Sunnyside High

10621661030675

Principal's Name: Michele Anderson

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

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District Goals

The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals and Guardrails 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.

Academic Achievement The Whole Child (Engagement/SEL) Operational Excellence	**DISTRICT GOALS:** **Early Literacy** **Literacy Intervention** **College & Career Readiness** **Life Skills**	**DISTRICT GUARDAILS:** **Community Engagement** **Equitable Access** **Effective Staff** **Health & Wellness**

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Michele Anderson	X				
2. Chairperson - Moncanjacna (Kimchi) Mian					X
3. Vice Chairperson – Kate Mua					X
4. Secretary – Chitchay Nhotsavath			X		
5. Sita Arunson				X	
6. Terry Horak				X	
7. Latoya Judge				X	
8. Angel Ponce					X
9. Anthony Segura		X			
10. Jose Benavides		X			
11. Joel Garcia		X			
12. Leslie Damas			X		
13.					
14.					
15.					

Check the appropriate box below:
☒ ELAC reviewed the SPSA as a school advisory committee.
☐ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name: Sunnyside High			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	**Print Name Below**	**Signature Below**	**Date**
Principal	**Michele Anderson**		4-14-26
SSC Chairperson	**Moncanjacna Mian**		4/14/26

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

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

FY 2026/27

Sunnyside - 0421

ON-SITE ALLOCATION

3010	Title I	$319,972	*
7090	LCFF Supplemental & Concentration	$800,028	
7091	LCFF for English Learners	$159,576	
	TOTAL 2026/27 ON-SITE ALLOCATION	**$1,279,576**	

*	These are the total funds provided through the Consolidated Application	
*	Title I requires a specific investment for Parent Involvement	
	Parent Involvement Budget - Minimum	$70,096
	Program Budget	$249,876
	Total Title I Allocation	$319,972

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Sunnyside High 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target
Goal 1	CCI - percentage of students who are Prepared (ALL)	51 %	62.4 %	2024-2025	**64.9 %**
Goal 1	CCI - Percentage of students who completed A-G (ALL)		62.4 %	2024-2025	**64.9 %**
Goal 1	ELPAC - percentage of students who scored 4		5.4 %	2024-2025	**6.4 %**
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)	30 %	35.4 %	2024-2025	**36.4 %**
Goal 1	ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	30 %	37.1 %	2024-2025	**38.1 %**
Goal 1	Graduation Rate (ALL)	95 %	93.7 %	2024-2025	**94.7 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		53.3 %	2025-2026	**54.3 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		56.7 %	2025-2026	**57.7 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		0 %	2025-2026	**1.5 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		0 %	2025-2026	**1.5 %**
Goal 1	Passed all semester 1 courses with C- grade or better (ALL)		54.4 %	2025-2026	**55.4 %**
Goal 1	SBAC ELA - Average distance from standard (ALL)	-6.2 pts	-17.4 pts	2024-2025	**-2.4 pts**
Goal 1	SBAC ELA - Average distance from standard (Students w/ Disabilities)		-135.7 pts	2024-2025	**-120.7 pts**
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		47.7 %	2024-2025	**52.7 %**
Goal 1	SBAC Math - Average distance from standard (ALL)	-119.6 pts	-115.9 pts	2024-2025	**-100.9 pts**
Goal 1	SBAC Math - Average distance from standard (Students w/ Disabilities)		-223.1 pts	2024-2025	**-208.1 pts**
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		15.2 %	2024-2025	**20.2 %**

Goal 2	Chronic Absenteeism (ALL) Semester 1		21.7 %	2025-2026	**20.7 %** ↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	88.5 %	93 %	2025-2026	**94 %** ↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	93 %	93 %	2025-2026	**94 %** ↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		82 %	2025-2026	**83 %** ↑
Goal 2	Suspension Rate (ALL) Semester 1	9 %	2.6 %	2025-2026	**2.5 %** ↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

According to the California Dashboard, 47% of students met or exceeded the English Language Arts (ELA) standard in 2024, increasing slightly to 48% in 2025. While this reflects modest progress, overall proficiency remains below desired levels. The school's current average Distance from Standard (DFS) is –17.4, and our goal is to improve by 15 points, bringing it to –2.4. Data also indicates significant disparities among student groups. Students with Disabilities were the most impacted, performing 135.7 points below standard, with a decline of 16.5 points. African American students also experienced a decline, scoring 94.7 points below standard, 3 points lower than the previous year. These data highlight the need to strengthen literacy instruction and provide targeted support to improve ELA outcomes and close achievement gaps.

According to the California Dashboard, 9% of students met or exceeded the Mathematics standard in 2024, increasing to 15% in 2025. While this reflects a notable improvement not seen in the previous two years, overall proficiency remains low. The school's current average Distance from Standard (DFS) is -115.9 points, and our goal is to improve by 15 points, bringing it to -100.9. Data also indicates significant disparities among student groups. Students with Disabilities were the most impacted, performing 223.1 points below the standard, representing a 21-point decline from the previous year. African American students also experienced a decline, scoring 194.8 points below the standard, 13 points lower than the prior year. These data highlight the need to strengthen mathematics instruction through targeted professional development to build teacher capacity and improve student achievement.

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

Key Factors Affecting ELA and Mathematics Performance

Several factors have contributed to current ELA and Mathematics performance trends. In the last couple of years, the testing culture was not emphasized; however, the school is actively working to reestablish the importance of statewide assessments and their role in measuring student achievement. While students have had some exposure to the testing platform, they need earlier and more frequent opportunities to engage with it, particularly students from groups most impacted by learning loss. Providing consistent access to Edcite and SBAC-aligned practice items will help increase familiarity with the testing format and expectations.

Students also need increased exposure to the academic language and rigor commonly found in standardized assessments. Additionally, many students are unaware of academic support resources, such as Tutor.com, which can assist with learning in both mathematics and English.

Strengthening the Professional Learning Community (PLC) process will be essential to improving student outcomes. This includes identifying essential standards, developing Common Formative Assessments (CFAs), analyzing student data to inform instruction, and ensuring appropriate rigor in classroom instruction. Teachers will continue to strengthen their instructional practices by engaging in the inquiry cycle, reflecting on student data, implementing targeted strategies, and refining instruction to support student learning better. Targeted professional development in both English and Mathematics will further build teacher capacity and support improved student achievement.

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.

Identified Needs

To improve student outcomes in English Language Arts and Mathematics, the school must continue strengthening the work occurring within Instructional Learning Teams (ILTs) through the use of the inquiry cycle. Teachers collaborate to identify common instructional challenges, implement targeted strategies, and analyze evidence of student learning to determine the effectiveness of those strategies. Continuing to refine this process will support more responsive and data-informed instruction.

It is also essential to continue investing in professional development that builds teacher capacity and supports the implementation of rigorous, high-quality instruction aligned to grade-level standards. This professional learning will ensure that educators are equipped with effective instructional strategies to help all students meet and exceed academic expectations.

Additionally, some teachers have begun shifting grading practices to focus on evidence of student learning rather than task completion, encouraging students to demonstrate mastery through evidence-based assessments. Expanding this practice across departments will help strengthen student accountability and deeper learning.

A continued focus on targeted student groups, particularly Students with Disabilities, is also necessary. Special Education teachers have joined content-area Professional Learning Communities (PLCs) to collaborate with general education teachers, align instructional practices, and maintain appropriate levels of rigor within the Special Education classroom. Strengthening this collaboration will help ensure that all students receive consistent, standards-aligned instruction and appropriate academic support.

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

Proficiency in Literacy

Partially Implemented

Investigation: Proficiency in Literacy

In the previous year's budget, funds were allocated to support professional development opportunities aimed at strengthening literacy instruction and improving preparation for the SBAC assessment. Planned activities included attendance at SBAC-related conferences and a visit to Stevenson High School to learn more about evidence-based grading practices and the implementation of effective Professional Learning Community (PLC) structures within the English Language Arts department.

These opportunities are intended to expand teachers' knowledge of SBAC preparation and instructional practices that support literacy proficiency. However, scheduling constraints limited the ability for English teachers to attend conferences aligned to these goals. Although the school's Plus teacher was able to attend an SBAC conference, the training focused primarily on logistics and best practices for administering the assessment rather than on instructional strategies to improve student literacy outcomes.

This investigation highlights the continued need to identify and secure professional learning opportunities that directly support instructional practices aligned to SBAC rigor and literacy development, including strategies designed to support student groups most impacted in the ELA portion of the SBAC assessment.

Proficiency in Mathematics

Fully Implemented

Investigation: Proficiency in Mathematics

In the previous year's budget, funds were allocated to support professional development opportunities aimed at improving mathematics instruction and increasing student performance on the SBAC assessment. This included providing math teachers the opportunity to attend the National Council of Teachers of Mathematics (NCTM) Annual Meeting, where they explored innovative instructional strategies designed to strengthen mathematics teaching practices. Lead teachers who attended the conference shared their learning with the department, including resources such as performance task booklets designed to help students engage in higher-level thinking and better prepare for SBAC-style assessments.

Through the Professional Learning Community (PLC) process, teachers have been collaborating to develop Common Formative Assessments (CFAs) aligned to SBAC-style questions. The budget supported dedicated planning days, including funding for substitute teachers, to allow teachers the time needed to collaborate, analyze student work, and refine instructional strategies.

Additional funds were used to provide instructional support through online platforms such as DeltaMath and Edpuzzle, which offer targeted practice and opportunities for students to engage with mathematics concepts in multiple formats.

The budget also supported professional learning related to evidence-based grading, as several math teachers have begun shifting from traditional grading practices toward systems that emphasize demonstrating mastery of standards. Some teachers participated in a visit to Stevenson High School to deepen their understanding of grading practices that prioritize student learning and mastery over task completion. These efforts aim to strengthen instructional practices and support improved mathematics outcomes for all students.

Comprehensive Academic Support

Fully Implemented

Investigation: Comprehensive Academic Support

Funds were allocated to support the work of Instructional Learning Teams (ILTs) through teacher leadership contracts. Lead teachers facilitate the inquiry cycle process, guiding staff in identifying instructional challenges, implementing strategies, and analyzing evidence of student learning to improve instructional practices.

The budget also supports contracts for the AVID Coordinator, who works closely with AVID teachers and tutors to provide academic support not only for students enrolled in AVID courses but also for the broader student population. This support is available during the school day, including the lunch period, as well as after school. Funding is also provided for AVID tutors, who assist students with academic skill development and organization strategies.

