

Sunnyside High

10621661030675

Principal's Name: Michele Anderson

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Michele Anderson', with a long horizontal flourish extending to the right.

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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

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

Consolidated Program Assurances



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Michele Anderson	X				
2. Chairperson - Angel Ponce					X
3. Suri Miguel					X
4. Moncanjacna Mian					X
5. Alma Madrigal				X	
6. Sita Arunson				X	
7. Leslie Damas			X		
8. David Walke		X			
9. James Thomas		X			
10. Anthony Segura		X			
11. Paula Bejarano				X	
12. Chitchay Nhotsavath			X		
13.					
14.					
15.					

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

Required Signatures

School Name: Sunnyside High			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Michele Anderson		3/25/25
SSC Chairperson	Angel Ponce		3/25/25

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

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

FY 2025/26

Sunnyside - 0421

ON-SITE ALLOCATION

3010	Title I	\$316,779 *
7090	LCFF Supplemental & Concentration	\$883,462
7091	LCFF for English Learners	\$186,576

TOTAL 2025/26 ON-SITE ALLOCATION	\$1,386,817
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* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$69,972
Program Budget	\$246,807
Total Title I Allocation	\$316,779

ESSA Assistance Status: Additional Targeted Support and Improvement (ATSI)

Sunnyside High 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (English Learner)	✓		27 %	2023-2024	30 %
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		27.1 %	2023-2024	30 %
Percentage of students who received at least a D/F at end of semester 1	✓		43.7 %	2024-2025	40.7 %
SBAC ELA - Average distance from standard	✓	-20 pts	-21.2 pts	2023-2024	-6.2 pts
SBAC ELA - Average distance from standard (African American)	✓		-91.7 pts	2023-2024	-76.7 pts
SBAC ELA - percentage of students met/exceeded standard	✓	47.5 %	47.1 %	2023-2024	52.1 %
SBAC Math - Average distance from standard	✓	-135 pts	-134.6 pts	2023-2024	-119.6 pts
SBAC Math - Average distance from standard (African American)	✓		-181.4 pts	2023-2024	-166.4 pts
SBAC Math - Average distance from standard (Long-Term English Learner)	✓		-200 pts	2023-2024	-185 pts
SBAC Math - Average distance from standard (Socioeconomically Disadvantaged)	✓		-137.5 pts	2023-2024	-122.5 pts
SBAC Math - percentage of students met/exceeded standard	✓	11 %	8.8 %	2023-2024	13.8 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

According to the California Dashboard, 46.2% of students met or exceeded the English Language Arts (ELA) standard in the 2022-2023 academic year. This percentage increased to 47.1% in 2023-2024. Our goal for 2024-2025 is to achieve a 5% increase. We are making steady progress while overall proficiency rates remain below the desired levels. Notably, African American students have been most impacted, scoring 91.7 points below the standard.

In mathematics, 9.9% of students met or exceeded the standard in 2022-2023. However, this percentage declined to 8.8% in 2023-2024, making it the only metric that saw a decrease instead of improvement. Our African American, long-term English Learner, and socioeconomically disadvantaged students have been the most impacted. To address this, we must prioritize professional development for our math teachers to enhance their instructional capacity and support student achievement.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Key factors (Math and ELA)

Students have not yet been adequately exposed to the SBAC website to familiarize themselves with the platform. Providing access to Edcite and SBAC sample problems will be instrumental in closing the achievement gap. Additionally, many students are unaware of valuable resources such as Tutor.com, which can support their learning in both math and English.

We must continue strengthening the Professional Learning Community (PLC) process to enhance student success. This includes identifying essential standards, developing Common Formative Assessments (CFAs), analyzing data to drive instructional improvements, and ensuring the level of rigor necessary for students to meet or exceed proficiency standards. A key focus will be providing targeted professional development for teachers across English and math.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

To address these challenges, we must implement targeted interventions, including student tutorials and additional academic support, to bridge learning gaps. Strengthening the Professional Learning Community (PLC) process is also crucial, focusing on identifying essential standards, developing Common Formative Assessments (CFAs), and using data-driven instruction to enhance student learning. Equally important is investing in professional development to build teacher capacity, ensuring educators receive the training to implement rigorous, high-quality instruction that supports all students in meeting and exceeding academic standards. We must also sustain and build upon the momentum of disciplinary literacy concentration to enhance student learning across all content areas. Strengthening literacy skills within each discipline will support deeper comprehension, critical thinking, and overall academic success.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Proficiency in Literacy

Partially Implemented

- We planned and budgeted for professional development last year. We will continue to fund training and conferences as they help increase student learning and staff motivation. As our PLC, discipline literacy, and evidence-based grading work gained momentum, we sent our Science and Math teams to Stevenson High School for PL, and various grade levels in the English department attended the CATE conference.
- This school year, we had limited planning days for our teachers to work together outside of the PLC time. We will work to create additional planning days for those teachers working on discipline literacy and evidence-based grading.
- The Region Literacy Project continues implementing various professional learning opportunities to support literacy in the different content areas. We continue working throughout the region to increase disciplinary literacy for all secondary students.

Although our students are not yet performing at grade level, we have observed an improvement in their SBAC assessment scores. In ELA, the average distance from the standard improved from -25 points in the 2022–2023 school year to -21.2 points in 2023–2024, indicating positive progress toward meeting the standard. The district goal for 2024-2025 is to increase by 15 points to reach an improvement of -6.2.

Action 2: Proficiency in Mathematics

Fully Implemented

- Teaching fellows work with math/core teachers to support ELL students in their ELD classroom with homework, notes, and lesson concepts.
- Teachers have received Edcite training and have integrated the platform by administering CFAs aligned with SBAC-style questions.
- Teachers will be using the PLC process to collect data and analyze to reteach or shift instructional lessons.
- To engage and improve academic success, we will continue utilizing online applications such as DeltaMath, Edcite, Edpuzzle, Turnitin.com, and Tutor.com.

Although our students are not yet performing at grade level, we have observed an improvement in their SBAC assessment scores. In ELA, the average distance from the standard improved from -139.4 points in the 2022–2023 school year to -134.6 points in 2023–2024, indicating positive progress toward meeting the standard. The district goal for 2024-2025 is to increase by 15 points to reach an improvement of -119.6.

Action 3: Comprehensive Academic Support

Fully Implemented

- The culturally responsive team will continue to provide learning opportunities for our teachers to become culturally proficient and respond accordingly. This is intended to support our low-performing subgroups and create a more inclusive and equitable environment for all students.
- We will continue to fund our AMD tutors, the AMD conference, and the implementation of various strategies supporting and building the AMD program to promote AMD strategies throughout the school.
- The AMD tutors were available during lunch for those seeking additional support, and various teachers from different contents were available after school.

In the first semester of the 2024–2025 school year, the D/F rate was 43.7%. Our goal for the second semester is to reduce this rate to 40.7%, reflecting a targeted improvement of 3%.

Action 4: English Learner Support

Fully Implemented

- Our EL support teacher will continue to help teachers create and implement integrated and designated ELD lessons into core content classes to support literacy.
- Our 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.
- Integrated ELD is being adopted in all ELA classrooms. The focus is on language development, with a discipline specific to literacy.
- Ellevation monitors ELL students' growth and progress. The teachers will be utilizing this tool quarterly.

In 2023-2024, ELP1-percentage of students who improved at least one ELP1 level 27% our goal for this school year is reach 30% for English Learner and Long-Term English Learner.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Proficiency in Literacy

Effective

Investing in professional development is highly effective because it enhances instructional practices, increases teacher efficacy, and ultimately improves student outcomes. By providing ongoing training and opportunities for educators to collaborate, we ensure they have the tools and strategies to implement best practices in their classrooms. Sending Science and Math teams to Stevenson High School and supporting English teachers at the CATE conference exposed staff to high-impact instructional methods, fostering a culture of continuous learning and innovation. Additionally, as PLCs, disciplinary literacy, and evidence-based grading continue to gain momentum, sustained professional development strengthens these initiatives, leading to greater alignment, consistency, and rigor across all content areas. Empowering educators through targeted training directly increases student engagement, comprehension, and achievement.

