,600.00
G1A4	Sup & Conc	Parent Participation	Direct-Food			Warehouse -Direct Food	500.00
G1A4	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000	EL teacher support	154,656.00
G1A4	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3200	Supports classrooms	24,261.00

$930,634.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✔	75.57 %	73.81 %	2022-2023	75.91 %
Graduation Rate	✔	95.25 %	93.23 %	2021-2022	95.23 %

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 2022, 73.81% of students responded favorably to student-centered and real-world learning experiences. Our goal is to increase to 75.91% in Fall 2023.

Key Factors:

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

Graduation Rate

In 2020-2021 our graduation rate was 93.15%. In 2021-2022, our graduation rate was 93.23%, indicating a slight increase even though we were still dealing with the aftermath of Covid. Our goal is to increase by 2% in June 2024.

Key Factors:

- Learning gaps due to the loss of in-person instruction during the pandemic year
- The students are still overwhelmed and dealing with the social and emotional stress of being back in person full-time

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

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

We had 84.2% of our students complete the survey in the Fall of 2023 per the Panorama Education survey platform. Of those who conducted the study, our sub-groups with the lowest score in this category are Hispanic with a -2 and White with a -2.

Key Factor:

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

Graduation Rate

Per the California Dashboard, in 2022, 93.2% of our students graduated; our lowest performing was the SWD at a graduation rate of 78.1%. The following two groups, Black/African American and EL, scored in the medium category with three bars as indicated in the Dashboard. The Black/African American group had a graduation rate of 80.4%, and the EL had a graduation rate of 81.1%.

Key Factor:

- Pathway course elective is chosen over AP course
- An increase in Dual enrollment courses will be offered
- Low enrollment of Black/African American students in our AVID programs, which provides students additional support in taking AP courses
- SWD – bring awareness of the CTE courses available and make room in their schedule

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

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

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

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

Step 4: Educational Partner Involvement. Share the 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:	**2** ELAC:	**3** Staff:
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 kinds of support is there for understanding all the info in Atlas? • Parents agree with the AVID strategies to support student learning and improve academic achievements	ELAC input//question: • Work on magnet programs and clubs that will promote EL students' participation (band/arts) and create a club run by EL • Broaden the application process for the paid mentor program. Include interviews and resume practice for the application process • Provide bilingual tutors for all content areas	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 want more marketing of music, arts, and activities and more funding for personnel • Need more non-AVID teachers to receive AVID training

Action 1

Title: Career Readiness

Action Details:

Sunnyside High School recognizes the importance of preparing and supporting students to be A-G college and career ready to provide the most comprehensive array of post-secondary options upon graduation. With the California

Dashboard College/Career Indicators such as CTE, SBAC, Dual Enrollment, AP, A-G Coursework, and State Seal of Bi-literacy, we will use those metrics to set and monitor all the targets. With a combination of various content teachers and counselors monitoring the indicators, we intend to increase the participation and academic success of the students. Career exploration programs and job-embedded opportunities will be used for various careers within our current pathways and academies. Career fairs and visits to industry partners will be included throughout the year to increase 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.   We will continue to review our master schedule development and our marketing of CTE pathways to ensure opportunities for selecting CTE electives for all of our students.

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

Explain the Progress Monitoring and data used for this Action

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

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Career Technical Education (CTE) Coordinator	Pathway coordinator	ongoing
	Pathway & CTE Teachers	weekly
	VPs	monthly
	Counselors	quarterly
	Job Developer	
	All Teachers	

Career Technical Education (CTE) Coordinator

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

CTE Teachers, Linked Learning Teams, and AVID teachers

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

Homeroom Teachers

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

VP

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

Counselors

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

Job Developer

- Track field trips and work-based learning experiences for all students in ATLAS
- Promote internships, job shadowing, scholarships, and employment opportunities to all students
- Identify more community business partners for employment and internships.
- Prepare students for job interviews, portfolio reviews, resumes, and cover letter writing
- Plan and coordinate career, field-based field trips

- Coordinate guest speakers from various fields throughout the year
- Coordinate and promote showcases, such as Agriscience and Technology Student Expo Night
- Work alongside workability Job developer and Para to connect with all SWD (especially juniors and seniors) to complete interest surveys and to encourage job readiness