To further support academic success, funds were allocated for online instructional platforms that teachers use to reinforce learning and provide targeted practice. These include DeltaMath, Edcite, Edpuzzle, Turnitin.com, and Tutor.com, which support instruction in multiple content areas and provide additional learning opportunities for students.

As a one-to-one device school, funds were also designated to provide additional laptop chargers to ensure students can continue participating in classroom learning even if they forget their charger at home.

Additionally, this school year, funds were used to provide substitute coverage so teachers could participate in extended planning days outside of regular PLC time. During these sessions, teachers collaborated on addressing common instructional challenges identified through the inquiry cycle and continued developing evidence-based grading practices to better align assessment with student learning and mastery of standards.

English Learner Support

Fully Implemented

Investigation: English Learners Support

Funds were allocated to support an English Learner (EL) Support Teacher who plays a key role in identifying English Learners and monitoring the needs of the EL student population. The EL Support Teacher communicates the importance of Long-Term English Learner (LTEL) reclassification to teachers and supports the onboarding and implementation of Language and Integrated Foundations (LIF) classes and Advanced ELD courses.

The EL Support Teacher also coordinates and prepares for ELAC meetings, provides updates and data to the administrative team, and builds cross-disciplinary teacher capacity in academic language development and integrated literacy strategies. In addition, the support teacher provides targeted intervention and acceleration for English Learners and assists with the administration and review of state and district assessments.

The EL Support Teacher monitors ELPAC and ELD progress, supports the reclassification process, and collaborates with SDAIE teachers by providing professional learning on effective language development strategies. This includes identifying online resources and instructional supports that strengthen literacy development and increase student engagement for English Learners.

Our EL support teacher will continue to help teachers create and implement integrated and designated ELD lessons into core content classes to support literacy.

Career Readiness

Fully Implemented

Investigation: Career Readiness

As part of the ongoing efforts outlined in the previous year's SPSA to increase student engagement and awareness of postsecondary opportunities, funds were allocated to support career fairs and industry visits throughout the school year. These activities are designed to enhance student participation and provide greater exposure to various career pathways. The school also continues to maintain partnerships with industry professionals and community partners who provide resources and serve as guest speakers, helping to inspire curiosity, increase student motivation, and strengthen connections between classroom learning and real-world careers.

The school also partners with UCSF to support the Doctors Academy program, which provides students with exposure to careers in medicine. Funding supports key program activities, including the Doctors Academy award ceremony, interview day for incoming students, recruitment week, and transportation for learning experiences such as Germ Glow at the Fresno Fair. These experiences help students engage in hands-on learning and deepen their understanding of healthcare careers.

Additionally, funds are allocated to support communication and outreach efforts that ensure students and families are informed about the various career readiness pathways available at the school. These efforts help increase student awareness and participation in programs that support college and career readiness.

College Readiness

Fully Implemented

Investigation: College Readiness

Funding has been allocated to support a variety of initiatives that promote college awareness, access, and preparedness for students. Resources are provided for transportation to college visits, allowing students to explore postsecondary institutions and gain firsthand exposure to college environments. Additionally, funds support opportunities for parents to visit UC Merced, with the aim of increasing family awareness and encouraging them to support and motivate their children to pursue higher education.

Funding also supports the AVID program, including AVID teacher collaboration meetings, the annual AVID program subscription, and required AVID professional conferences. These resources help strengthen the implementation of AVID strategies that promote college readiness, organization, and academic skill development for students.

Professional learning opportunities are also funded for teachers involved in Advanced Placement (AP) and Dual Enrollment programs. This includes attendance at relevant conferences and providing substitute coverage for planning and collaboration time, enabling teachers to expand course offerings and strengthen instruction aligned with college-level expectations.

As outlined in the previous year's SPSA plan, the school will continue to focus on increasing student participation in AP courses and expanding opportunities for Dual Enrollment. Counselors, the AVID Coordinator, and teachers provide ongoing support and guidance to students during course selection and the college application process through individual conferences and classroom presentations.

Additionally, funds are allocated for student agendas to support organization and time management. These agendas help students track assignments, deadlines, and academic responsibilities, reinforcing essential skills for success in rigorous coursework and postsecondary education.

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Relationship Centered Support - SEL

Partially Implemented

Investigation: Relationship-Centered Support (SEL)

In the previous year's budget, funds were allocated to support several initiatives focused on strengthening relationship-centered supports and social-emotional learning (SEL) to improve student engagement and overall well-being. One goal was to explore partnerships with a mentoring program that supports students with higher emotional and social needs. While the mentoring program was not implemented during the school year, the school will continue to explore opportunities to establish a mentoring program in the upcoming year to better support students who would benefit from additional guidance and connection with caring adults and/or peer mentoring.

Funding also supported Restorative Practices, including materials and supplies, to help build a positive school climate and address student behavior through restorative approaches. In addition, the Climate and Culture Team received funding to lead initiatives that foster stronger connections among students and staff. This included organizing activities during lunch and other school events to create opportunities for positive interactions and strengthen relationships outside the classroom.

The school also invested in strengthening the advisory structure, with funding provided for a Homeroom Coordinator who develops and organizes SEL lessons delivered during the advisory period. These lessons focus on building students' social-emotional competencies, reinforcing school expectations, and supporting a positive learning environment. Counselors and teachers also provide ongoing support to students through SEL instruction and restorative conversations that promote the development of positive social and emotional skills.

Additional lessons on school rules, procedures, and behavioral expectations were delivered through homeroom and school assemblies to reinforce positive behavior and strengthen the overall school culture. Funding also supported the purchase of student agendas, which outline behavioral expectations and help students build organizational and time-management skills.

Finally, funds supported student enrichment opportunities, including field trips and transportation, allowing students to participate in experiences that enhance engagement, connection to school, and overall student development.

Professional Learning Teams

Fully Implemented

Investigation: Professional Learning Teams

Funds were allocated to support professional learning opportunities that strengthen instructional practices and collaboration among teachers. Mathematics teachers were provided the opportunity to attend the National Council of Teachers of Mathematics (NCTM) conference to explore innovative instructional strategies and practices that support improved mathematics outcomes.

Funding was also used to support attendance at an SBAC conference focused on the logistics and best practices for implementing statewide assessments. This learning helped the school strengthen testing procedures and reinforce a culture that emphasizes the importance of district and state assessments.

Several teachers implementing evidence-based grading participated in a visit to Stevenson High School, where they observed evidence-based grading practices and the effective use of the Professional Learning Community (PLC) process to support student learning and instructional improvement.

Additional funds supported teacher participation in the AVID Summer Institute, with some teachers attending in person and others participating virtually to strengthen AVID strategies that support college readiness and student success.

Supplemental contracts were also provided to support teacher collaboration as teams work together to pilot and refine evidence-based grading practices. Funding for substitute teachers was included to provide staff with the time needed to participate in professional learning, collaboration, and planning related to these initiatives.

In addition, funding supports a Teacher on Special Assignment (TOSA) who facilitates and supports professional learning aligned with the inquiry cycle process. The TOSA guides Instructional Learning Team (ILT) meetings and faculty professional learning sessions, helping teachers analyze student data, identify instructional challenges, and implement targeted strategies. The TOSA also leads professional learning, facilitates Instructional Lead Teacher meetings, and provides additional coaching and support for teachers as they implement inquiry-cycle practices to improve instruction and student outcomes.

Family Engagement

Fully Implemented

Investigation: Family Engagement

Funds were allocated to support initiatives that strengthen family engagement and communication between the school and families. Materials and supplies were provided to support weekly parent meetings, creating opportunities for families to receive information, ask questions, and remain actively involved in their students' education.

Funding also supports a Spanish-speaking Home Liaison and a Resource Counseling Assistant (RCA) who assists families who speak Hmong. These staff members play an important role in bridging communication between the school and families, ensuring that parents have access to important information, resources, and support services. When needed, the Home Liaison and RCA also conduct home visits to connect directly with families, provide support, and strengthen communication between the school and home.

Additionally, funding supports a School Program Assistant who provides essential logistical support for the campus and assists with school-to-home communication. This includes distributing quarterly newsletters and coordinating communications through PeachJar to ensure families receive timely updates about school programs, events, and resources.

Funds were also allocated to provide opportunities for parents to visit UC Merced, to increase family awareness of college pathways, and to encourage parents to support their students in preparing for postsecondary education. These experiences help strengthen family involvement in promoting college readiness and long-term student success.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Proficiency in Literacy

Partially Effective

Review of Effectiveness: Proficiency in Literacy

Based on available metrics, the percentage of students meeting or exceeding the SBAC Literacy standard increased slightly, from 47% to 48%. While this reflects modest growth, it indicates that the implemented strategies are beginning to improve student literacy outcomes.

Investing in professional development remains an effective strategy, as it strengthens instructional practices, increases teachers' capacity, and supports improved student learning. Providing ongoing opportunities for educators to collaborate allows teachers to share strategies, refine instruction, and implement best practices aligned to rigorous standards. Additionally, the continued implementation of evidence-based grading is gaining momentum across departments, helping to create greater alignment, consistency, and rigor in how student learning is assessed.

Through targeted professional learning and collaboration within Professional Learning Communities (PLCs), teachers are better equipped to engage students in deeper learning and strengthen reading comprehension, writing, and critical thinking skills. Moving forward, the school will continue to seek professional learning opportunities and conferences that support teachers in preparing students for the rigor of the SBAC assessment. Additional attention will also be given to implementing strategies that better support Students with Disabilities and African American students, who represent the lowest-performing student groups in literacy, to close achievement gaps and improve overall student outcomes.

Proficiency in Mathematics

Effective

Review of Effectiveness: Proficiency in Mathematics

Based on the available metrics, the strategies implemented have supported improvements in mathematics performance. The percentage of students meeting or exceeding the standard increased from 9% to 15%, demonstrating positive growth in student achievement.

The school will continue to support teachers through professional learning opportunities, online instructional resources, and ongoing training in evidence-based grading practices. Teachers will also continue developing and administering Common Formative Assessments (CFAs) aligned with SBAC-style questions, which help prepare students for the rigor and format of state assessments.

Through the Professional Learning Community (PLC) process and the implementation of the inquiry cycle, teachers collect and analyze student data to guide instructional decisions. This collaborative process ensures that instruction remains responsive and adaptable to student learning needs.