Action 2: Proficiency in Mathematics

Partially Effective

This approach is partially effective because, while professional development efforts have been implemented, there remains a gap in targeted training, specifically for math content. The support provided by Teaching Fellows in ELD classrooms is valuable in assisting ELL students with homework, note-taking, and lesson comprehension. Additionally, integrating Edcite for administering CFAs aligned with SBAC-style questions is a step forward in preparing students for assessments. Using the PLC process to collect and analyze data ensures that instruction is responsive and adaptable to student needs. Furthermore, leveraging online applications such as DeltaMath, Edcite, Edpuzzle, Turnitin.com, and Tutor.com enhances student engagement and provides additional learning resources. However, to maximize effectiveness, professional development must focus more directly on math instruction to strengthen teacher capacity and improve student outcomes in this critical area.

Action 3: Comprehensive Academic Support

Partially Effective

This approach is partially effective because, while efforts have been made to support AVID strategies, there is a need for more teachers to be trained in their implementation. The culturally responsive team's ongoing learning opportunities help foster an inclusive and equitable environment, particularly benefiting low-performing subgroups. Continued funding for AVID tutors, the AVID conference, and various program strategies demonstrates a commitment to expanding AVID's impact schoolwide. Additionally, providing AVID tutors during lunch and teacher support after school offers valuable academic assistance. However, to fully integrate AVID strategies across all content areas, more teachers must receive targeted training to ensure consistency in instructional approaches and maximize student success.

Action 4: English Learner Support

Effective

This approach is highly effective because it provides targeted support for teachers and EL students, ensuring language development is embedded within core content instruction. By continuing to fund an EL support teacher, educators receive guidance on creating and implementing integrated and designated ELD lessons, leading to more meaningful literacy instruction across subjects. Adopting integrated ELD in all ELA classrooms strengthens language acquisition with a discipline-specific focus on literacy, directly addressing the needs of EL students. Additionally, using Ellevation to monitor student growth and progress quarterly ensures that instruction is data-driven, allowing teachers to make timely interventions and instructional adjustments. These efforts contribute to closing proficiency gaps and improving both literacy and math outcomes for EL students.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will continue to support and build upon the plans implemented last year, with a renewed focus on teacher development and capacity building. By prioritizing professional growth opportunities for educators, we aim to enhance instructional practices across all content areas. Additionally, we will closely monitor interim data to inform our instructional decisions, allowing for timely adjustments that will improve student outcomes and ensure we are meeting the diverse needs of our learners.

Section D: 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.

SSC:

ELAC:

Staff:

- SSC encouraged funding so parents may visit colleges in the area.
- Students requested exposure to the SBAC website before testing and created a study guide.
- The students would like better messaging on the importance of SBAC assessments.

ELAC members noted a need for extended learning opportunities and would like to see an increase in tutoring opportunities.

- The staff would like non-AVID teachers to attend the AVID training sessions.
- The staff would like to participate in Professional Development conferences and workshops.

Action 1 :

Proficiency in Literacy

Action Details:

The Sunnyside Regional will continue to build disciplinary literacy across all subject areas to support literacy and ELD standards at all grade levels. Plus Teachers at Sunnyside High will support the implementation of Disciplinary Literacy. Achievement will be measured and monitored on the district interim assessments, grade level diagnostic, and ELA SBAC. Tutor.com will be promoted to all students school-wide, emphasizing our EL and African American students. To improve our outcomes for EL and African American students, we will have our plus teachers and EL support teacher work with students who require additional support. Teachers will use Edcite and the SBAC website to ensure all students are exposed to SBAC sample questions in their lessons. The discipline literacy team will promote differentiated instruction to ensure that students scoring below California state literacy standards will meet or exceed grade-level standards. Instruction will be delivered using school-wide AVID and literacy strategies to decrease the percentage of students needing remedial English coursework at the college level. An English PLUS teacher will support our 9th-grade PLT with intervention, lesson design, CFAs, and other curricula. With our entire school district in a one-to-one computer-to-student model, teachers will utilize more online tools to support learning in the classroom. The disciplinary literacy team will provide professional learning at buyback and faculty meetings. The disciplinary literacy team will train lead teachers during ILT and regional ILT meetings. Our AVID tutors will be available during lunchtime to provide additional instructional support to students in need.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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.
- Students will be offered after-school tutorials specific to their reading and writing concerns. They will also have access to lunchtime tutorials for remediation and CFA/test make-ups. (Teacher contracts provided as needed)
- Students and teachers will utilize TurnItIn.com, Nearpod, EdPuzzle, Deltmath, Tutor.com, and Edcite tools as resources to support student learning.
- Students can access tutorial support through our 21st Century Grant After School program, and AVID tutors will provide tutorial sessions during lunchtime.
- Materials and supplies, including our AVID teachers, will be provided to support instruction.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

The English Learner student population is identified in the red level for the categories in Goal 1. According to the CA Dashboard, our EL students have increased by 16.8 points in ELA SBAC, and our Long-Term English learners have increased by 4.3 points, which has placed both of them in the orange category.

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

With Title I funds, we plan to continue working with our home liaisons, who work with EL students and their families. Students can access websites that help them learn the material through visuals, like Desmos, Quizzlet, Edcite, and TurnItIn.com. These programs allow for translation so students can change the program to their native language. We will also provide tutors available during lunchtime and in the after-school program to best support students in their courses. Students can also access tutors by attending various scheduled Wildcat cafes. Since students have one-to-one computers, if they forget theirs at home and need to complete work on a laptop, loaners will be available in the

library to prevent any disruptions to their learning.

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

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

Student Groups

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

African American (AA): Title I funds will be utilized to support the academic success of our low-achieving students through targeted initiatives. Students will benefit from AVID strategies to help them develop the skills necessary to succeed in college-level courses. Students will also have access to AVID tutors during lunchtime, where they will receive targeted one-on-one support to address their specific academic needs. Students will have the opportunity to visit colleges, providing them with motivation and a clearer understanding of the academic requirements for future acceptance. Additionally, they will have access to campus computers in case their personal devices are unavailable. To further enhance learning, students will also have access to online engagement programs designed to deepen their understanding and improve academic performance.

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

African American (AA):

We will utilize 7090 funding to support our African American students by investing in professional development for teachers. This includes sending teachers to conferences to enhance their instructional capacity and explore new teaching strategies designed to enrich lessons and engage students more effectively in the learning process. Additionally, the funds will support teacher collaboration through Instructional Learning Teams, enabling them to strengthen their understanding of disciplinary literacy and refine their instructional practices.

The funding will also provide continued support from our two Resource Program Assistants, who play a vital role in managing and processing purchases, coordinating conferences, handling supplemental contracts, producing newsletters, and supporting athletic programs to ensure smooth operations for coaches and the acquisition of materials and supplies. Funding an athletic resource program assistant will help ensure smooth operations for coaches, allowing them to focus more effectively on student development. This increased efficiency can create a more structured and supportive environment, which can positively impact students' overall performance, including in areas like literacy, by fostering better time management, discipline, and teamwork skills.

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

African American (AA): To support African American high school students, we will provide targeted academic support by implementing AVID strategies to develop college and career readiness skills and offering one-on-one and small-group tutoring through AVID tutors. We will also enhance college and career preparation by organizing college visits, career exploration events, and workshops on financial aid, scholarships, and the college application process. Additionally, we will invest in staff professional development, focusing on implicit bias, equity, and culturally responsive teaching to create more inclusive and effective learning environments.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Expect to see: Increase in student participation and engagement in targeted ELA learning strategies.

Outcomes measured: Walking classrooms using our Microsoft forms to record the information.

Outcomes monitored by: Principal, VP, and teachers

Medium-Term (Change in Behavior or Performance) Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Want to see: Improvement in formative and Interim scores

Outcomes measured: Data collected by teachers (CFA) and on the Interim

Outcomes monitored by: Principal, VP, and teachers

Long-Term (Change in Condition) Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Hope to see: Measurable increase in ELASBAC proficiency rates

Outcomes measured: Data collected by the SBAC assessment and California Dashboard

Outcomes monitored by: Principal, VP, and teachers

Action 2 :

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 addresses focus, coherence, and rigor at all math levels. Teachers will engage in professional learning and collaboration in their PLTs centered on common formative assessments, performance-based tasks, and responses to intervention. Math teachers will receive professional learning opportunities to strengthen their lesson design capacity and promote higher instruction rigor through the knowledge and strategies gained from these experiences. Funding for substitute teachers is essential to allow our teachers to attend professional learning experiences and acquire strategies that will positively impact student learning. Students will be supported by a PLUS teacher in math classes and tutorials by math teachers throughout the year. With our entire school district in a one-to-one computer-to-student model, teachers will utilize more online tools to support learning in the classroom. Our SWD support teacher will monitor and support SDC and co-taught classroom instruction by providing strategies and resources. SDC math class will embed Edcite in their lesson to expose SWD to the Edcite platform. Teaching Fellows will work with math/core teachers to support ELL students in their ELD classroom with homework and assigned projects.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Teacher professional collaboration and learning will support student learning of grade-level standards through enhanced instruction delivery and the review of common formative assessments for acceleration within the instructional sequence.
- Students can master the content through good first instruction aligned with rigorous pre-established assessments, repaired in real-time with the PLUS Teacher through in-class co-teaching or small group instruction support.
- Students will have access to online materials through a district-issued laptop.
- Graphing Calculators and scientific calculators will be available for checkout in the library to support learning in all math classes.