School Site CORE team

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

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

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

Specify enhanced services for EL students:

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

Action 2

Title: College Readiness

Action Details:

Sunnyside High School will increase the number of students demonstrating college and career readiness and ensure that all students graduate with a viable post-secondary plan. We will provide remediation and support to meet A-G

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

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Counselors: • Counselors will collaborate with teachers regarding strategies to best support students by grade level in classroom presentations to link SAT and Khan and start college applications and FAFSAs • Counselors will continue strategically guiding students through pre-registration, college applications, financial aid, scholarship opportunities, and post-secondary plans • Counselors and English teachers will identify and recruit eligible students to participate in the English IA Dual Enrollment. • Counselors and Math teachers will identify and recruit eligible students for the Math Dual Enrollment. • Counselors will work with and communicate with students about academic options to keep them on the A-G track for college, including the possibilities of credit recovery courses in Edgenuity Teachers: • PLTs will work together to support and prepare college and career-ready graduates by implementing instructional strategies that address our schoolwide Learning Outcomes • Implement IABs as common formative assessments to familiarize students with SBAC testing • Teachers will hold academic planning conversations and binder checks in Homeroom to promote the college and career readiness culture • Utilize College Board materials to support student learning CTE Coordinator will: • Assist in Dual Enrollment course recruiting • Promote and work in the development of the FFA program AVID Coordinator will: • Coordinate UC personal insight questions completion for all AVID 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 help rigorous coursework in the elective classes • Facilitate training in AVID technique 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 AP Instructional Coordinator will:	VPs Counselors AVID Coordinator AP Instructional Coordinator Teachers SAT Prep Teachers Students	On-going Weekly Quarterly Weekly grade checks in AVID Bi-monthly binder and agenda checks in Homeroom

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

School Site CORE team

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

Culturally Relevant Teaching Team:

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

Schoolwide Opportunities

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

VP/Counselor:

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

Students:

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

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

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

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

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

- Identify subgroups within SPED for targeted intervention and enrichment (i.e., AP mentoring program, AVID, tutorial support.)
- Expand Pre-AP mentoring to include EL/RFEP students
- Support Teacher will directly support Black/African-American students' needs, monitor A-G requirements & C or better grades, and assist those not meeting them (i.e., offer a tutorial, teacher support, social-emotional support, parent contact, and other support as needed.)
- Provide support to help students move smoothly from high school to Fresno City College and all other State center schools through Dual enrollment within the elective course for SWD

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0421 Sunnyside High School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Instruction	Direct Trans			College visits and industry experiences. Also for G3A1 & G3A2	8,854.00
G2A1	Sup & Conc	Instruction	Fuel			Fuel for Student engagement Van	2,000.00
G2A1	Sup & Conc	Instruction	Travel			: Travel-conference	75,000.00
G2A1	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Reg	Assistant, School Program	1.0000	School Resource Program Assistant	80,647.00
G2A1	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Over			Overtime	8,849.00
G2A2	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental contracts	86,240.00
G2A2	Sup & Conc	Instruction	Direct Trans			College trips/ Parent visit to UC Merced - Includes G5A1	10,000.00

$271,590.00

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	✔	40.51 %	38.32 %	2022-2023	28.32 %
Suspension Rate - Semester 1	✔	3.39 %	5.82 %	2022-2023	2.5 %

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

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

Chronic Absenteeism

Per Power BI in 2021-2022, 43% of our students were chronically absent. Our rate is 38.32% for the first semester of the 2022-2023 school year, which means we have made some improvements. Our goal for 2023-2024 is to decrease to 28.32% or less.

Key Factors:

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

Suspension Rate

Per Power BI the first semester of the school 2022-2023, we were at a 5.82% suspension rate. The goal will be to decrease this number to 2.5 % by the first semester of 2023-2024.

Key Factors:

- Our Restorative Practices team speaks to all students in conflict and creates an environment where students are proactive rather than reactive
- The Admin, RP, and Campus Assistance frequently communicate proactively to prevent unwanted behaviors
- Using our RCA to support Black/ African American students and LGBTQ youth has helped reach students in creating an inclusive and safe environment.