Moving forward, the school will continue to prioritize targeted strategies to support lower-performing student groups, particularly African American students and Students with Disabilities, to improve mathematics outcomes and close existing achievement gaps.

Comprehensive Academic Support

Partially Effective

Review of Effectiveness: Comprehensive Academic Support

The school's graduation rate increased slightly from 93.2% to 93.7%, demonstrating steady progress toward ensuring students complete their high school requirements. While the increase is modest, the school will continue implementing strategies to help students maintain a C or better in their courses and remain on track for graduation.

Efforts to strengthen academic support will include continued investment in AVID strategies across the school. Professional learning opportunities will be provided for non-AVID teachers, such as during faculty meetings and new teacher luncheons, to expand the use of AVID instructional practices that support organization, critical thinking, and student engagement.

Funding will also continue to support AVID tutors, who provide academic assistance during the school day and after school. These tutors are available to all students, regardless of AVID enrollment, helping to ensure that students have access to additional academic support when needed.

In addition, the school will continue to strengthen the inquiry cycle process in classrooms. Teachers will collaborate to analyze student data, identify instructional challenges, and implement targeted strategies to improve learning outcomes. Ongoing support from the Teacher on Special Assignment (TOSA) will guide this work and ensure that instructional practices remain focused on helping students successfully pass their courses and progress toward graduation.

English Learner Support

Effective

Review of Effectiveness: English Learner Support

Funding a Teacher on Special Assignment (EL Coordinator) has proven to be highly effective in providing targeted support for both teachers and English Learner (EL) students. This role helps ensure that language development strategies are embedded within core content instruction across subject areas. By continuing to fund an EL support teacher, educators receive guidance in developing and implementing both integrated and designated ELD lessons, leading to more meaningful literacy instruction across disciplines.

The implementation of integrated ELD in ELA classrooms strengthens language acquisition by emphasizing discipline-specific literacy and directly addressing the instructional needs of EL students. In addition, the use of Ellevation reports to monitor student progress quarterly allows teachers to review data, identify areas of need, and implement timely instructional adjustments and interventions.

These efforts have contributed to improved outcomes for English Learners. This progress is reflected in the school's performance metrics, which show that it surpassed its ELP1 growth goals for both English Learners and Long-Term English Learners, demonstrating the effectiveness of the supports and strategies implemented.

Career Readiness

Effective

Review of Effectiveness: Career Readiness

Career Technical Education (CTE) opportunities at Sunnyside continue to expand, providing students with increased access to career-focused learning experiences. Programs such as FFA and Allied Health Science offer students valuable hands-on experiences that connect classroom learning to real-world applications. Additionally, the school provides opportunities for students interested in athletic training and specialized pathways such as the Doctors Academy, where students can shadow healthcare professionals and gain insight into the skills and knowledge required for careers in the medical field.

These programs help students explore career interests while developing practical skills and industry awareness. As a result of these efforts, the school's College and Career Indicator (CCI) improved by 7 percentage points, bringing the overall rate to 62% for all students. This improvement reflects increased student participation in career readiness pathways and demonstrates the positive impact of providing diverse career exploration opportunities.

College Readiness

Effective

Review of Effectiveness: College Readiness

Providing AVID tutors during lunch and after school, organizing college visits, and inviting parents to visit universities have helped strengthen students' awareness of college pathways and the opportunities available to them. Counselors, teachers, and the AVID program continue to inform and encourage students to enroll in Advanced Placement (AP) and Dual Enrollment courses, ensuring that students understand the academic options available to support their college readiness.

These efforts have contributed to increased student participation in college-preparatory opportunities and positively impacted college readiness outcomes. As a result, the school's College and Career Indicator (CCI) metric increased from 48% to 62%, indicating that more students are meeting criteria for college and career readiness. This growth indicates that students are taking advantage of the opportunities and supports being provided to prepare for post-secondary success.

Relationship Centered Support - SEL

Effective

Review of Effectiveness: Relationship-Centered Support (SEL)

Providing social-emotional support through counselors and restorative practices teachers has been largely effective, with only a small number of students repeating behaviors after receiving restorative counseling and support. The implementation of SEL lessons within the homeroom/advisory period has also positively supported student behavior by reinforcing expectations, building social-emotional skills, and providing students with strategies to manage challenges. Additionally, the use of student agendas has been beneficial, as they serve as a consistent reference for school rules, expectations, and organizational support.

Data indicate positive outcomes from these efforts. The suspension rate decreased from 9.6% to 2.6% in Fall 2025, demonstrating a significant improvement in student behavior and school climate. Additionally, results from the Fall Climate and Culture Student Survey show 82% favorable responses in the Student Health and Wellness domain.

These metrics suggest that the current supports and strategies are positively impacting student behavior and well-being. To continue strengthening these efforts, the school will explore incorporating additional support, such as a mentoring program, to support further students who may benefit from stronger connections and guidance.

Professional Learning Teams

Effective

Review of Effectiveness: Professional Learning Teams

This school year, participation in the evidence-based grading pilot has continued to grow, and the implementation of the inquiry cycle has further developed across all subject areas. These efforts have strengthened collaboration among teachers and supported a more reflective, data-informed approach to instruction within Professional Learning Teams (PLTs).

Funding for substitute teachers allowed staff to participate in dedicated planning days, while supplemental contracts provided teachers with additional time to collaborate and organize their work within PLTs. Lead teacher contracts were also funded to support content-area leadership and guide collaborative instructional planning. In addition, teachers were provided opportunities to attend professional learning conferences, including SBAC, AVID, and the National Council of Teachers of Mathematics (NCTM), which strengthened instructional practices and supported schoolwide initiatives.

These efforts have helped maintain a strong, positive professional culture among staff. According to the Climate and Culture Staff Survey, the school met its target in the Staff Culture domain, achieving 93% favorable responses, an increase from 92.5% in the prior year. This demonstrates the positive impact of continued investment in professional learning, collaboration, and teacher leadership.

Family Engagement

Effective

Review of Effectiveness: Family Engagement

The actions implemented to strengthen family engagement have proven effective in increasing communication and connection with families. While initial participation in the parent survey was limited, targeted strategies—such as hosting weekly parent meetings with the Home Liaison and utilizing multiple communication platforms, including quarterly newsletters and Parent Connect—helped increase awareness and engagement among families.

Providing opportunities for parents to attend UC Merced has also been highly successful, with participation increasing each year. This experience has helped strengthen families' connection to the school while encouraging parents to support their students' preparation for college.

As a result of these combined efforts, the Fall Climate and Culture Family Survey showed an improvement in the percentage of favorable responses within the Family Engagement domain. The school exceeded its targeted goal by 5.5 percentage points, increasing from 87.5% to 93% favorable. These results demonstrate the positive impact of intentional outreach, communication, and engagement opportunities in strengthening families' connection to the school community.

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.

Section C:

Goal: Reduce D/F Rates and Improve Academic Achievement

Based on the data reviewed, the school will continue implementing strategies to improve ELA and Mathematics performance on the SBAC assessment, with a particular focus on supporting the most impacted student groups. In addition to strengthening instruction through professional learning, PLC collaboration, and targeted interventions outlined in the ELA and Mathematics action plans, the school will also prioritize efforts to improve overall student academic success.

To support this work, the school will explore implementing a mentorship program to provide additional guidance and support for students who may be struggling academically. This effort will focus primarily on 9th- and 10th-grade students to reduce the percentage of students who receive at least one D or F on their report cards.

Currently, 47% of 9th and 10th-grade students receive at least one D or F at the end of the Fall semester of 2025. The school's goal is to reduce this rate to 40% by Fall 2026. This goal aligns with the district's broader objective: *"From June 2024 to June 2028, the percentage of 9th and 10th grade students who receive at least one 'D' or 'F' on their report card at the end of the semester will decrease from 55.2% to 38.2%."*

Through continued implementation of the ELA and Mathematics instructional strategies, including the use of the inquiry cycle in PLCs, SBAC-aligned assessments, evidence-based grading, targeted academic support, and expanded tutoring opportunities, the school aims to strengthen instruction and provide the necessary supports to improve student achievement and reduce D/F rates. The addition of a mentorship program will further support students by building stronger relationships, increasing engagement, and providing additional academic and social guidance to help students stay on track for success.

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:

School Site Council Feedback

During the review of the School Plan for Student Achievement (SPSA), the School Site Council (SSC) provided feedback regarding budget priorities in anticipation of potential funding reductions next year. The council supported the recommendation to transition the school's quarterly newsletters to a digital format to reduce printing and materials costs while continuing to maintain communication with families.

Additionally, a teacher representative on the SSC requested that the school explore purchasing an additional browser-locking program for use during assessments. While the district currently provides a browser-locking platform, teachers expressed interest in evaluating other programs that may offer additional features and functionality to better support secure testing environments. The SSC recommended that the administration further investigate available options and determine whether the purchase would add value to classroom assessments.

ELAC:

SPSA Parent Feedback

Parents provided several recommendations during the review of the School Plan for Student Achievement (SPSA) to strengthen communication and engagement with families. Parents expressed interest in increasing the use of Parent Square as a primary communication tool and requested support in learning how to download and use the application effectively. They suggested that the school provide guidance or informational sessions to help families become more familiar with the platform so they can stay informed about school updates and events.

Parents also shared a desire to be more involved in school events and activities. For example, some parents indicated they would welcome opportunities to participate alongside their students in cultural events such as Folklórico performances, which would further strengthen the connection between families and the school community.

Staff:

SPSA Staff Feedback

Staff provided several recommendations to strengthen instruction and student support across the school. Teachers expressed the need for additional planning days to collaborate as teams to refine assessments, share instructional strategies, and implement improvements identified through PLC discussions.

Staff also highlighted the importance of professional development opportunities, such as conferences and training, that provide practical strategies and resources applicable in the classroom. These opportunities also strengthen collaboration among teachers and support alignment of instructional practices.

Teachers recommended expanding tutoring and language support services to better assist students who need additional academic support. They also suggested improving classroom furniture, as many desks and chairs are outdated or broken, to provide students with a more comfortable learning environment.

Additionally, parents requested opportunities to participate in on-campus parent education classes, such as English language courses, to support their own learning and improve communication with the school.

Parents also emphasized the importance of receiving advance notifications about upcoming assessments, including district interim assessments and state exams, so they can help motivate and encourage their students to prepare and perform well.