- Students can access tutorial support through our 21st Century Grant After School program and tutor.com.
- The AVID tutors provide one-on-one and small-group support, monitor students, collect data, and conduct focus groups (advanced and low-performing).

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

The English Learner student population is identified in the red level for the Math categories in Goal 1. According to the CA Dashboard, our EL students have increased by 12.5 points in Math SBAC, and our Long-Term English learners have maintained 200 points below standard, placing EL in the orange and LTEL in the red category.

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

With Title I funds, we plan to continue working with our home liaison, who works with EL students and their families. Students can access websites that help them learn the material through visuals, like Desmos, Quizzlet, Edcite, and Turnitin.com. These programs allow for translation so students can change the program to their native language. We will also provide tutors available during lunchtime and in the after-school program to best support students in their courses. Students can also access tutors by attending various scheduled Wildcat cafes. Since students have one-to-one computers, if they forget theirs at home and need to complete work on a laptop, loaners will be available in the library to prevent any disruptions to their learning.

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

- Teachers will support EL students individually and in small groups during math tutorials before and after school.
- The EL support teacher will monitor EL students with D's or F's and observe them within the classroom to determine if language proficiency is a barrier and identify if other tutorial or teacher support is needed. Tutorial labs are available for all students.
- 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.
- Integrated ELD strategies have been implemented in all ELA classrooms, focusing on language development through discipline-specific literacy.
- Awareness of the significance and structure of the Math SBAC and District Interim.
- The EL Support teacher will also provide teacher support in scaffolding lessons aligned with ELD CCSS.
- Tutorial labs are available for all students.
- The AP coordinator will identify EL students enrolled in AP and connect them to resources and support.
- EL support teachers will work with SPED case managers to create and monitor Math/ELD goals and action plans that best support the students.

Student Groups

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

Socio-economically Disadvantaged (SED): Title I funds will be utilized to support the academic success of our low-achieving students through targeted initiatives. Students will benefit from AVID strategies to help them develop the skills necessary to succeed in college-level courses. Students will also have access to AVID tutors during lunchtime, where they will receive targeted one-on-one support to address their specific academic needs. Students will have the opportunity to visit colleges, providing them with motivation and a clearer understanding of the academic requirements for future acceptance. Additionally, they will have access to campus computers in case their personal devices are unavailable. To further enhance learning, students will also have access to online engagement programs designed to deepen their understanding and improve academic performance.

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

Socio-economically Disadvantaged (SED): We will utilize 7090/7091 funding to support our African American students by investing in professional development for teachers. This includes sending teachers to conferences to enhance their instructional capacity and explore new teaching strategies designed to enrich lessons and engage students more effectively in the learning process. Additionally, the funds will support teacher collaboration through Instructional Learning Teams, enabling them to strengthen their understanding of disciplinary literacy and refine their instructional practices.

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

Socio-economically Disadvantaged (SED): To best support socioeconomically disadvantaged students, we will provide access to essential resources such as computers, internet access, and school supplies, ensuring that all students have the tools they need to succeed. As math teachers receive professional development, they will apply their learning to positively impact students by providing differentiated instruction, designing engaging lessons, and implementing targeted interventions for those needing additional support. Additionally, we will focus on college and career readiness by offering college visits, career exploration events, and workshops on scholarships and financial aid, helping students see the possibilities for their future and guiding them through the college application process.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Expect to see: Increase student participation and engagement in targeted Math learning strategies.

Outcomes measured: Walking classrooms using our Microsoft forms to record the information.

Outcomes monitored by: Principal, VP, and teachers

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Want to see: Improvement with formative and Interim scores

Outcomes measured: Data collected by teachers (CFA) and on the Interim

Outcomes monitored by: Principal, VP, and teachers

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Hope to see: Measurable increase in Math SBAC proficiency rates

Outcomes measured: Data collected by the SBAC assessment and California Dashboard

Outcomes monitored by: Principal, VP, and teachers

Action 3 :

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 Cs 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. We plan to seek outside resources and mentoring programs to support students dealing with behavior issues, providing them with the necessary guidance and interventions to help them improve and succeed academically and socially. We also plan to utilize our 21st Century Grant After School Program and teacher content tutorials throughout the school year. Teacher Teams, such as PLT or Pathway Teams, will offer a variety of academic supports, including tutorial opportunities, within their specific content areas for students before, at lunch, and after school. An African American Academic Acceleration (A4) Progress Monitor will provide additional SEL and academic support for our African American students. Our SWD support teacher will also monitor SWD graduation progress and build the necessary support for SWD to remain on track for their diploma. Additional opportunities for credit recovery will be provided throughout the year, including before school, after school, and during holiday breaks. Sunnyside will provide students with a student planner to support them with the organization and management of their

academics.

In addition, AMD tutors will support students during their AMD classes and be available during lunch for all students on selected days during the week. Teaching Fellows will support student learning in classrooms and during the lunch hour in the Healy Lab. These efforts will help struggling students as they work to complete all their courses with a C or higher, thus promoting college and career readiness. We will hire an instructional aide to provide targeted support in areas of identified need, ensuring that students receive the additional assistance necessary to enhance their learning experience.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Differentiated instruction is based on the results of assignments and assessments. Lessons may include front-loading strategies, re-engagement, re-teaching, or enrichment strategies. Aligned curriculum that vertically articulates and assesses progress uniformly.
- The expectations for Sunnyside's school-wide learning outcomes and culturally responsive classrooms are aligned, fostering engagement and supporting student-centered learning.
- Online resources and tools, such as Teams, Edcite, Nearpod, Desmos, and others, will support SEL skill development, boost classroom engagement, and promote academic success.
- SEL support will also be provided through Restorative Practices to help repair relationships, both student-to-student and student-to-teacher, ultimately fostering a positive impact on academic success.
- Students can access tutorial support through our 21st Century Grant After School program, Wildcat cafe, and tutors during lunchtime.
- The AMD tutors provide one-on-one and small-group support, monitor students, collect data, and conduct focus groups (advanced and low-performing).
- Technology, equipment, and school supplies.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

The English Learner student population performs at the lowest level in English Learner Progress. According to the CA Dashboard, our EL students declined by 10.8%, placing them in the Red zone. Our Long-Term English Learners declined by 12.2%, putting them in the Red zone.

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

With Title I funds, we plan to continue working with our home liaisons, who work with EL students and their families. Students can access websites that help them learn the material through visuals, like Desmos, Quizzlet, Edcite, and Turnitin.com. These programs allow for translation so students can change the program to their native language. We will also provide tutors available during lunchtime and in the after-school program to best support students in their courses. Students can also access tutors by attending various scheduled Wildcat cafes. Since students have one-to-one computers, if they forget theirs at home and need to complete work on a laptop, loaners will be available in the library to prevent any disruptions to their learning.

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

- Teachers will support EL students individually and in small groups during math tutorials before and after school.
- The EL support teacher will monitor EL students with D's or F's and observe them within the classroom to determine if language proficiency is a barrier and identify if other tutorial or teacher support is needed. Tutorial labs are available for all students.
- EL students with IEPs are provided goals to support their EL needs in math.
- EL students will use their agendas to monitor their progress and tutorial appointments.
- EL students will have support from the district-provided bilingual assistant.

Student Groups

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

Hispanic (HI): Funding substitute teachers allows classroom teachers to participate in professional development and collaborative planning sessions, enabling them to refine instructional strategies and better meet the diverse needs of Hispanic students. Additionally, having staff who speak the students' native languages and understand their cultural backgrounds helps create a more inclusive and supportive learning environment. This fosters a sense of belonging and increases student engagement, which is essential for improving academic performance and overall well-being.