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

Chronic Absenteeism

Per Power BI, our rate is 38.32% for the first semester of the 2022-2023 school year. Our lowest-performing subgroups in this area per Power BI:

- 41.8% of SWD are chronically absent
- 41.6% of Foster Youth are chronically absent
- 34.6% of Homeless students are chronically absent

Key Factors:

- Need to increase Cultural Responsive Training and Professional Learning
- Disproportionate in disciplinary consequences (Suspensions and expulsions)
- Students are still adapting to the full-time return to school

Suspension Rate

Per CA Dashboard in 2022, we had a 6.4% suspension rate, our lowest performing subgroups in this area as of 2021-2022 per Ca Dashboard:

- 18.4% of our Black/African American students are suspended at least one day
- 13% of Foster Youth are suspended for at least one day
- 11.5% of SWD students are suspended for at least one day

Key Factors:

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

- We have also added enrollment meetings and check-ins for newly enrolled students throughout the school year
- EQ Learning Academy was brought back in January 2023 as an alternative to suspensions for ED code violations 48900 c, f, h, i, j, or k.

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. We will also continue to support our Culturally Responsive Team; they will learn and train others about cultural proficiency to help create an inclusive and equitable environment for all students. We anticipate professional learning opportunities for the upcoming school year.

Students are learning to adapt to in-person instructions and being in a class full-time. We will see these indicators returning to normal soon. We will continue to identify strategies to support our students best and reduce the suspension rate and their chronic absenteeism.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

We will also utilize online resources and tools, including but not limited to Edcite, Deltamath, Desmos, and iReady, to support SEL skill development, enhance classroom engagement and improve academic success. We will continue to develop and build capacity with our CRT and PL to create an environment that best supports all of our students. We will encourage Black/African American students to participate in our dual enrollment courses provided by Howard University 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:

SSC asks to consider the workload students may face when quarantined or homesick. The workload affects students' grades and discourages them from connecting to school.

SSC asks for more social-emotional support for our students dealing with anxiety as they return to school full time in-person.

SSC asks that we ensure that the school guidance counselors are meeting with their students.

2 ELAC:

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

ELAC members noted the need for an additional BIA to attend core courses, not just the ELD course.

3 Staff:

The staff would like non-AVID teachers to attend the AVID training sessions.

The staff appreciates the CRT and the new learning they bring to our Teacher Development meeting.

The staff appreciates the plus-teacher support in the core content areas.

The staff appreciates the help of the SWD support teacher.

Action 1

Title: Chronic Absenteeism

Action Details:

Sunnyside High School will continue to focus on how to address absenteeism strategically. During the 2023-2024 academic school year, Sunnyside High will implement a multi-tiered system of interventions for attendance, including providing four part-time positions, one for each University Office. This attendance support will work with our attendance clerk to identify and help students with severe attendance. Interventions, including the social workers (project access and school site), will be strategically designed for those identified as chronically absent. Sunnyside will continue the monthly attendance parent meetings that provide information regarding attendance and strategies to support and improve overall attendance. Our advocates will focus on our SWD and Black/African American population and work towards improving student attendance. Sunnyside will encourage participation 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 help connect our students to sports and other activities available on our school campus.

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

Explain the Progress Monitoring and data used for this Action

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

Weekly Monitoring of Attendance Data by the Attendance Team (VP, Advocate, Counselor, Attendance Clerk in each University Office, Home School Liaison, and Resource Counseling Assistant) measuring the following data points:

- Weekly ADA rates
- Students who have been identified as habitually truant or chronically absent
- Students 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, VPs, 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 the students they are working with
- Collaborate with RP Team weekly to check in regards to 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, provide intake assessment on chronic absenteeism

Counselors, Teachers

- Monitor academic progress
- Share knowledge of the variety of elective course offerings
- Use Parent Square to communicate with students and parents

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
- Submit a roster and record at least record four events into the student engagement tool
- Will promote activities, music, art, drama, and athletic involvement opportunities via broadcast, website, parent square

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):

- Students will receive ongoing notifications of their attendance.
- Students will meet with their assigned advocates to discuss various resources and strategies.

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

- Students will attend Attendance Parent Meetings.
- Students will be informed of and encouraged to participate in extra and co-curricular opportunities to improve connections to the school.
- School Program Assistant and Teaching Fellows Tutors will support program.