Finally, parents expressed interest in receiving clearer information about the courses available to students at the school. They suggested creating a course directory or catalog, similar to those provided by colleges, that outlines available courses and academic pathways so families can better understand the options available to their students and the levels at which those courses can be taken.

Additional suggestions included increasing student access to updated technology and instructional tools that support engagement and learning. Staff also recommended creating more opportunities for experiential learning, such as field trips or real-world learning experiences, to help students see connections between classroom learning and real-life applications.

SPSA Student Feedback

Students provided several recommendations during the review of the School Plan for Student Achievement (SPSA) regarding school climate, facilities, and student support.

Students also expressed interest in creating stronger opportunities for student voice, including establishing a group or forum where students can share concerns, provide feedback, and contribute ideas on school culture and campus improvement.

In addition, students expressed a desire to foster a more positive school environment by implementing a kindness campaign that encourages respectful interactions and strengthens relationships among students.

Students also recommended creating a food and clothing bank on campus to support students who may need access to essential resources.

Athletes also shared feedback on athletic facilities, suggesting using funds to maintain and upgrade softball, soccer, and baseball fields, to replace or repair basketball nets, and to continue improving the overall condition of athletic fields and equipment. These improvements would help ensure that students have safe and well-maintained spaces for athletics and extracurricular activities.

Action

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Proficiency in Literacy

Action Details

Literacy Intervention

Strategy:

Strengthen literacy instruction across content areas through professional learning, collaborative inquiry, and targeted student supports to increase student proficiency on the **ELA SBAC assessment** and reduce achievement gaps among student groups.

Implementation:
Teachers will participate in ongoing professional learning focused on evidence-based literacy strategies, including close reading, academic language development, and evidence-based writing aligned with SBAC expectations. Through Professional Learning Communities (PLCs), teachers will implement the inquiry cycle to identify instructional challenges, develop and administer Common Formative Assessments (CFAs) aligned with SBAC-style questions, analyze student work, and adjust instruction based on student data.

Students will receive increased exposure to SBAC-aligned tasks and performance-based literacy activities through online platforms such as Edcite and other instructional resources. Teachers will also integrate literacy strategies across content areas to strengthen reading comprehension, analytical thinking, and evidence-based writing.

Targeted supports will be provided for Students with Disabilities and African American students, who represent the lowest-performing groups in literacy. Special Education teachers will collaborate with general education teachers within PLCs to ensure rigorous instruction and appropriate scaffolds that support access to grade-level standards. In addition, the school will provide professional learning workshops for the Special Education department to continue building teachers' capacity to implement effective instructional strategies that support literacy development and help meet schoolwide achievement goals.

Additional academic support opportunities, including tutoring and targeted interventions, will be available to support student learning and strengthen literacy outcomes.

Metric for Success:

- Increase the percentage of students who meet or exceed the ELA standard on SBAC.
- Improve the school's Distance from Standard (DFS) from –17.4 toward –2.4 points.
- Increase performance for Students with Disabilities and African American students, as measured by improvements in SBAC outcomes and site-based assessments.

Expenditures May Include:

- Professional development and conference registration
- Substitute teachers for planning and collaboration days
- Instructional materials and literacy resources
- Online instructional platforms (e.g., Edcite)
- Intervention and tutoring support
- Professional learning workshops for Special Education teachers

Direct Instructional Services

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

Direct Instructional Services:

- Implement evidence-based literacy instruction, including close reading, academic language development, and evidence-based writing strategies across content areas.
- Teachers will communicate clear learning intentions to students by posting and explaining daily learning objectives so students understand what they are expected to learn and demonstrate by the end of the lesson.
- Integrate SBAC-aligned literacy tasks and performance-based activities to strengthen reading comprehension and analytical writing skills.
- Use online instructional platforms (e.g., Edcite) to provide students with practice aligned to SBAC question formats and rigor.
- Develop and administer Common Formative Assessments (CFAs) aligned with SBAC-style questions to monitor student progress and guide instructional adjustments.
- Provide targeted literacy interventions and academic support for students performing below standard, particularly Students with Disabilities and African American students.
- Facilitate collaboration between Special Education and general education teachers within PLCs to ensure rigorous instruction with appropriate scaffolds that support access to grade-level standards.
- Implement instructional strategies identified through the PLC inquiry cycle, using student data to refine instruction and improve student learning outcomes.
- Use analysis of student work and assessment data to adjust instruction and provide targeted support for students.

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.

Based on the available data, no English Learner (EL) student groups fall into the Red category. The school's performance is currently in the Yellow category for all EL subgroups. This includes students who have progressed at least one ELPI level, maintained ELPI Level 4, stayed at lower ELPI levels (Levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI level.

These results indicate that while the school is not currently in the lowest performance category, there is still an opportunity to strengthen supports for English Learners to ensure continued language development and progress toward reclassification. The EL Coordinator will continue to support teachers and students by monitoring ELPI data, providing guidance on integrated and designated ELD instruction, and supporting effective language development strategies. These efforts will help strengthen instructional practices and support the goal of moving performance from the Yellow category to the Green category in future reporting cycles.

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 support EL students and their families.*
** Funding for the EL coordinator.*
** Continued use and training of programs such as Desmos, Quizzlet, Edcite, and Turnitin.com. These tools include translation features that allow students to select their native language.*
** We will also provide tutors during lunchtime and after school to better support students in their courses. Students can also access tutors by attending various scheduled Wildcat cafes.*

** Students are provided with laptops on a one-to-one basis. If they forget theirs at home and need to complete work, loaner laptops will be available in the library to prevent disruptions.*
** Newcomer support will be available to help students transition and acclimate to the school.*
** Funds will also support ELPAC testing and contracts for our on-site assessors.*
** Funding will be allocated for professional development to improve teachers' understanding of language acquisition, development, and cultural Awareness. Curriculum supports and manipulatives will be purchased based on individual student needs.*
** Money will also be dedicated to incentive-based rewards focused on ELPI level growth and benchmark improvements.*

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, District Interim, and ELPAC.
- · 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.
- · 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.
- · ELPI levels will be analyzed, and goal setting will be established in each of the ELA LIF courses
- · A rewards system will be put into place regarding student achievement/improvement on ELPI levels.
- · ELLevation monitoring will be monitored and completed by 90% of the staff each quarter.

Student Groups

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

Students with Disabilities (SWD):

Expenditures May Include:

- Professional development and conference registration
- Substitute teachers for planning and collaboration days
- Instructional materials and literacy resources
- Online instructional platforms (e.g., Edcite)
- Intervention and tutoring support
- Professional learning workshops for Special Education teachers

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

Students with Disabilities (SWD):

Expenditures May Include:

- Professional development and conference registration
- Substitute teachers for planning and collaboration days
- Instructional materials and literacy resources
- Online instructional platforms (e.g., Edcite)
- Intervention and tutoring support
- Professional learning workshops for Special Education teachers

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

Students with Disabilities (SWD):

Targeted supports will be provided for Students with Disabilities and African American students, who represent the lowest-performing groups in literacy. Special Education teachers will collaborate with general education teachers within PLCs to ensure rigorous instruction and appropriate scaffolds that support access to grade-level standards. In addition, the school will provide professional learning workshops for the Special Education department to continue building teachers' capacity to implement effective instructional strategies that support literacy development and help meet schoolwide achievement goals.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Planned Actions to Strengthen Family Engagement

- Provide training sessions for parents on how to download and use ParentSquare, ensuring families can easily receive school communications and updates.
- Increase digital communication with families, including newsletters, announcements, and updates about school events, academic programs, and student opportunities.
- Share advance notifications about upcoming assessments, such as interim assessments and state exams, so parents can encourage and support their students in preparing for testing.
- Provide families with a course directory or catalog that outlines available courses, pathways, and levels, so parents can better understand academic opportunities for their students.
- Continue hosting weekly parent meetings led by the Home Liaison to provide information, answer questions, and support family involvement.
- Offer parent education opportunities, such as English-language classes or informational workshops, to help parents support their students' academic success.
- Create additional opportunities for parent participation in school events, including cultural performances and school activities that strengthen the connection between families and the school community.
- Utilize the Home Liaison and Resource Counseling Assistant to conduct outreach and home visits when needed to ensure families remain connected and informed.
- Continue organizing college visits for parents, such as trips to UC Merced, to build family awareness of college pathways and support students' college readiness.

Professional Learning

Describe Professional Learning related to this action.

Teachers will engage in ongoing, targeted professional learning designed to strengthen literacy instruction and enhance their instructional effectiveness. This professional development will focus on evidence-based strategies, data-informed practices, and collaborative learning opportunities that support high-quality literacy outcomes for all students. Teachers will continue working within Professional Learning Communities (PLCs) using the inquiry cycle to identify common instructional challenges, implement targeted strategies, and analyze evidence of student learning to determine the effectiveness of those strategies. Through this process, teachers will collaborate to develop and refine Common Formative Assessments (CFAs) aligned to standards and SBAC expectations. Additionally, teachers will continue to build capacity in evidence-based grading, ensuring that student assessments reflect mastery of learning standards rather than task completion. By participating in this professional learning, teachers will be better equipped to implement effective literacy practices, differentiate instruction, and foster a culture of reading, writing, and critical thinking across content areas, ultimately leading to improved student achievement and engagement in literacy.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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 ELA SBAC proficiency rates

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

Outcomes monitored by: Principal, VP, and teachers

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Proficiency in Mathematics

Action Details

Literacy Intervention

Strategy:
Strengthen mathematics instruction through professional learning, collaborative inquiry, and targeted student supports to increase student proficiency on the **SBAC Mathematics assessment** and reduce achievement gaps among student groups.

Implementation:
Teachers will participate in ongoing professional learning focused on effective mathematics instructional strategies, including conceptual understanding, problem-solving, and mathematical discourse aligned with SBAC expectations. Through Professional Learning Communities (PLCs), teachers will implement the inquiry cycle to identify instructional challenges, develop and administer Common Formative Assessments (CFAs) aligned with SBAC-style questions, analyze student work, and adjust instruction based on student data.

Students will receive increased opportunities to engage in SBAC-aligned tasks and performance-based mathematical problem-solving through instructional platforms such as DeltaMath, Edcite, and Edpuzzle. Teachers will incorporate these tools to reinforce concepts, provide targeted practice, and monitor student progress.