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

Hispanic (HI): We will utilize 7090/7091 funding to support Hispanic students by providing professional learning opportunities for teachers to enhance their instructional strategies and cultural competency. This training will focus on implementing culturally responsive teaching practices, improving language development support, and addressing Hispanic students' specific academic and social-emotional needs. By equipping teachers with these skills, we aim to create more engaging and effective learning environments that foster higher educational achievement and stronger student-teacher relationships.

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

Hispanic (HI): To support Hispanic students, schools can implement culturally responsive teaching by incorporating relevant materials and perspectives into the curriculum, fostering a sense of belonging and engagement. Strengthening family and community engagement is also essential, such as hosting parent workshops in Spanish and employing bilingual staff to improve communication and encourage parental involvement. Additionally, providing targeted academic support through after-school tutoring, summer programs, and intervention services tailored to the specific needs of Hispanic students helps close achievement gaps and promote long-term academic success.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Expect to see: Improvement in our D and F rates before the end of the first semester of 2026.

Outcomes measured: Monitoring the D and F rates periodically through Atlas.

Outcomes monitored by: Principal, VP, and teachers

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Want to see: Significant improvement with D and F rates from all our students by the end of the first semester of 2026.

Outcomes measured: Data collected by Principal and Vice Principals.

Outcomes monitored by: Principal, VP, and teachers

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Hope to see: Measurable decrease in our D and F rates from 43.7% in the first semester of 2025 to 40.7% in the first semester of 2026.

Outcomes measured: Data collected by Principal and Vice Principals.

Outcomes monitored by: Principal, VP, and teachers

Action 4 :

English Learner Support

Action Details:

Sunnyside High will focus on supporting English Learners (EL) and increasing the percentage of students who improve at least one ELPI level in both EL and Long-Term English Language Learners (LTEL). A strategic EL support system will be put in place during the 2025-2026 school year, including the continuing work of one full-time EL Coordinator to assist the needs of EL students with a focus on our Long-Term English Learners (LTELs). The EL Coordinator will provide interventions to LTEL based on the EL Reclassification Goal Setting tool and teacher observations. The EL support teacher will raise awareness of the criteria required for reclassification and assist teachers in increasing ELs' level of proficiency. Ensuring students know the ELPAC cut points. EL tutors/advocates will provide literacy and academic intervention in their core subject courses. Student incentives will be provided to increase the Reclassification rate and ELPAC scores. The EL Coordinator will also be responsible for reclassification as fluent English proficient (RFEP) monitoring and documentation. Professional Learning for staff will also be provided regarding strategies and supports for teaching EL students, focusing on reclassification and improving ELPAC scores. Professional Learning topics will include ELA/ELD framework, disciplinary literacy, academic language, EL program (designated), and EL data to inform instruction. Our EL Coordinator will also work with the Discipline Literacy Team to create a region-wide focus on K-12 literacy standards to build awareness and cohesion and improve literacy for all.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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 participate in ELPAC assessments and be informed of the requirements for reclassification.
- Teachers will use EL data to guide instruction and implement targeted EL strategies, ensuring better support for EL students.
- Teachers will use Ellevation quarterly, the district monitoring tool for ELL students, to monitor language development progress.
- Home school Liaison
- 1.0 FTE EL TSA Support

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

The English Learner student population performs at the lowest level in English Learner Progress. According to the CA Dashboard, our EL students declined by 10.8%, placing them in the Red zone. Our Long-Term English Learners declined by 12.2%, putting them in the Red zone.

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

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

With Title I funds, we plan to continue working with our home liaison, who works with EL students and their families. Students can access websites that help them learn the material through visuals, like Desmos, Quizzlet, Edcite, and Turnitin.com. These programs allow for translation so students can change the program to their native language. We will also provide tutors available during lunchtime and in the after-school program to best support students in their courses. Students can also access tutors by attending various scheduled Wildcat cafes. Since students have one-to-one computers, if they forget theirs at home and need to complete work on a laptop, loaners will be available in the library to prevent any disruptions to their learning.

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

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

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

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

We will enhance parent involvement by providing food, translation services, and support resources to create a more welcoming and accessible family environment.

Student Groups

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

Title I funds will employ Home Liaisons who speak both Spanish and one who speaks Hmong, ensuring effective communication with families and fostering stronger connections between the school and the community. This support will help increase parental involvement, provide families access to essential resources, and create a more inclusive and supportive environment for students.

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

The 7091 funds will support the EL Coordinator, who will oversee the implementation of strategies to support English Learners and facilitate parent engagement meetings. These meetings will provide families valuable information, resources, and opportunities to actively participate in their children's education actively, fostering a stronger school-home partnership.

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

To support English Learner (EL) students in high school, schools can provide targeted English Language Development (ELD) programs that focus on improving language proficiency while ensuring students succeed in core subjects. Culturally responsive teaching practices should also be integrated, incorporating relevant materials and strategies that connect with students' diverse backgrounds, making learning more engaging and accessible. Additionally, fostering strong family engagement is essential, and employing bilingual staff, such as the Spanish home liaison and Hmong-speaking resource counseling assistant, helps facilitate effective communication between the school and families, ensuring that parents are well-informed and actively involved in their children's education.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Expect to see: Increase in student participation and engagement in targeted ELA/Math learning strategies.

Outcomes measured: Walking classrooms using our Microsoft forms to record the information.

Outcomes monitored by: Principal, VP, EL Coordinator, and teachers

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Want to see: Improvement in the IReady and Interim scores

Outcomes measured: Data collected on the Interim and IReady

Outcomes monitored by: Principal, VP, EL Coordinator, and teachers

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

I hope to see a measurable increase in ELA/Math SBAC proficiency rates in the ELPAC scores.

Outcomes measured: Data collected by the SBAC assessment and ELPAC

Outcomes monitored by: Principal, VP, EL Coordinator, and teachers

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0421 Sunnyside High School (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			AVID coordinator, AVID team planning, ILT *No IEPs or 504s*	30,651.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Material and supplies	186,657.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Place holder SWD coordinator Longevity	6,132.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: Technology - student/staff laptops	25,000.00
G1A3	Title 1 Basic	Instruction	Oth Cls-Supp			AVID tutors- Classified	83,776.00
G1A3	Title 1 Basic	Instruction	Bks & Ref			site license (Turnitin, Edpuzzle, Gizmo)	25,000.00
G1A3	Title 1 Basic	Instruction	Travel			AVID conference	35,000.00
G1A3	Title 1 Basic	Instruction	Dues And Mem			AVID annual membership	4,600.00
G1A3	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	*HSL cannot be used for translation of mandatory items (i.e., ELAC, IEPs & 504s*	96,929.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	1.0000		166,949.00
G1A3	Sup & Conc	Instruction	Ins Aide-Sup			Classified instructional aid support	16,363.00
G1A3	Sup & Conc	Attendance & Social Work Services	Cls Sup-Ext			Extra time for classified support	6,210.00
G1A3	Sup & Conc	Attendance & Social Work Services	Cls Sup-Ovr			Classified support over time	5,176.00
G1A4	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000	El Support	178,222.00
G1A4	LCFF: EL	Instruction	Mat & Supp			Place holder EL Coordinator Longevity	6,132.00
G1A4	LCFF: EL	Parent Participation	Mat & Supp			EL support materials and supplies	2,222.00

\$875,019.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
CCI - percentage of students who are Prepared	✓		48.2 %	2023-2024	51 %
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	76 %	77.2 %	2024-2025	80 %
Graduation Rate	✓	94.5 %	93.2 %	2023-2024	95 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics identified in Goal 2, we recognize the need to strengthen college and career readiness by ensuring students graduate A-G ready and are prepared through participation in AP and Dual Enrollment courses. Sunnyside will promote and encourage higher enrollment and completion of CTE pathways to improve overall student preparedness.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Based on the metrics outlined in Goal 2, we have identified the need to improve the percentage of students prepared for college and career readiness. Our current readiness percentage is 48%, and we need to increase it to 51%. According to data collected from the district, Sunnyside High School has a 92.5% A-G graduation rate, a Seal of Biliteracy rate of 31.8%, college credit course completion at 23.3%, CTE pathway completion at 21%, SBAC scores at 18%, and AP course participation at 12.5%. Since these data points contribute to our overall College and Career Indicator (CCI) readiness, there is a clear need to improve SBAC scores, increase AP course participation and CTE pathway completion rates, and improve our college course completion to strengthen overall student preparedness.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Sunnyside's lowest-performing groups in college and career readiness are English Learners, Long-Term English Learners, and students with disabilities. To address this, we must strengthen the core content area curriculum by incorporating more student-centered lessons and real-world connections. Scheduling limitations for CTE courses have been challenging, which hinders the ability of our students to access these programs. Increasing

participation in Wildcat Cafés and tutoring options and expanding credit recovery opportunities will provide additional academic support. We must also create greater awareness of available elective courses for these subgroups and increase access to Dual Enrollment courses. Furthermore, expanding participation in the AMD program will provide targeted support to help students remain focused on A-G course completion and improve overall college and career readiness.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Career Readiness

Fully Implemented

As part of our ongoing efforts outlined in last year's SPSA to increase student engagement and awareness, we will continue to organize career fairs and industry visits throughout the year to enhance student participation and understanding. We will also maintain partnerships with industry experts who can offer valuable resources and serve as guest speakers to inspire curiosity, excitement, and stronger connections, encouraging greater student involvement in school.