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:

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 learn professionally about misbehavior, cultural awareness, and the referral process to support classroom social-emotional competencies best. We will continue to utilize a resource counseling assistant to assist the RP team in supporting students' SEL. Student sub-groups with the highest need, including Black/African American, SWD, and LGBTQIA+ students, will be monitored and supported as needed. In addition, we will utilize Link Crew and homeroom to help 9th-grade students transition to high school. Sunnyside will continue encouraging participation and monitoring student engagement in arts, activities, clubs, and athletics to build connections with the school. Sunnyside High School will increase participation by improving our outreach strategies and providing access to various extracurricular activities throughout the year via athletics, clubs, and visual/performing activities. We will also increase communication with families and staff about the opportunities available through the parent square app.

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

Explain the Progress Monitoring and data used for this Action

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

Teachers:

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

Resource Counseling Assistant

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

Owner(s):

Teachers

Restorative Team (Counselor, teacher, RCA)

VPs

Social Workers

Psychologist

Therapist

Nurse

Counselors

Climate & Culture Team

Culturally Responsive Team

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 support EQL on Saturdays

VP's:

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

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

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

Climate and Culture Team:

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

Culturally Responsive Team:

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

School Program Assistant:

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

Campus Culture Director and Athletic Director:

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

Coaches/Club Sponsors:

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

Custodial and Office Staff

School Program Assistant to Athletics/Activities

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

Specify enhanced services for EL students:

- 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 CORE team (VP, EL SWD Support Teacher, Support Teacher, Black/African America Support teacher) will monitor and support their sub-groups based on findings through improvement science
- Continued marketing of various extra- and co-curricular activity opportunities will be done through our Wildcat video broadcasts, social media, parent square, Teams, and Peachjar fliers.

2023-2024 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 : Fresno State Tutors	35,000.00
G3A1	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Reg	Assistant, School Program	1.0000		76,696.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	1.0000		80,681.00

$192,377.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✔	93.56 %	91.85 %	2022-2023	93.85 %

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

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

In 2021-2022 the staff voted favorable in the organizational culture domain by 92.46%. In the fall of 2022, we had a decline in this domain by 0.61%. The goal is to improve this metric by 2%.

Key factor:

- New staff members this school 2022-2023, many are still learning the structure and culture of the school
- We are working with new teachers by meeting with them monthly to present topics that are of concern to them
- We continue the work with the PLC process. We had English and Foreign Language PLT attend a solution tree conference to promote and encourage the work in the professional learning community process

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

Goal to recruit and retain staff

- For the school year 2023-2024, we will look for opportunities to develop and train our staff in the PLC process
- We will provide training through our CRT to help all teachers bond and feel connected
- We have our Partycat team organize and plan events to include all staff and family members

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

We will allocate funds for travel in hopes the sub shortage will end in 2023-2024, allowing us to send various staff members to Solution Tree Professional Learning Institutes. In the current year, we had the opportunity to send a small group of teachers to a solution tree conference. As the school year progressed, we had fewer sub-release days which hindered the ability of our teachers to attend training and organize planning days with their PLTs. Supplemental contracts were also supplied for teams that chose to work outside the school day.

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 2023/24 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 encourage further professional learning around the PLC process for the 2023-2024 school year. We will also continue to fund subs for release days and supplemental contracts so teachers in their PLT can plan and organize together. We will continue to fund lead teacher contracts for content areas above the district-allotted amount. We will continue to communicate the weekly expectations and practices that guide and inform the actions of our staff.

Step 4: Educational Partner Involvement. Share the 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:	**2** ELAC:	**3** Staff:
SSC: They understood the need for professional learning opportunities and agreed to move funds needed for teacher learning experiences.	ELAC: Parents wondered if teachers receive professional learning opportunities to support EL students best.	Staff: The staff is interested in attending in-person training for AVID strategies.