Professional learning opportunities, including conferences such as the National Council of Teachers of Mathematics (NCTM), will continue to support teachers in strengthening instructional practices. Teachers will also continue to implement evidence-based grading practices to ensure that student assessments reflect mastery of standards and mathematical understanding.

Targeted supports will be provided for Students with Disabilities and African American students, who represent the lowest-performing groups in mathematics. Special Education teachers will collaborate with general education teachers within PLCs to maintain rigorous instruction while providing appropriate scaffolds to support access to grade-level standards. Additional academic support opportunities, including tutoring and intervention, will be available to support student learning.

Metric for Success:

- Increase the percentage of students who meet or exceed the Mathematics standard on SBAC.
- Improve the school's Distance from Standard in Mathematics from -115.9 towards -100.9 points.
- Increase performance for Students with Disabilities and African American students, as measured by improvements in SBAC outcomes and site-based assessments.

Expenditures May Include:

- Professional development and conference registration
- Substitute teachers for collaboration and planning days
- Instructional software subscriptions (e.g., DeltaMath, Edcite, Edpuzzle)
- Instructional materials and intervention resources
- Tutoring and academic support programs
- Computer loaner/chargers
- Lead teacher contracts

Direct Instructional Services

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

Direct Instructional Services (Mathematics)

- Implementation of standards-aligned mathematics instruction focused on conceptual understanding, problem-solving, and mathematical discourse to strengthen student understanding of grade-level math standards.
- Teachers will collaborate through Professional Learning Communities (PLCs) using the inquiry cycle to identify common instructional challenges, implement targeted strategies, analyze student learning evidence, and adjust instruction to improve mathematics outcomes.
- Development and administration of Common Formative Assessments (CFAs) aligned to SBAC-style questions to monitor student progress and guide instructional decisions.
- Continued implementation of evidence-based grading practices, ensuring that student assessments reflect mastery of mathematical standards and conceptual understanding rather than task completion.
- Integration of SBAC-aligned performance tasks and problem-solving activities to strengthen critical thinking and prepare students for the rigor of the SBAC Mathematics assessment.
- Use of online instructional platforms such as DeltaMath, Edcite, and Edpuzzle to provide targeted practice, reinforce mathematical concepts, and monitor student progress.
- Provision of targeted academic interventions and tutoring for students performing below standard, particularly Students with Disabilities and African American students.
- Collaboration between Special Education and general education teachers within PLCs to ensure rigorous instruction with appropriate scaffolds that support access to grade-level math standards.
- Teachers will communicate clear learning intentions by posting and explaining daily learning objectives, ensuring students understand the mathematical concepts and skills they are expected to learn

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.

Based on the available data, no English Learner (EL) student groups fall into the Red category. The school's performance is currently in the Yellow category for all EL subgroups. This includes students who have progressed at least one ELPI level, maintained ELPI Level 4, stayed at lower ELPI levels (Levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI level.

These results indicate that while the school is not currently in the lowest performance category, there is still an opportunity to strengthen supports for English Learners to ensure continued language development and progress toward reclassification. The EL Coordinator will continue to support teachers and students by monitoring ELPI data, providing guidance on integrated and designated ELD instruction, and supporting effective language development strategies. These efforts will help strengthen instructional practices and support the goal of moving performance from the Yellow category to the Green category in future reporting cycles.

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 support EL students and their families.*

** Funding for the EL coordinator.*
** Continued use and training of programs such as Desmos, Quizzlet, Edcite, and Turnitin.com. These tools include translation features that allow students to select their native language.*
** We will also provide tutors during lunchtime and after school to better support students in their courses. Students can also access tutors by attending various scheduled Wildcat cafes.*
** Students are provided with laptops on a one-to-one basis. If they forget theirs at home and need to complete work, loaner laptops will be available in the library to prevent disruptions.*
** Newcomer support will be available to help students transition and acclimate to the school.*
** Funds will also support ELPAC testing and contracts for our on-site assessors.*
** Funding will be allocated for professional development to improve teachers' understanding of language acquisition, development, and cultural Awareness. Curriculum supports and manipulatives will be purchased based on individual student needs.*
** Money will also be dedicated to incentive-based rewards focused on ELPI level growth and benchmark improvements.*

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.
- 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.
- 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?

African American (AA):

Expenditures May Include:

- Professional development and conference registration
- Substitute teachers for collaboration and planning days
- Instructional software subscriptions (e.g., DeltaMath, Edcite, Edpuzzle)
- Instructional materials and intervention resources
- Tutoring and academic support programs
- Computer loaner/chargers
- Lead teacher contracts

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

African American (AA):

Expenditures May Include:

- Professional development and conference registration
- Substitute teachers for collaboration and planning days
- Instructional software subscriptions (e.g., DeltaMath, Edcite, Edpuzzle)
- Instructional materials and intervention resources
- Tutoring and academic support programs
- Computer loaner/chargers
- Lead teacher contracts

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

African American (AA):

Planned Actions to Support African American Students in Mathematics

- Provide targeted academic interventions and tutoring for African American students performing below standard in mathematics.
- Use the PLC inquiry cycle to analyze subgroup data, identify instructional challenges impacting African American students, and implement targeted instructional strategies.
- Develop and administer Common Formative Assessments (CFAs) aligned with SBAC-style questions to monitor the progress of African American students and adjust instruction as needed.
- Integrate SBAC-aligned problem-solving tasks and performance-based math activities to strengthen critical thinking and conceptual understanding.
- Utilize instructional platforms such as DeltaMath, Edcite, and Edpuzzle to provide additional practice and differentiated support.
- Continue implementing evidence-based grading practices to ensure African American students demonstrate mastery of math standards and receive clear feedback on learning progress.
- Provide collaboration between Special Education teachers and general education teachers to ensure African American students with additional learning needs receive appropriate scaffolds and rigorous instruction.
- Offer additional academic support opportunities, such as tutoring during lunch or after school, to strengthen math skills and close learning gaps.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Planned Actions to Strengthen Family Engagement

- Provide training sessions for parents on how to download and use ParentSquare, ensuring families can easily receive school communications and updates.
- Increase digital communication with families, including newsletters, announcements, and updates about school events, academic programs, and student opportunities.
- Share advance notifications about upcoming assessments, such as interim assessments and state exams, so parents can encourage and support their students in preparing for testing.
- Continue hosting weekly parent meetings led by the Home Liaison to provide information, answer questions, and support family involvement.
- Offer parent education opportunities, such as English-language classes or informational workshops, to help parents support their students' academic success.
- Create additional opportunities for parent participation in school events, including cultural performances and school activities that strengthen the connection between families and the school community.
- Utilize the Home Liaison and Resource Counseling Assistant to conduct outreach and home visits when needed to ensure families remain connected and informed.
- Continue organizing college visits for parents, such as trips to UC Merced, to build family awareness of college pathways and support students' college readiness.

Professional Learning

Describe Professional Learning related to this action.

Professional Learning for Mathematics Teachers

- Training on implementing the PLC inquiry cycle, where teachers identify common instructional challenges, implement targeted strategies, analyze student learning evidence, and adjust instruction to improve student outcomes.
- Professional development on evidence-based grading practices to ensure student assessments reflect mastery of mathematical standards and conceptual understanding rather than task completion.
- Workshops on developing and refining Common Formative Assessments (CFAs) aligned with SBAC-style questions to monitor student progress and guide instructional adjustments.
- Training on SBAC-aligned instructional strategies that strengthen problem-solving, reasoning, and mathematical discourse to better prepare students for the SBAC Mathematics assessment.
- Professional learning focused on differentiating instruction to support diverse learners, particularly Students with Disabilities and African American students, who are currently the lowest-performing subgroups in mathematics.
- Technology integration training to effectively use instructional platforms such as DeltaMath, Edcite, and Edpuzzle for targeted practice and to monitor student progress.
- Attendance at professional conferences such as NCTM or CMC allows teachers to learn innovative instructional strategies, access new resources, and strengthen vertical collaboration among mathematics teachers.
- Collaboration and vertical articulation sessions where teachers align curriculum expectations across grade levels to ensure students are prepared for higher-level mathematics courses.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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: Clear learning intentions and increased student participation and engagement with 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 the California Dashboard

Outcomes monitored by: Principal, VP, and teachers

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Comprehensive Academic Support

Action Details

College & Career Readiness

Strategy:
Strengthen comprehensive academic supports to improve student achievement, increase participation in rigorous coursework, reduce D and F rates among 9th and 10th grade students, improve SBAC performance for identified subgroups, and increase the school's graduation rate.

Implementation:
The school will implement targeted strategies to support students in maintaining a grade of C or better and remaining on track for graduation. A mentorship program will be developed to provide additional academic monitoring, guidance, and support for 9th- and 10th-grade students, reducing the percentage of students receiving at least one D or F.

Teachers will continue to collaborate through Professional Learning Communities (PLCs) using the inquiry cycle to analyze student data, identify instructional challenges, and implement targeted strategies to improve student outcomes. Particular attention will be given to improving SBAC performance for identified subgroups, including Students with Disabilities and African American students.

The school will also strengthen academic readiness by increasing student participation in Advanced Placement (AP) and Dual Enrollment courses. Counselors, teachers, and the AVID program will provide guidance during course selection and promote awareness of rigorous academic opportunities that support college readiness.

Continued investment in AVID strategies schoolwide will support student organization, critical thinking, and academic engagement. Professional learning opportunities will be provided to non-AVID teachers during faculty meetings and new-teacher training sessions to expand the use of AVID instructional practices across classrooms.

Funding will support AVID tutors, who provide academic assistance during lunch, in AVID classes, and after school. These tutoring opportunities are available to all students, helping ensure that students receive the support needed to complete coursework and remain on track for graduation.

Ongoing instructional support from the Teacher on Special Assignment (TOSA) will guide teachers in implementing the inquiry cycle, analyzing student data, and strengthening instructional practices to improve academic outcomes.

Metrics for Success:

- Reduce the percentage of 9th and 10th-grade students receiving at least one D or F.
- Increase student participation in AP and Dual Enrollment courses.
- Improve SBAC performance, particularly for identified subgroups.
- Increase the school's graduation rate from 93.7% to a higher level.
- Increase the percentage of students maintaining a C or better in their coursework.