Action 2: College Readiness

Fully Implemented

As part of last year's SPSA plan, we will continue to focus on improving student participation in AP courses and expanding opportunities for Dual Enrollment. Counselors, the AP Coordinator, the AMD Coordinator, and teachers will provide ongoing support and guidance to students during course selection and college admission through individual conferences and class presentations. To increase AP enrollment, we will strengthen our marketing and recruitment efforts. Additionally, we will work to improve retention rates in AP courses by offering targeted tutorials and peer support.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Career Readiness

Ineffective

Our CTE courses continue to grow, providing students with expanding opportunities to engage in career-focused experiences at Sunnyside. We offer an FFA and Allied Health Science program, giving students valuable hands-on career experience. Additionally, we have a program for students interested in athletic training and various pathways, such as the Doctors Academy, where students can shadow healthcare professionals and gain insight into the skills and knowledge required to succeed in the healthcare field.

Action 2: College Readiness

Effective

We have increased student participation in our weekend Wildcat Café tutorials and boosted enrollment in AP courses. Additionally, we have provided opportunities for college study trips and career fairs outside of the school setting. These efforts collectively support our goal of improving college readiness metrics. We continue to provide various opportunities for students to participate in tutorials to maintain a C or better and complete A-G requirements. Additionally, we have established support systems through our counselors, EL Coordinator, and SWD Coordinator to monitor student progress and ensure they remain on track for college readiness.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

For the next school year, we aim to continue enhancing career experiences and preparing students for college courses. We will focus on expanding opportunities for students to explore various career settings by promoting guest speakers and increasing diverse representation during career fairs. Additionally, we plan to provide more opportunities for students to visit colleges, fostering greater encouragement and motivation toward higher education and career readiness.

Section D: 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.

SSC:

SSC

- The students appreciate the opportunity to travel with their parents to visit UC Merced.

ELAC:

ELAC:

- The parents want to see small group interventions with the English Learners.
- The parents would like bilingual tutors available after school.
- The parents would like to see the opportunities to visit UC Merced continue and expand to other colleges.

Staff:

- The staff would like non-AMD teachers to attend the AMD training sessions.
- The staff would like to participate in Professional Development conferences and workshops.

Action 1 :

Career Readiness

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Content-specific tutorials, AMD, and CTE tutors
- Communication of various college and career readiness opportunities via broadcast, website, newsletter, and social media
- Every student is provided with a school agenda.

- Surveys will be used to identify specific career interests within the pathway industries.
- Technology applications for leadership, college, and career readiness
- IMAGO lessons to Homeroom to reach all students with both soft skills and SEL lessons
- School Program Assistant, with overtime as needed

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

English Learner student population is not in the RED.

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

With Title I funds, we plan to continue working with our home liaisons, who work with EL students and their families. Students can access websites that help them learn the material through visuals, like Desmos, Quizzlet, Edcite, and Turnitin.com. These programs allow for translation so students can change the program to their native language. We will also provide tutors available during lunchtime and in the after-school program to best support students in their courses. Students can also access tutors by attending various scheduled Wildcat cafes. Since students have one-to-one computers, if they forget theirs at home and need to complete work on a laptop, loaners will be available in the library to prevent any disruptions to their learning.

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

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

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

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

Student Groups

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

Asian (AS):

Our 3010 funds are allocated to support study trips and visits to career fairs or other career exploration opportunities. These funds also cover the cost of substitutes, allowing teachers to accompany students on these trips and provide valuable learning experiences outside the classroom. Additionally, we use these funds to pay for supplemental contracts for our AVID Coordinator and AP Coordinator and cover the expenses for the AMD conference and our annual AMD membership.

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

Asian (AS):

In our 7090 budget, we allocate funds to maintain our CTE vehicles, ensuring they remain in proper working condition for student use. Additionally, we fund our Resource Program Assistant to coordinate and manage study trips and oversee the purchase of school supplies, supporting the smooth operation of educational activities. To better support our Asian community, we also allocate funds for our Hmong-speaking Home School Liaison, who helps bridge communication between the school and Asian families, ensuring they have access to necessary resources and support for their students' success.

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

Asian (AS): It's important to provide language support through English Language Development (ELD) programs for students who may be English Learners, as well as offering access to bilingual staff or translators when necessary. Mentorship programs and peer support networks can help students navigate the academic environment and build strong relationships with teachers and peers. Additionally, Sunnyside can offer opportunities for career exploration, college readiness programs, and extracurricular activities that align with the interests and needs of Asian students, promoting engagement and creating a sense of belonging. Supporting families through outreach and providing resources in their native languages can also strengthen the home-school connection and ensure all students have the necessary support to succeed academically and socially.

Progress Monitoring: Outcomes

Reasoning for using this action Strong Evidence Moderate Evidence Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Expect to see: Increase in student participation and engagement in various career activities.</p> <p>Outcomes measured: observations of classrooms and career-centered activities</p> <p>Outcomes monitored by: Principal, VP, and teachers</p>	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Want to see: Increase enrollment in our CTE courses</p> <p>Outcomes measured: enrollment</p> <p>Outcomes monitored by: Principal, VP, and teachers</p>	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Hope to see: Measurable increase in College Career Indicator</p> <p>Outcomes measured: Data collected by California Dashboard</p> <p>Outcomes monitored by: Principal, VP, and teachers</p>

Action 2 :

College Readiness

Action Details:

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

eligibility for students with one or more D or F by providing credit recovery opportunities, including Edgenuity and tutorial opportunities throughout the year. Counselors, the AP coordinator, the AMD Coordinator, and teachers will continue to support and guide students during the course selection and college admission via individual conferencing and class presentations. We will increase AP enrollment 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 AMD students' completion of AMD requirements and A-G completion.

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\). When applicable, insert Multi-Tiered System of Supports \(MTSS\):](#)

- Teachers, counselors, and staff will support students in becoming college-ready through instructional strategies/pedagogy, individual student conferences, 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.
- As part of a school-wide initiative, all students will receive instruction in AVID strategies through their homeroom class. Binder checks and student self-recorded A-G completion charts will be regularly 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 recovery courses.
- AP Spanish language is promoted to 8th-grade students who qualify.

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

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

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

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

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

With Title I funds, we plan to continue working with our home liaisons, who work with EL students and their families. Students can access websites that help them learn the material through visuals, like Desmos, Quizlet, Edcite, and Turnitin.com. These programs allow for translation so students can change the program to their native language. We will also provide tutors available during lunchtime and in the after-school program to best support students in their courses. Students can also access tutors by attending various scheduled Wildcat cafes. Since students have one-to-one computers, if they forget theirs at home and need to complete work on a laptop, loaners will be available in the library to prevent disruptions to their learning.

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

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

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

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

Student Groups

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

Multiple Races (MR):

Our 3010 funds are allocated to support study trips and visits to career fairs or other career exploration opportunities. These funds also cover the cost of substitutes, allowing teachers to accompany students on these trips and provide valuable learning experiences outside the classroom. Additionally, we use these funds to pay for supplemental contracts for our AVID Coordinator and AP Coordinator and cover the expenses for the AVID conference and our annual AVID membership.

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

Multiple Races (MR):

The 7090 budget is allocated to support college visits and the creation of parent newsletters to keep families informed about important events such as FAFSA nights and other scheduled activities. These resources also help highlight the various opportunities available for students to engage in and participate in enriching educational experiences.