Action 1

Title: Professional Learning Teams

Action Details:

Sunnyside High School teachers will meet weekly in Professional Learning Teams (PLTs). When teams meet, PLTs will answer the 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 don'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 the textbook Learning By Doing by Rick DuFour et al. PLTs will also learn from professional development in culturally proficient instruction provided by our CRT team. The goal is to build more inclusive lessons and assessments that reflect our diverse student population. We will continue to search and provide opportunities for our PLTs to gain professional learning sessions and/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	Owner(s):	Timeline:

PLT will:

- Establish team norms, identify essential standards within their content area, and participate in creating smart goals with their department VP
- Develop common assignments and assessments
- Collect and analyze common formative assessment results
- Discuss CFAs, EL monitoring through ELLevation, interim assessments, and IABs.
- Discuss re-teaching, interventions, and extension strategies to increase student achievement
- Rate team on each indicator on the PLC at Work Continuum: Learning as our fundamental purpose, as detailed in Learning by Doing (3rd Edition) by Rick DuFour et al.
- 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 ILT and regional ILT meetings and training
- Facilitate planning days

VP's:

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

School Program Assistant

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

Culturally Responsive Team:

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

Owner(s):

Principal

VPs

Lead Teachers

All Teachers

Timeline:

Weekly

Monthly

Quarterly

Describe Direct Services to Staff in support of students, including materials and supplies required (curriculum and instruction):

Student Academics:

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

Student-Centered and Real-World Learning:

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

Student Engagement:

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

Subs provided as needed.

Specify enhanced services for Staff in support of EL students:

- EL Specialists will work with specific groups of EL students (LTELs) to provide support and work with teachers regarding instructional strategies to best support ELs
- EL Support Teacher will work with PLTs to ensure proper implementation of ELD CCSS
- EL Support Teacher will provide PD to PLT groups focused on 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 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 enhanced services for Staff to support low-performing student groups:

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

2023-2024 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 Teachers	24,008.00

$24,008.00

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	✔	87 %	84.78 %	2022-2023	86.78 %

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

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

In 2021-2022 the parent survey resulted in few responses. Of the few who complete the survey, they agree favorably to family engagement, by 84.82 %. In the Fall of 2023, the survey was readmitted, and again we had a minimal response, with an agreed answer of 84.78%. We had a slight decrease. The goal is to improve by 2% in the school year 2023-2024.

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

Parent Survey-family engagement

- A low response rate does not give a valid result
- Lack of computer literacy and access to the digital format hinders parents from completing the survey
- Need to allow parents to submit paper form surveys

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

We intended to increase the number of Parents participating in the survey and the percentage of those feeling welcomed and respected. We were unable to meet these goals. In this school year, 2022-2023, our engagement with parents increased as Covid restrictions disappeared and we resumed normal activities. We will continue to utilize a home school liaison, a resource counseling assistant, and a school program assistant to share information through social media, parent engagement hour, and newsletters. We will increase communication and awareness about completing the Climate and Culture Survey for the incoming school year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 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 in our computer labs and the main office. We will hold learning sessions for parents around the use of technology and provide time during the parent engagement hour for parents to complete the survey.

Step 4: Educational Partner Involvement. Share the 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:	**2** ELAC:	**3** Staff:
SSC: • Recognize the lack of participation by families in surveys completion • The time and method of the parent engagement hour require a variation	ELAC: • Appreciate the weekly parent engagement hour and the translation opportunities	Saff: • The staff has become familiar with the new communication tool parent square

Action 1

Title: Family Engagement

Action Details:

As of Fall 2022, less than 10% of our families responded to the climate and culture survey. We aim to increase participation in the survey by 2% in the Spring of 2024 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. 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, parent square, 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 using the online program Thought Exchange to gain more insight from parents and families on how better to support their individual needs.

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	Owner(s):	Timeline:

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

Owner(s):

Timeline:

Principal:

- Send weekly communication through parent square 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 or Remind 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 or Remind 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/AVID 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

HSL / RCA

VPs

Counselors

CTE

Job Developer

Club Advisors

Athletic Coaches / Band and Orchestra

Ongoing

Describe Direct Services to Families in support of students, including materials and supplies required (curriculum and instruction):

Student Academics:

- We will provide learning opportunities for families using parent square, 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:

- To increase student engagement, we will continue communicating with families about various events through parent square, PeachJar, our website, and social media platforms.
- Parents will receive information regarding student involvement opportunities via parent square, website, newsletter, master calendar, parent engagement hour, ELAC, and SSC. Informational brochures will be available in the main office, university offices, College and Career Center, and the library. We will provide family engagement events that involve students and families. (ex: family movie night, Back-to-school night,t and Sunnyside Showcase)
- Provide Parents with opportunities to visit college campuses., including transportation.
- Materials and supplies provided.