Expenditures May Include:

- AVID tutors and academic support programs
- Professional learning for AVID strategies and instructional practices
- Substitute teachers for PLC collaboration and planning

- Resources to support mentorship and academic monitoring programs
- Instructional support through the Teacher on Special Assignment (TOSA)

Direct Instructional Services

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

Direct Instructional Services: Comprehensive Academic Support

- Provide AVID tutors during the school day, lunch, and after school, where students work collaboratively to solve academic challenges and strengthen critical thinking skills.
- Implement a mentorship program for 9th- and 10th-grade students to provide academic monitoring, goal-setting, and support to reduce the number of students receiving D and F grades.
- Teachers will collaborate through Professional Learning Communities (PLCs) using the inquiry cycle to analyze student data, identify instructional challenges, and implement targeted instructional strategies to improve student learning outcomes.
- Provide targeted tutoring and academic interventions for students who are performing below standard in core subjects such as Mathematics and English Language Arts.
- Use Common Formative Assessments (CFAs) to monitor student progress, identify learning gaps, and adjust instruction to support student mastery of standards.
- Implement AVID instructional strategies across classrooms, including note-taking, organization, inquiry-based learning, and collaborative learning to strengthen student engagement and academic skills.
- Provide academic counseling and course guidance to support students in enrolling in rigorous coursework such as Advanced Placement (AP) and Dual Enrollment courses.
- Teachers will communicate clear learning intentions and academic expectations, ensuring students understand what they are expected to learn and demonstrate.

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.

Based on the available data, no English Learner (EL) student groups fall into the Red category. The school's performance is currently in the Yellow category for all EL subgroups. This includes students who have progressed at least one ELPI level, maintained ELPI Level 4, stayed at lower ELPI levels (Levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI level.

These results indicate that while the school is not currently in the lowest performance category, there is still an opportunity to strengthen supports for English Learners to ensure continued language development and progress toward reclassification. The EL Coordinator will continue to support teachers and students by monitoring ELPI data, providing guidance on integrated and designated ELD instruction, and supporting effective language development strategies. These efforts will help strengthen instructional practices and support the goal of moving performance from the Yellow category to the Green category in future reporting cycles.

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 support EL students and their families.*
** Funding for the EL coordinator.*
** Continued use and training of programs such as Desmos, Quizzlet, Edcite, and Turnitin.com. These tools include translation features that allow students to select their native language.*

** We will also provide tutors during lunchtime and after school to better support students in their courses. Students can also access tutors by attending various scheduled Wildcat cafes.*
** Students are provided with laptops on a one-to-one basis. If they forget theirs at home and need to complete work, loaner laptops will be available in the library to prevent disruptions.*
** Newcomer support will be available to help students transition and acclimate to the school.*
** Funds will also support ELPAC testing and contracts for our on-site assessors.*
** Funding will be allocated for professional development to improve teachers' understanding of language acquisition, development, and cultural Awareness. Curriculum supports and manipulatives will be purchased based on individual student needs.*
** Money will also be dedicated to incentive-based rewards focused on ELPI level growth and benchmark improvements.*

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

- **Support for English Learners**
  - Teachers across Math, ELA, and all content areas will implement integrated ELD strategies, academic language development, and scaffolded instruction to support English Learners in accessing grade-level curriculum.
  - Counselors and teachers will monitor EL student progress, provide guidance during course selection, and connect students to academic programs and supports that strengthen college and career readiness.
  - EL students will receive additional academic support through tutoring and targeted interventions to strengthen their learning in core subjects.
  - The school will implement a mentorship program to support students academically and socially, with the goal of reducing D and F rates and increasing student engagement and success.
  - Teachers and counselors will regularly communicate with EL students and families about available academic resources and supports to ensure students remain on track for graduation and future opportunities.

Student Groups

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

Hispanic (HI):

Expenditures May Include:

- AVID tutors and academic support programs
- Professional learning for AVID strategies and instructional practices
- Substitute teachers for PLC collaboration and planning
- Resources to support mentorship and academic monitoring programs
- Instructional support through the Teacher on Special Assignment (TOSA)

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

Hispanic (HI):

Expenditures May Include:

- AVID tutors and academic support programs
- Professional learning for AVID strategies and instructional practices

- Substitute teachers for PLC collaboration and planning
- Resources to support mentorship and academic monitoring programs
- Instructional support through the Teacher on Special Assignment (TOSA)

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

Hispanic (HI):

Planned Actions to Support Hispanic Students: Comprehensive Academic Support

- Provide targeted academic interventions and tutoring in core subjects such as Mathematics and English Language Arts to support Hispanic students who are performing below standard.
- Use Professional Learning Communities (PLCs) and the inquiry cycle to analyze subgroup data for Hispanic students, identify instructional challenges, and implement strategies to improve academic performance.
- Implement a mentorship program for 9th and 10th-grade students to provide academic guidance, monitor progress, and reduce the number of Hispanic students receiving D and F grades.
- Expand the use of AVID strategies across classrooms to strengthen organization, critical thinking, and academic engagement for Hispanic students.
- Encourage and support Hispanic students in enrolling in Advanced Placement (AP) and Dual Enrollment courses, with guidance from teachers and counselors during course selection.
- Provide AVID tutoring and academic support during lunch and after school to ensure Hispanic students have access to additional help when needed.
- Strengthen communication with families in multiple languages, ensuring Hispanic families are informed about academic programs, supports, and opportunities available to their students.
- Monitor the progress of Hispanic students through regular data reviews, and adjust instructional strategies and interventions to improve academic outcomes and graduation readiness.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Planned Actions to Strengthen Family Engagement

- Provide training sessions for parents on how to download and use ParentSquare, ensuring families can easily receive school communications and updates.
- Increase digital communication with families, including newsletters, announcements, and updates about school events, academic programs, and student opportunities.
- Share advance notifications about upcoming assessments, such as interim assessments and state exams, so parents can encourage and support their students in preparing for testing.
- Provide families with a course directory or catalog that outlines available courses, pathways, and levels, so parents can better understand academic opportunities for their students.
- Continue hosting weekly parent meetings led by the Home Liaison to provide information, answer questions, and support family involvement.
- Offer parent education opportunities, such as English-language classes or informational workshops, to help parents support their students' academic success.
- Create additional opportunities for parent participation in school events, including cultural performances and school activities that strengthen the connection between families and the school community.
- Utilize the Home Liaison and Resource Counseling Assistant to conduct outreach and home visits when needed to ensure families remain connected and informed.
- Continue organizing college visits for parents, such as trips to UC Merced, to build family awareness of college pathways and support students' college readiness.

Professional Learning

Describe Professional Learning related to this action.

Professional Learning to Support Comprehensive Academic Achievement

- Provide professional learning for teachers on culturally responsive teaching practices to better support and engage all students in rigorous academic learning.
- Train teachers to use the PLC inquiry cycle to analyze student data, identify instructional challenges, and implement targeted strategies to improve academic outcomes.
- Offer professional development on differentiated instruction and scaffolding strategies to support students in accessing grade-level content in core subjects.
- Provide training on evidence-based grading practices to ensure assessments reflect mastery of standards and provide clear feedback to students on their learning progress.
- Support teachers in implementing AVID instructional strategies that strengthen student organization, note-taking, critical thinking, and academic engagement.
- Provide professional learning focused on supporting multilingual learners across content areas, including strategies that strengthen academic language development and literacy.
- Encourage participation in collaborative planning sessions and vertical articulation meetings where teachers align curriculum and share effective instructional strategies across grade levels.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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 by the end of the first semester of 2026 for our 9th and 10th graders.

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

Outcomes monitored by: Principal, VP, Mentor, 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 our 9th-10th graders by the end of the first semester of 2026.

Outcomes measured: Data collected by Principal and Vice Principals showing a significant difference.

Outcomes monitored by: Principal, VP, Mentor, 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 47% in the first semester of 2025 to 40% in the first semester of 2026.

Outcomes measured: Data collected by Principal, Mentor, and Vice Principals.

Outcomes monitored by: Principal, VP, Mentor, and teachers

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

English Learner Support

Action Details

SPSA Action: Strengthen Support for English Learners

Strategy:
Sunnyside High School will strengthen instructional and intervention supports for English Learners (ELs) by increasing the percentage of students who improve at least one ELPI level and by supporting Long-Term English Learners (LTELs) near the transition from ELPI Level 3 to Level 4, thereby increasing reclassification rates.

Implementation:
A strategic English Learner support system will be implemented during the 2026–2027 school year. The school will continue to fund a full-time EL Coordinator who will provide leadership and support for EL programs and interventions, and monitor student progress.

The EL Coordinator will work closely with teachers to identify Long-Term English Learners (LTELs) who are close to reaching the next proficiency level and provide targeted interventions using the EL Reclassification Goal Setting tool and teacher observations. The EL Coordinator will also raise awareness among teachers regarding the criteria for reclassification and support instructional strategies that increase EL students' language proficiency.

English LIF teachers will focus on goal setting around ELPAC performance, and student progress will be monitored through practice assessments that mirror the ELPAC exam. These assessments will help identify language development needs and guide instructional adjustments.

EL tutors and advocates will provide literacy and academic interventions within core subject classes, helping students strengthen reading, writing, and academic language skills across content areas. In addition, student incentives will be implemented to encourage improved ELPAC performance and reclassification rates.

The EL Coordinator will also oversee monitoring and documentation of students reclassified as Fluent English Proficient (RFEP) to ensure continued academic support and success.

Professional learning opportunities will be provided for teachers to strengthen their ability to support English Learners. Training will focus on strategies aligned with the ELA/ELD Framework, including disciplinary literacy, academic language development, designated ELD instruction, and the use of EL data to inform instruction. The EL Coordinator will also collaborate with the Instructional Leadership Team to develop a schoolwide focus on literacy practices that strengthen both content understanding and language development.

Metrics for Success:

- Increase the percentage of EL students who improve at least one ELPI level.
- Increase the number of Long-Term English Learners (LTELs) progressing from ELPI Level 3 to Level 4.
- Increase the Reclassification (RFEP) rate.
- Improve ELPAC performance and language proficiency across English Learner student groups.