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

Multiple Races (MR): To support students from multiple racial backgrounds and ensure their success in college, Sunnyside will create an inclusive environment that celebrates diversity and provides targeted academic and emotional support. This includes offering culturally responsive teaching that recognizes and values different cultural perspectives, which helps students feel seen and supported. Sunnyside also provides access to college readiness programs, including AVID, that equip students with the skills necessary to succeed in rigorous coursework. Counseling services are available to guide students through the college application process and provide resources such as scholarships and financial aid opportunities.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Expect to see: Increase in student participation and engagement in college readiness activities.

Outcomes measured: Walking classrooms using our Microsoft forms to record the information.

Outcomes monitored by: Principal, VP, and teachers

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Want to see: Improvement A-G readiness.

Outcomes measured: Data was collected by the number of students on track for graduation and enrolled in A- G courses.

Outcomes monitored by: Principal, VP, and teachers

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Hope to see: Measurable increase in College and Career Indicator

Outcomes measured: Data collected by California Dashboard

Outcomes monitored by: Principal, VP, and teachers

2025-2026 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			AVID/DA College study trips	15,000.00
G2A1	Sup & Conc	Instruction	Travel			Professional Learning Conferences - Travel	75,000.00
G2A1	Sup & Conc	Instructional Supervision & Admii	Cl&Tech-Over			Clerical office over time	9,316.00
G2A2	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental contracts	85,820.00
G2A2	Sup & Conc	Instruction	Direct Trans			Local college/Parent UC Merced	10,000.00
G2A2	Sup & Conc	Instruction	Direct-Maint			Maintenance for school/vehicles	8,000.00

\$203,136.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Suspension Rate	✓	4.2 %	9.6 %	2023-2024	9 %
Suspension Rate - (African American)	✓	16.2 %	32.4 %	2023-2024	31 %
Suspension Rate - (Students w/ Disabilities)	✓	6.9 %	16.8 %	2023-2024	16 %
Suspension Rate - (Two or Mbre Races)	✓	10.8 %	30 %	2023-2024	29 %
Suspension Rate - (White)	✓	9 %	13.8 %	2023-2024	13 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

The potential problem of practice for suspensions at Sunnyside may stem from a lack of consistent and effective implementation of restorative practices, social-emotional learning (SEL) supports, and culturally responsive behavior interventions. Many students, particularly those from historically marginalized groups such as Black/African American, SWD, and LGBTQIA+ students, may feel disconnected from the school community and unsupported in managing conflict and behavioral challenges.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Addressing this issue requires strengthening Tier 1 supports, expanding targeted interventions through Tier 2 and Tier 3 strategies, and improving staff training on cultural awareness and conflict resolution. Equally important is building strong, positive relationships with students to create a sense of belonging and trust within the school community. By fostering meaningful connections between students and staff, we can make a more inclusive and supportive school climate where students feel valued, understood, and connected, ultimately reducing behavioral issues and improving student engagement.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

To effectively support suspended students, it is essential to implement a multifaceted approach that addresses both the behavioral and emotional needs of these students. Increasing restorative practices will help students reflect on their actions, repair harm, and positively reintegrate into the school community. Additionally, developing individualized behavior support plans for students at risk of suspension can provide targeted strategies to address the root causes of their behavior, helping to prevent further incidents. Implementing mentoring and peer support programs will provide students with positive role models, offering guidance and encouragement to make better decisions.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Chronic Absenteeism

Fully Implemented

To address absenteeism, we implemented a comprehensive approach that includes ongoing communication with students and families about attendance expectations and progress. Students received regular notifications about their attendance status to increase awareness and accountability. Parent attendance meetings were held to engage families, address barriers to attendance, and provide support strategies. Our home liaison conducted home visits to establish stronger connections with families and identify any underlying attendance issues. Additionally, students were informed of and encouraged to participate in extracurricular and co-curricular activities to foster a sense of belonging and improve their overall engagement with the school community.

Action 2: Relationship Centered Support - SEL

Fully Implemented

Last year, we implemented several initiatives to support student success and engagement. Students receive social-emotional support from the counselors and teachers of restorative practices to develop positive social-emotional skills. Lessons on rules, procedures, and behavioral expectations were delivered during homeroom and assemblies to reinforce positive behavior. Each student was provided with a student agenda outlining school-wide behavioral expectations. Targeted guest speaker presentations were offered to motivate and inspire students. Enrichment opportunities through field trips, including transportation, were available to all students. To support the transition into high school, Link Crew assisted 9th-grade students in feeling connected and supported. A summer program for incoming first-year students helped engage them early and promote higher involvement during the school year. Additionally, supplemental curriculum resources were provided to increase SEL awareness and build student leadership skills.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Chronic Absenteeism

Partially Effective

Parent attendance meetings were not as effective due to low participation. Notifying students about their attendance also had a limited impact, as many students continued the same attendance patterns. However, students who participated in sports or clubs were more likely to attend school consistently because they felt connected and engaged, making this a more effective strategy.

Action 2: Relationship Centered Support - SEL

Ineffective

Providing social-emotional support through counselors and restorative practices teachers was largely successful, with only a few students repeating behaviors after receiving restorative counseling. The student agendas were effective as they served as a consistent reference for school rules and expectations. The summer program for incoming first-year students was also successful, as students learned the rules, expectations, and available resources early on with guidance from the restorative practices counselor.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

All previously mentioned action plans will be implemented again this school year, with the exception of addressing repeated student misbehaviors. To better support students with higher needs, we will explore external mentoring programs that can provide additional targeted support and guidance.

Section D: 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.

SSC:

SSC:

- They understood the need for professional learning opportunities and agreed to move funds needed for teacher learning experiences.

ELAC:

ELAC:

- The parents want to see small group interventions with the English Learners.
- The parents would like bilingual tutors available after school.
- The parents would like to see the opportunities to visit UC Merced continue and expand to other colleges.

Staff:

Staff:

- The staff is interested in attending in-person training for AMD strategies and has expressed interest in attending the conference for their specific content area.
- Some staff members are interested in learning and diving into the work of Evidence-based grading.

Action 1 :

Relationship Centered Support - SEL

Action Details:

To reduce our suspension rate and improve students' sense of belonging at Sunnyside High, we are committed to building an inclusive community where all students feel connected. We will continue to identify, implement, and document strategic social-emotional supports for students exhibiting at-risk behaviors. This includes exploring external resources such as mentorship programs to provide additional support for students with behavioral challenges. Our focus will remain on Tier 1 support school-wide, developed by the Sunnyside Climate and Culture Team. For students requiring more targeted support, Tier 2 and Tier 3 interventions will emphasize behavior mediation and rebuilding the learning process.

Teachers will receive professional development on understanding misbehavior, cultural awareness, and the referral process to support classroom social-emotional competencies better. We will continue to leverage the Restorative Practices (RP) team to enhance students' social-emotional learning (SEL). We will closely monitor and support student subgroups with the highest need, including Black/African American, SWD, and White students. Additionally, we will use Link Crew and homeroom sessions to support the transition of 9th-grade students into high school.

Sunnyside High will encourage participation in arts, activities, clubs, and athletics to foster further engagement, helping students build connections with the school. We will increase outreach strategies and provide access to various

extracurricular activities throughout the year, including athletics, clubs, and visual/performing arts. Our school program assistant for athletics and activities will play a key role in connecting students to available opportunities on campus. We will also enhance communication with families and staff about these opportunities through the ParentSquare app. The school program assistant will support the creation of newsletters and posters, ensuring teachers and parents are informed about the various sports and activities available at Sunnyside High School.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

The English Learner student population is not performing in the Red for this Goal.

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

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

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

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

Student Groups

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

Multiple Races (MR):

White (WH):

African American (AA):

Students with Disabilities (SWD): Using Title 1 funds to provide student laptops and online subscriptions supports students with disabilities by offering them access to personalized learning tools and resources. Laptops enable students to engage in digital learning platforms tailored to their individual needs, while online subscriptions provide access to specialized software and programs designed to support their academic success. These resources help bridge gaps in learning, providing greater opportunities for students with disabilities to access and engage with the curriculum in a more inclusive and effective manner.

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

Multiple Races (MR):

White (WH):

African American (AA):

Students with Disabilities (SWD): Using 7090 funds, we will purchase student planners, which are essential to support student organization, time management, and academic success. Planners provide students with a structured tool to track assignments, deadlines, and school activities, helping them develop essential skills for staying organized and focused. For students, particularly those with organizational challenges or learning disabilities, planners can serve as a visual reminder of tasks and responsibilities, reducing the risk of missed assignments and fostering greater independence. Additionally, student planners promote responsibility and accountability, encouraging students to take ownership of their learning and improving overall classroom engagement. By equipping students with planners, we are enhancing their ability to manage their academic workload and setting them up for success both in school and beyond.