Specify enhanced services for Families of EL students:

Home School Liaison - Spanish / RCA (Hmong)

- Assists with monitoring attendance

Specify enhanced services for Families of low-performing student groups:

- SWD Case managers will monitor the academic progress of SWD and share the various co- and extra-curricular activities opportunities with parents while in IEPs
- Homeroom teachers will encourage and provide information on the vast array of activities available to

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

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

2023-2024 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	Parent Participation	Mat & Supp			Parent Newsletter	16,500.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			: Parent engagement	5,969.00

$23,269.00

05/16/2023

2023-2024 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			Supplemental contracts -credit recovery- AVID planning and AVID Coordinator **No IEPs**	36,960.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Material and Supplies	142,050.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.4000	Additional class periods	37,997.00
G1A3	Title 1 Basic	Instruction	Oth Cls-Supp			Classified AVID Tutors	85,216.00
G1A3	Title 1 Basic	Instruction	Bks & Ref			Turnitin.com and Edpuzzle	11,860.00
G1A3	Title 1 Basic	Instruction	Travel			AVID Institute	36,000.00
G1A3	Title 1 Basic	Instruction	Dues And Mem			AVID : AVID Annual Membership	4,500.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	1.0000	SWD teacher support	141,223.00
G1A3	Sup & Conc	Instruction	Ins Aide-Sup			Classified Support	13,110.00
G1A3	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst II	1.0000	Computer Lab Assistant	79,335.00
G1A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Extra Time	5,206.00
G1A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ovr			Support Overtime	6,246.00
G1A3	One-time School	Instruction	Bks & Ref			: Turnitin.com and Edpuzzle	1,140.00
G1A3	One-time School	Instruction	Nc-Equipment			Technology	31,264.00
G1A4	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Translation for parent meeting-home visits-parent connection **Cannot use for translation of mandatory items (i.e., ELAC & IEP)**	86,510.00
G1A4	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4300	Supports classrooms	32,600.00
G1A4	Sup & Conc	Parent Participation	Direct-Food			Warehouse -Direct Food	500.00
G1A4	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000	EL teacher support	154,656.00
G1A4	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3200	Supports classrooms	24,261.00
G2A1	Title 1 Basic	Instruction	Direct Trans			College visits and industry experiences. Also for G3A1 & G3A2	8,854.00
G2A1	Sup & Conc	Instruction	Fuel			Fuel for Student engagement Van	2,000.00
G2A1	Sup & Conc	Instruction	Travel			: Travel-conference	75,000.00
G2A1	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Reg	Assistant, School Program	1.0000	School Resource Program Assistant	80,647.00
G2A1	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Over			Overtime	8,849.00
G2A2	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental contracts	86,240.00
G2A2	Sup & Conc	Instruction	Direct Trans			College trips/ Parent visit to UC Merced - Includes G5A1	10,000.00
G3A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Fresno State Tutors	35,000.00
G3A1	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Reg	Assistant, School Program	1.0000		76,696.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	1.0000		80,681.00
G4A1	One-time School	Instruction	Teacher-Subs			Substitute Teachers	24,008.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Home Visits	800.00

| G5A1 | Sup & Conc | Parent Participation | Mat & Supp | Parent Newsletter | 16,500.00 |
| G5A1 | LCFF: EL | Parent Participation | Mat & Supp | : Parent engagement | 5,969.00 |

	$1,441,878.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$305,700.00
Sup & Conc	7090	$894,880.00
LCFF: EL	7091	$184,886.00
One-time School	7099	$56,412.00
Grand Total		**$1,441,878.00**

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	$930,634.00
G2 - Expand student-centered and real-world learning experiences	$271,590.00
G3 - Increase student engagement in their school and community	$192,377.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	$24,008.00
G5 - Increase inclusive opportunities for families to engage in their students' education	$23,269.00
Grand Total	**$1,441,878.00**

05/16/2023