Expenditures May Include:

- EL Coordinator salary and program support
- Tutors and advocates providing academic intervention
- Instructional materials and ELPAC practice resources
- Student incentives for ELPAC and reclassification progress

- Professional learning focused on EL instructional strategies
- Resources supporting literacy and academic language development across content areas

Direct Instructional Services

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

Direct Instructional Services: English Learner Support

- Provide targeted language development instruction for English Learners, with a focus on supporting Long-Term English Learners (LTELs) who are close to progressing from ELPI Level 3 to Level 4.
- Implement goal-setting and progress monitoring in LIF and ELD classes, where students track their language development and prepare for the ELPAC assessment through practice assessments that mirror the exam format.
- Deliver literacy and academic interventions within core subject classes through advocates to strengthen reading, writing, listening, and speaking skills.
- Integrate academic language development strategies across all content areas to support English Learners in accessing grade-level curriculum in subjects such as ELA, Math, Science, and Social Studies.
- Use EL data and the EL Reclassification Goal Setting tool to guide instruction, identify student needs, and provide targeted support to move students toward reclassification.
- Implement designated and integrated ELD instruction aligned with the ELA/ELD Framework to strengthen disciplinary literacy and language development.
- Provide practice ELPAC-style assessments and structured language activities to help students build confidence and improve performance on the ELPAC.

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.

Based on the available data, no English Learner (EL) student groups fall into the Red category. The school's performance is currently in the Yellow category for all EL subgroups. This includes students who have progressed at least one ELPI level, maintained ELPI Level 4, stayed at lower ELPI levels (Levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI level.

These results indicate that while the school is not currently in the lowest performance category, there is still an opportunity to strengthen supports for English Learners to ensure continued language development and progress toward reclassification. The EL Coordinator will continue to support teachers and students by monitoring ELPI data, providing guidance on integrated and designated ELD instruction, and supporting effective language development strategies. These efforts will help strengthen instructional practices and support the goal of moving performance from the Yellow category to the Green category in future reporting cycles.

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 support EL students and their families.*
** Funding for the EL coordinator.*
** Continued use and training of programs such as Desmos, Quizzlet, Edcite, and Turnitin.com. These tools include translation features that allow students to select their native language.*
** We will also provide tutors during lunchtime and after school to better support students in their courses. Students can also access tutors by attending various scheduled Wildcat cafes.*

** Students are provided with laptops on a one-to-one basis. If they forget theirs at home and need to complete work, loaner laptops will be available in the library to prevent disruptions.*
** Newcomer support will be available to help students transition and acclimate to the school.*
** Funds will also support ELPAC testing and contracts for our on-site assessors.*
** Funding will be allocated for professional development to improve teachers' understanding of language acquisition, development, and cultural Awareness. Curriculum supports and manipulatives will be purchased based on individual student needs.*
** Money will also be dedicated to incentive-based rewards focused on ELPI level growth and benchmark improvements.*

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?

Expenditures May Include:

- EL Coordinator salary and program support
- Home Liaison Spanish speaking
- Tutors and advocates providing academic intervention
- Instructional materials and ELPAC practice resources

English Learner (EL):

- Student incentives for ELPAC and reclassification progress
- Professional learning focused on EL instructional strategies
- Resources supporting literacy and academic language development across content areas

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

English Learner (EL):

Expenditures May Include:

- EL Coordinator salary and program support
- Home Liaison Spanish speaking
- Tutors and advocates providing academic intervention
- Instructional materials and ELPAC practice resources
- Student incentives for ELPAC and reclassification progress
- Professional learning focused on EL instructional strategies

- Resources supporting literacy and academic language development across content areas

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

English Learner (EL):

Direct Instructional Services: English Learner Support

- Provide targeted language development instruction for English Learners, with a focus on supporting Long-Term English Learners (LTELs) who are close to progressing from ELPI Level 3 to Level 4.
- Implement goal-setting and progress monitoring in LIF and ELD classes, where students track their language development and prepare for the ELPAC assessment through practice assessments that mirror the exam format.
- Deliver literacy and academic interventions within core subject classes through advocates to strengthen reading, writing, listening, and speaking skills.
- Integrate academic language development strategies across all content areas to support English Learners in accessing grade-level curriculum in subjects such as ELA, Math, Science, and Social Studies.
- Use EL data and the EL Reclassification Goal Setting tool to guide instruction, identify student needs, and provide targeted support to move students toward reclassification.
- Implement designated and integrated ELD instruction aligned with the ELA/ELD Framework to strengthen disciplinary literacy and language development.
- Provide practice ELPAC-style assessments and structured language activities to help students build confidence and improve performance on the ELPAC.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Planned Actions to Strengthen Family Engagement

- Provide training sessions for parents on how to download and use ParentSquare, ensuring families can easily receive school communications and updates.
- Increase digital communication with families, including newsletters, announcements, and updates about school events, academic programs, and student opportunities.
- Share advance notifications about upcoming assessments, such as interim assessments and state exams, so parents can encourage and support their students in preparing for testing.
- Continue hosting weekly parent meetings led by the Home Liaison to provide information, answer questions, and support family involvement.
- Offer parent education opportunities, such as English-language classes or informational workshops, to help parents support their students' academic success.
- Create additional opportunities for parent participation in school events, including cultural performances and school activities that strengthen the connection between families and the school community.
- Utilize the Home Liaison and Resource Counseling Assistant to conduct outreach and home visits when needed to ensure families remain connected and informed.
- Continue organizing college visits for parents, such as trips to UC Merced, to build family awareness of college pathways and support students' college readiness.

Professional Learning

Describe Professional Learning related to this action.

Professional Learning: English Learner Support

- Provide professional learning on the ELA/ELD Framework to strengthen teachers' understanding of designated and integrated ELD instruction.
- Train teachers on disciplinary literacy strategies that support English Learners in developing academic language across all content areas.
- Provide workshops on academic language development, focusing on strategies that help EL students improve reading, writing, listening, and speaking skills.
- Train teachers to use EL data and ELPI levels to inform instruction, including identifying students who are close to progressing from ELPI Level 3 to Level 4.
- Provide professional learning on effective instructional strategies for Long-Term English Learners (LTELs) to support their progress toward reclassification.
- Train teachers on using ELPAC practice assessments and formative language assessments to monitor student progress and adjust instruction.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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 an Increase in student participation and engagement with 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

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0421 Sunnyside High School (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			Site License (Turnitin, Edpuzzle, Gizmo)	25,000.00
G1A1	Sup & Conc	Instruction	Travel			Professional Learning Conferences - Travel	55,000.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contracts/Planning Days/EBG **Budget lines for personnel include salaries and related benefits	73,620.00
G1A3	Title 1 Basic	Instruction	Oth Cls-Supp			AVID Tutors - Classified **Budget lines for personnel include salaries and related benefits	91,000.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	1.0000	TOSA/Professional Development **Budget lines for personnel include salaries and related benefits	173,372.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Extra Periods (Prep-Buy Out) **Budget lines for personnel include salaries and related benefits	14,291.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Extra Periods (Prep-Buy Out) **Budget lines for personnel include salaries and related benefits	14,291.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Extra Periods (Prep-Buy Out) **Budget lines for personnel include salaries and related benefits	14,291.00
G1A3	Sup & Conc	Instruction	Ins Aide-Sup			Classified Instructional Support **Budget lines for personnel include salaries and related benefits	16,250.00
G1A3	Sup & Conc	Instruction	Mat & Supp			Material and Supplies	129,215.00
G1A4	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.1500	EL support teacher **Budget lines for personnel include salaries and related benefits	27,851.00
G1A4	Sup & Conc	Instruction	Mat & Supp			: Place Holder for EL Coordinator Longevity	6,132.00
G1A4	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.8500	EL support teacher **Budget lines for personnel include salaries and related benefits	157,829.00
G1A4	LCFF: EL	Instruction	Mat & Supp			: EL Material and Supplies	1,747.00

$799,889.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Career Readiness

Action Details

College & Career Readiness

Strategy:

Sunnyside High School will strengthen Career Technical Education (CTE) pathways and career-readiness opportunities, including pre-apprenticeship programs, to increase student participation in career-focused coursework and improve outcomes on the College and Career Indicator (CCI).

Implementation:
Sunnyside High School will continue to expand access to CTE courses and career pathways that prepare students for high-demand careers and postsecondary opportunities. The school will review and refine its master schedule development process to ensure students have equitable access to CTE electives and pathway courses.

A team of content teachers, CTE instructors, and counselors will monitor participation in CTE pathways, pre-apprenticeship opportunities, and work-based learning experiences. This team will track student progress using California Dashboard CCI indicators, including participation in CTE courses, completion of pathway sequences, and other career readiness measures.

Students will be provided with career exploration opportunities through activities such as career fairs, guest speakers, industry visits, and presentations from professionals within career fields connected to current CTE pathways and academies. These opportunities will help students better understand the connection between their coursework and potential career paths.

The school will also promote pre-apprenticeship programs and career pathway opportunities that allow students to gain hands-on experience and exposure to career fields before graduation. Partnerships with industry professionals, local businesses, and community organizations will be maintained to provide students with career awareness, mentorship, and real-world learning experiences.

Additionally, Sunnyside High School will continue to develop and expand the Agriculture (Ag) program by increasing opportunities for students to participate in hands-on agricultural learning experiences. The program will add additional animals for student care and management, allowing students to develop skills in animal science, responsibility, and agricultural practices. Students will also have opportunities to raise and show animals at the Local County Fair, providing real-world experience in agricultural industries and strengthening career readiness within the Agriculture CTE pathway.

The school will also strengthen marketing and outreach efforts for CTE programs, including the Agriculture pathway, to ensure students and families are aware of available programs and career-focused opportunities.

Metrics for Success:

- Increase student participation in CTE pathway courses.
- Increase student participation in pre-apprenticeship and career pathway opportunities.
- Increase the percentage of students meeting College and Career Indicator (CCI) benchmarks.
- Increase student participation in career exploration activities, including career fairs and industry visits.
- Increase participation in the Agriculture CTE pathway and student involvement in agricultural leadership and fair exhibitions.

Expenditures May Include:

- Transportation for career exploration field trips and industry visits
- Materials and resources that support CTE coursework and career pathway programs

- Resources to support pre-apprenticeship opportunities and career exploration events
- Supplies and resources to support the Agriculture program, including animal care and program development for student participation in the Local County Fair.

Direct Instructional Services

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

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 discuss how they support English learners. 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.

Based on the available data, no English Learner (EL) student groups fall into the Red category. The school's performance is currently in the Yellow category for all EL subgroups. This includes students who have progressed at least one ELPI level, maintained ELPI Level 4, stayed at lower ELPI levels (Levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI level.