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

Multiple Races (MR):

White (WH):

African American (AA):

Students with Disabilities (SWD): We will continue to implement and expand restorative practices to address behavioral incidents, focusing on helping students with disabilities understand and resolve conflicts positively and proactively. This includes one-on-one restorative counseling sessions and group circles to encourage accountability and repair harm done to relationships.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Expect to see: Increase in student participation and engagement with school activities

Outcomes measured: Students will have higher GPAs and decreasing D and F rates.

Outcomes monitored by: Principal, VP, and teachers

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Want to see: Improvement of all students using the appropriate channels for conflicts

Outcomes measured: Decrease in suspendable offenses, which increases attendance and a decrease in D and F rates.

Outcomes monitored by: Principal, VP, and teachers

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Hope to see: A Measurable decline in Suspensions from 9.6% in 2023-2024 to a target of 9% in 2024-2025. I hope to see a Measurable decrease in our D and F rates from 43.7% in the first semester of 2025 to 40.7% in the first semester of 2026.

Outcomes measured: California Dashboard will collect suspension data at the end of the 2024-2025 school year, and the D and F rates will also be measured at the end of the school year.

Outcomes monitored by: Principal, VP, and teachers

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0421 Sunnyside High School (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Instruction	Nc-Equipment			Student laptop and chargers	10,000.00
G3A1	Sup & Conc	Instructional Supervision & Admi	Cl&Tech-Reg	Assistant, School Program	1.0000		85,046.00
G3A1	Sup & Conc	Instructional Supervision & Admi	Cl&Tech-Reg	Assistant, School Program	1.0000		89,885.00
G3A1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	1.0000		89,408.00

\$274,339.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	94.7 %	92.5 %	2024-2025	93 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

From 2022 to 2023, 93% of staff responded favorably in the organizational culture domain, with no change in the fall of 2023. However, despite setting a target of 94.7%, the favorable response rate dropped slightly from 93% to 92.5% in the fall of 2024. This decline is minimal and does not indicate a significant problem of practice.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

The slight decline in favorable responses may be attributed to the introduction of new staff members this school year, as they are still becoming familiar with the school's structure and culture. To support their transition, we hold monthly meetings to address key topics related to the school's policies and structures.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

We must continue seeking opportunities to enhance staff development and training in the PLC process to strengthen and support the work within professional learning communities. Our Climate and Culture Team will implement activities and events to foster connection and collaboration among all teachers. The Party Cat Team will also coordinate and plan events for staff and their families to promote community and engagement.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Professional Learning Teams

Fully Implemented

We are continuing to strengthen the Professional Learning Community (PLC) process. As part of this effort, a few of our Professional Learning Teams (PLTs) visited Stevenson High School to promote and enhance the effectiveness of the PLC process and learn the implementation for Evidence-based grading. In the current year, we have had the opportunity to send a small group of teachers to the CATE and AVD conferences. Supplemental contracts were also supplied for teams working in collaboration as various groups of teachers are piloting Evidence-based grading.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Professional Learning Teams

Effective

This school year, we allocated funding for travel, anticipating the increased availability of substitutes and a growing interest from teachers in advancing their professional learning around disciplinary literacy and evidence-based grading. Participation in the evidence-based grading pilot has increased, and disciplinary literacy continues to develop across all subject areas.

The *Learning by Doing* book and *PLC+* have supported deeper professional learning around the PLC process, enhancing collaboration within both PLC and ILT teams. Engaging with PLC workbooks has further strengthened this collaboration.

We also funded substitutes for planning days and provided supplemental contracts to enable teachers to collaborate and organize effectively within their PLTs. Additionally, we funded lead teacher contracts for content areas beyond the district allocation. Weekly communication of expectations and best practices guides and informs staff actions, ensuring alignment and consistency.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will continue with the current action plan to sustain and build on the momentum gained this year. Funding for travel will remain a priority, as we anticipate continued availability of substitutes and sustained interest from teachers in advancing their professional learning around disciplinary literacy and evidence-based grading. The increased participation in the evidence-based grading pilot and the ongoing development of disciplinary literacy across subject areas reflect positive progress that we aim to support moving forward.

Resources such as *Learning by Doing* and *PLC+* will continue to guide and deepen professional learning around the PLC process, fostering stronger collaboration within PLC and ILT teams. Engaging with PLC workbooks has enhanced teamwork and alignment, and we will maintain this focus to further strengthen professional growth.

We will also continue to fund substitutes for planning days and provide supplemental contracts to support effective collaboration within PLTs. Lead teacher contracts for content areas beyond the district allocation will remain a priority to ensure consistency and leadership support. Regular communication of expectations and best practices will continue to guide staff actions and promote alignment across the school.

Section D: 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.

SSC:

ELAC:

Staff:

SSC:

- They understood the need for professional learning opportunities and agreed to move funds needed for teacher learning experiences.

ELAC:

- Parents wonder if teachers receive professional learning opportunities to best support EL students.
- They would like teachers to communicate through the Parent Square App.

Staff:

- The staff is interested in attending in-person training for AMD strategies and has expressed interest in attending the conference for their specific content area.
- Some staff members are interested in learning and diving into the work of Evidence-based grading.

Action 1 :

Professional Learning Teams

Action Details:

Funding for travel will remain a priority, as we anticipate continued availability of substitutes and sustained interest from teachers in advancing their professional learning around disciplinary literacy and evidence-based grading. Sunnyside High School teachers will meet weekly in Professional Learning Teams (PLTs). When teams meet, PLTs will answer the five foundational guiding questions: 1. Where are we going? 2. Where are we now? 3. How do we move learning forward? 4. What did we learn today? 5. Who benefited and who did not? As a school, we will help all students achieve high levels of learning and, therefore, provide students with systematic interventions when they struggle and 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 CCT team. The goal is to build more inclusive lessons and assessments that reflect our diverse student population. We will continue to search and provide opportunities for our PLTs to gain professional learning sessions and seminars to continue supporting and developing their capacity and building on their disciplinary literacy skills. In addition, we will encourage and provide professional learning for those teachers who are exploring and implementing Evidence-Based Grading (EBG) to create an environment where mastery is the focus.

Goal: By June 2025, Sunnyside High will decrease the distance from meeting standards in ELA from -21.2 to -6.2 points as measured by the Smarter Balanced Summative Assessment (SBAC).

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Student Academics:

- Differentiated instruction is based on the 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 and implement a curriculum that aligns with real-world situations in daily lessons.
- Connect students' learning to real-world experiences to deepen understanding and relevance.

Student Engagement:

- Lesson design should include more disciplinary literacy skills and higher-level questioning to promote student thinking.
- Establish clear and consistent expectations for Sunnyside's school-wide learning outcomes.
- Culturally responsive classrooms that promote engagement and support student-centered learning.
- To support teachers in developing high-quality lessons, CFAs, and RTI models, professional learning opportunities through Solution Tree and additional resources will be provided.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

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

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

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

Student Groups

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

Students with Disabilities (SWD): With Title 1 funds, we will support students with disabilities (SWD) by purchasing subscriptions to engaging online learning platforms that enhance student learning. Additionally, we will purchase student computers and chargers to be used as loaners when students forget their devices at home, ensuring continuous access to learning.

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

Students with Disabilities (SWD): With 7090 funds, we will continue services with our SWD support teacher. She provides scaffolding strategies and the best first teaching instructions for our students with disabilities and monitors their progress and support.

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

Students with Disabilities (SWD): The SPED teachers are integrated into a PLC specific to their teaching content area, allowing them to stay current with the content being taught in general education courses. This collaborative effort enables SPED teachers to work closely with general education teachers, sharing and learning effective strategies that support not only students with disabilities (SWD) but also benefit all students in the classroom. By fostering this partnership, we aim to create a more inclusive and supportive learning environment for everyone.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Expect to see: Teachers collaborating on how they will teach the content.

Outcomes measured: Observe during PLT meeting.

Outcomes monitored: Teachers, VP, and Principal

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Want to see: Teachers observing and learning from each other and trying different strategies.

Outcomes measured: Observe by doing classroom walks

Outcomes monitored: VP and Principal

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Hope to see: Teachers trying new strategies and collective evidence of the positive impacts.

Outcomes measured: Higher SBAC scores and A-G ready

Outcomes monitored: Counselor, VP, and Principal

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0421 Sunnyside High School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for Teachers *No IEPs or 504S*	15,506.00

\$15,506.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	84.7 %	87.5 %	2024-2025	88.5 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

In the 2023-2024 school year, we achieved a score of 82.7%, with a target of reaching 84.7% for the 2024-2025 school year. However, the actual score was 87.5%, surpassing our target and reflecting significant improvements in our performance. Given this data, we do not currently have a problem of practice. Nevertheless, we remain committed to supporting parents and families in actively engaging with their students' education.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Based on the metrics, we have surpassed our goal. We remain committed to dedicating our time and resources to supporting families and collaborating with school staff to further enhance parent involvement and engagement.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

No specific needs have been identified at this time. Additionally, as this is a family survey, no student subgroups require targeted attention.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Family Engagement

Fully Implemented

The actions described in last year's SPSA were fully implemented. To address low participation in our family surveys, Sunnyside hosted weekly meetings for parents, coordinated by our Home School Liaison (Spanish-speaking) and Resource Counseling Assistant (Hmong-speaking). We communicate regularly with our families through social media platforms, website, newsletter, Parent Square, and PeachJar. Additionally, to support survey participation, we provided on-site access to computers and laptops during the survey administration.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Family Engagement

Effective

The actions have proven effective in increasing family engagement. While parent participation in the survey was initially limited, the targeted strategies, such as hosting weekly meetings with bilingual coordinators and utilizing multiple communication platforms, helped boost awareness and involvement. As a result, we not only met but exceeded our targeted goal by 2.8%, demonstrating the positive impact of these efforts in encouraging greater parent participation.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will continue implementing our action plan to enhance communication with parents and create meaningful opportunities for them to engage in their students' learning. Additionally, we will continue to provide resources and raise awareness of programs available to our students. Our home-school liaison and resource counseling assistant will maintain proactive outreach efforts to strengthen parent involvement.

Section D: 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.

SSC:

SSC:

- The time and method of the parent engagement hour require a variation.
- The students appreciate the opportunity to travel with their parents to visit UC Merced.

ELAC:

ELAC:

- The parents want to see small group interventions with the English Learners.
- The parents would like bilingual tutors available after school.
- The parents would like to see the opportunities to visit UC Merced continue and expand to other colleges.

Staff:

Staff:

- The staff would like to provide some awards/certificates for parents /families for their engagement with school events.
- The staff appreciates that parents are communicating through Parent Square.

Action 1 :

Family Engagement

Action Details:

Sunnyside will host weekly meetings for parents coordinated by our Home School Liaison (Spanish speaking) and Resource Counseling Assistant (Hmong speaking). We will continue to use our social media platforms, website, newsletter, Parent Square, and PeachJar to communicate regularly with our families. To support survey participation, we will offer the use of computers or laptops onsite during the survey administration. We will continue to provide our parents with opportunities to engage with their students as they explore college options for their students. Our goal is to create experiences with parents to open the doors of communication with our staff members and work together toward one shared goal of improving our students' outcomes.

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Student Academics:

- We will provide learning opportunities for families using Parent Square, Atlas, Edutext, and Microsoft Teams so that parents can better monitor student progress and increase communication with teachers and counselors.

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, the 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 organize family engagement events that actively involve both students and their families, such as Back-to-School Night, the Sunnyside Showcase, and study trips to UC Merced, to foster a stronger connection between the school community and families.
- Provide Parents with opportunities to visit college campuses, including transportation.
- Materials and supplies provided.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

The English Learner student population has no metrics identified for Goal 5.

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

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

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

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

Home School Liaison - Spanish / RCA(Hmong)

- Assists with monitoring attendance

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

Student Groups

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

English Learner (EL): We plan to allocate Title 1 funds to support our English Learners by hiring a Home School Liaison and a Resource Counseling Assistant. These positions will play a crucial role in fostering communication and providing tailored support to our English Learner families, ensuring their active engagement and success in the school community.

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

English Learner (EL): We plan to use Title 1 funds (7090 or 7091) to support our English Learners by funding teacher supplements for conducting ELPAC testing. Additionally, we allocate funds to pay for an EL Coordinator who monitors the progress of our English Learners and coordinates all aspects of ELPAC testing, ensuring that our students receive the necessary support to succeed in language proficiency assessments.

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

English Learner (EL): The EL Support Coordinator will continue to work closely with our English learners to monitor their progress and provide professional development for teachers. The EL Support Coordinator will also lead ELAC meetings and inform parents and families about their students' progress. Teachers will regularly monitor the progress of their EL students and implement targeted strategies to support their learning. Administrators will conduct classroom observations to ensure EL students are actively engaged and receive the necessary support.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p>
<p>Expect to see: Higher involvement of parents during school activities</p>
<p>Outcomes measured: Observe an increase in the participation of parents during parent coffee hour, back to school night, showcase, and other school events</p>
<p>Outcomes monitored: Teachers, Home School Liasion, Administration.</p>

Medium-Term (Change in Behavior or Performance) Want to see
<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p>
<p>Expect to see: Maintain a high level of parent involvement.</p>
<p>Outcomes measured: Observe parent and family participation.</p>
<p>Outcomes monitored: Teachers, Home School Liasion, Resource Counseling Assitant, and Administration.</p>

Long-Term (Change in Condition) Hope to see
<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p>
<p>Expect to see: An increase in the number of parents participating in the Climate and Culture Survey.</p>
<p>Outcomes measured: Data from the survey.</p>
<p>Outcomes monitored: Administration</p>

2025-2026 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 Visit local milage	317.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Newsletter	18,500.00

\$18,817.00

2025-2026 Budget for SPSA/School Site Council

State/Federal Dept 0421 Sunnyside High School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			AVID coordinator, AVID team planning, ILT *No IEPs or 504s*	30,651.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Material and supplies	186,657.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Place holder SWD coordinator Longevity	6,132.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: Technology - student/staff laptops	25,000.00
G1A3	Title 1 Basic	Instruction	Oth Cls-Supp			AVID tutors- Classified	83,776.00
G1A3	Title 1 Basic	Instruction	Bks & Ref			site license (Turnitin, Edpuzzle, Gizmo)	25,000.00
G1A3	Title 1 Basic	Instruction	Travel			AVID conference	35,000.00
G1A3	Title 1 Basic	Instruction	Dues And Mem			AVID annual membership	4,600.00
G1A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	*HSL cannot be used for translation of mandatory items (i.e., ELAC, IEPs & 504s*	96,929.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	1.0000	OSFP approved shift of funding 1045122 - Vestal, Lorna / 1050453 - Cruz-Hawley, Gisela - VR 4/30	166,949.00
G1A3	Sup & Conc	Instruction	Ins Aide-Sup			Classified instructional aid support	16,363.00
G1A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Extra time for classified support	6,210.00
G1A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ovr			Classified support over time	5,176.00
G1A4	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000	EI Support	178,222.00
G1A4	LCFF: EL	Instruction	Mat & Supp			Place holder EL Coordinator Longevity	6,132.00
G1A4	LCFF: EL	Parent Participation	Mat & Supp			EL support materials and supplies	2,222.00
G2A1	Title 1 Basic	Instruction	Direct Trans			AVID/DA College study trips	15,000.00
G2A1	Sup & Conc	Instruction	Travel			Professional Learning Conferences - Travel	75,000.00
G2A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Over			Clerical office over time	9,316.00
G2A2	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental contracts	85,820.00
G2A2	Sup & Conc	Instruction	Direct Trans			Local college/Parent UC Merced	10,000.00
G2A2	Sup & Conc	Instruction	Direct-Maint			Maintenance for school/vehicles	8,000.00
G3A1	Title 1 Basic	Instruction	Nc-Equipment			Student laptop and chargers	10,000.00
G3A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Reg	Assistant, School Program	1.0000		85,046.00
G3A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Reg	Assistant, School Program	1.0000		89,885.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	1.0000		89,408.00
G4A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for Teachers *No IEPs or 504s*	15,506.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Home Visit local milage	317.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Newsletter	18,500.00

\$1,386,817.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$316,779.00
Sup & Conc	7090	\$883,462.00
LCFF: EL	7091	\$186,576.00
Grand Total		\$1,386,817.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$875,019.00
G2 - Expand student-centered and real-world learning experiences	\$203,136.00
G3 - Increase student engagement in their school and community	\$274,339.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$15,506.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$18,817.00
Grand Total	\$1,386,817.00