These results indicate that while the school is not currently in the lowest performance category, there is still an opportunity to strengthen supports for English Learners to ensure continued language development and progress toward reclassification. The EL Coordinator will continue to support teachers and students by monitoring ELPI data, providing guidance on integrated and designated ELD instruction, and supporting effective language development strategies. These efforts will help strengthen instructional practices and support the goal of moving performance from the Yellow category to the Green category in future reporting cycles.

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 support EL students and their families.*
** Continued use and training of programs such as Desmos, Quizzlet, Edcite, and Turnitin.com. These tools include translation features that allow students to select their native language.*
** We will also provide tutors during lunchtime and after school to better support students in their courses. Students can also access tutors by attending various scheduled Wildcat cafes.*
** Students are provided with laptops on a one-to-one basis. If they forget theirs at home and need to complete work, loaner laptops will be available in the library to prevent disruptions.*

** Newcomer support will be available to help students transition and acclimate to the school.*
** Funds will also support ELPAC testing and contracts for our on-site assessors.*
** Funding will be allocated for professional development to improve teachers' understanding of language acquisition, development, and cultural Awareness. Curriculum supports and manipulatives will be purchased based on individual student needs.*
** Money will also be dedicated to incentive-based rewards focused on ELPI level growth and benchmark improvements.*

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

** Funding for the EL coordinator.*
** Continued use and training of programs such as Desmos, Quizzlet, Edcite, and Turnitin.com. These tools include translation features that allow students to select their native language.*
** We will also provide tutors during lunchtime and after school to better support students in their courses. Students can also access tutors by attending various scheduled Wildcat cafes.*
** Students are provided with laptops on a one-to-one basis. If they forget theirs at home and need to complete work, loaner laptops will be available in the library to prevent disruptions.*
** Newcomer support will be available to help students transition and acclimate to the school.*
** Funds will also support ELPAC testing and contracts for our on-site assessors.*
** Funding will be allocated for professional development to improve teachers' understanding of language acquisition, development, and cultural Awareness. Curriculum supports and manipulatives will be purchased based on individual student needs.*
** Money will also be dedicated to incentive-based rewards focused on ELPI level growth and benchmark improvements.*

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.

Support for English Learners in College and Career Readiness

- Provide college and career information in multiple languages to ensure EL students and families understand available pathways and opportunities.
- Invite EL students to participate in college visits, career exploration field trips, and student conferences that promote college and career awareness.
- Share information about student expectations, academic supports, and school programs during ELAC and parent engagement meetings.
- Communicate regularly with EL students and families about academic programs, career pathways, and available supports.
- Support EL students in course selection and participation in college and career readiness programs, including CTE pathways, Dual Enrollment, and tutoring opportunities.

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Student Groups

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

Asian (AS):

- 3010 funds are allocated to support study trips, visits to career fairs, and other career exploration opportunities.
- Funds also cover substitute teachers, allowing staff to accompany students on these trips and support learning experiences outside the classroom.
- Supplemental contracts are funded for the AVID Coordinator and AP Coordinator to support program implementation and student success.
- Funds are used to cover expenses for the AVID conference, supporting professional learning for teachers.
- Funds also support the annual AVID membership, allowing the school to continue implementing AVID strategies that promote college readiness.

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

Asian (AS):

Funds for 7090:

- 7090 funds are allocated to maintain CTE vehicles, ensuring they remain in proper working condition for student use in career pathway programs.
- Funds support a Resource Program Assistant who coordinates study trips and manages the purchase of school supplies to support educational activities.
- Funds are also allocated for a Hmong-speaking Resource counseling assistant, who supports communication between the school and Asian families.
- The Resource counseling assistant helps ensure Asian families have access to school resources, information, and support services that promote student success.

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

Asian (AS):

Planned Actions to Support Asian Students in Career Readiness

- Provide targeted outreach and communication to Asian families regarding CTE pathways, pre-apprenticeship opportunities, and career exploration programs available at the school.
- Utilize the Hmong-speaking Resource Counseling Assistant to communicate career and pathway opportunities with families, ensuring parents understand how students can participate in CTE programs and career readiness activities.
- Encourage Asian students to participate in CTE pathway courses, career academies, and pre-apprenticeship programs that align with their interests and career goals.
- Promote student participation in career fairs, industry visits, and career exploration field trips to increase awareness of various career opportunities.
- Guide course selection to ensure Asian students are informed about available career pathways, CTE electives, and advanced coursework that supports college and career readiness.
- Share information with students and families about career certifications, industry partnerships, and workforce opportunities connected to CTE programs.
- Monitor student participation in CTE pathways and career exploration programs to ensure equitable access and support for Asian students seeking career-readiness opportunities.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Planned Actions to Strengthen Family Engagement

- Provide training sessions for parents on how to download and use ParentSquare, ensuring families can easily receive school communications and updates.
- Increase digital communication with families, including newsletters, announcements, and updates about school events, academic programs, and student opportunities.
- Share advance notifications about upcoming assessments, such as interim assessments and state exams, so parents can encourage and support their students in preparing for testing.
- Provide families with a course directory or catalog that outlines available courses, pathways, and levels, so parents can better understand academic opportunities for their students.
- Continue hosting weekly parent meetings led by the Home Liaison to provide information, answer questions, and support family involvement.

- Offer parent education opportunities, such as English language classes or informational workshops that help parents support their student's academic success.
- Create additional opportunities for parent participation in school events, including cultural performances and school activities that strengthen the connection between families and the school community.
- Utilize the Home Liaison and Resource Counseling Assistant to conduct outreach and home visits when needed to ensure families remain connected and informed.
- Continue organizing college visits for parents, such as trips to UC Merced, to build family awareness of college pathways and support students' college readiness.

Professional Learning

Describe Professional Learning related to this action.

Professional Learning for Teachers: Career Readiness

- Provide professional learning on integrating career readiness skills into classroom instruction, including communication, collaboration, and problem-solving, aligned with workforce expectations.
- Offer training for teachers on CTE pathways and pre-apprenticeship opportunities so they can better guide students toward career-focused coursework and programs.
- Provide professional development on connecting academic content to real-world career applications to help teachers incorporate career exploration into their lessons.
- Train teachers to use College and Career Indicator (CCI) data to monitor student participation in career-readiness pathways, such as CTE, Dual Enrollment, and AP courses.
- Offer opportunities for teachers to collaborate with CTE instructors and industry partners to understand workforce expectations better and incorporate industry-relevant skills into instruction.
- Provide professional learning on supporting students in career exploration and goal setting, including strategies to help students identify career interests and align them with academic pathways.
- Encourage teacher participation in industry tours, career pathway workshops, or conferences that strengthen their understanding of workforce trends and career preparation.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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 various career activities.

Outcomes measured: observations of classrooms and career-centered activities

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: Increase enrollment in our CTE courses

Outcomes measured: enrollment

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 Career Indicator

Outcomes measured: Data collected by California Dashboard

Outcomes monitored by: Principal, VP, and teachers

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

College Readiness

Action Details

College & Career Readiness

Strategy:
Sunnyside High School will increase the number of students demonstrating college readiness and ensure all students graduate with a viable post-secondary plan. The school will strengthen systems that support A–G completion, enrollment in Advanced Placement (AP) and Dual Enrollment courses, and access to college-preparation resources, while also supporting district goals to reduce D and F rates among 9th- and 10th-grade students.

Implementation:
Sunnyside High School will provide targeted academic support to ensure students meet A–G eligibility requirements. Students who receive one or more D or F grades will be provided with credit recovery opportunities, including Edgenuity and tutorial support throughout the school year, to help them remain on track for graduation and college eligibility.

Counselors, the AVID Coordinator, and teachers will work collaboratively to guide students through course selection and the college admission process. Students will receive support through individual counseling sessions, classroom presentations, and informational workshops focused on college readiness and post-secondary planning.

The school will increase enrollment in Advanced Placement (AP) courses through continued marketing and recruitment efforts to ensure students are aware of available academic opportunities. To improve retention in AP courses, the school will provide tutorial support and peer mentoring opportunities. Experienced AP students will serve as AP Ambassadors, offering guidance and peer support to students currently enrolled in AP courses.

In addition, the school will expand opportunities for students to earn college credit while in high school by increasing participation in Dual Enrollment courses and Uni-Track course options through Fresno State.

Sunnyside High School will also strengthen support systems that prepare students for college readiness assessments, including AP exams, PSAT, SAT, and SBAC, ensuring students are prepared to demonstrate college-level academic skills.

To further support A–G completion, the school will continue to offer original-credit summer school opportunities, particularly for AVID students, to ensure they remain on track with both AVID program requirements and A–G coursework.

Additionally, the school will fund a mentorship position to support 9th- and 10th-grade students as part of the district's goal to reduce the percentage of students receiving D and F grades. The mentor will monitor student progress, provide academic guidance, connect students to tutoring and intervention resources, and support students in developing study habits and organizational skills that improve academic success.

Sunnyside High School will also organize college study visits for students across all grade levels to expose them to college campuses and encourage students to consider post-secondary education as a viable pathway after graduation. These visits will help students build awareness of college opportunities and motivate them to pursue the coursework and academic preparation required for college admission.

Metrics for Success:

- Increase the number of students completing A–G coursework.
- Increase Advanced Placement (AP) course enrollment and retention rates.
- Increase participation in Dual Enrollment and Uni-Track college credit courses.
- Reduce the percentage of 9th and 10th-grade students receiving at least one D or F.
- Increase the number of students meeting College and Career Indicator (CCI) benchmarks.
- Increase the percentage of students graduating with a post-secondary plan.

- Increase student participation in college visits and college readiness activities.

Expenditures May Include:

- Tutorial and academic support resources
- Credit recovery programs such as Edgenuity
- Materials and resources supporting AP and Dual Enrollment programs
- Resources supporting college readiness assessments and preparation
- Summer school instructional support for A–G completion
- Funding for a mentor position supporting 9th and 10th-grade students to reduce D and F rates
- Transportation and related costs for college study visits for Sunnyside students

Direct Instructional Services

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

- Teachers will implement instructional strategies and pedagogy that promote college readiness, including AVID strategies that support organization, critical thinking, note-taking, and inquiry-based learning.
- Counselors and teachers will provide individual student conferences and grade-level presentations in classrooms to help students understand A–G requirements, college preparation, and available academic pathways.
- Students will participate in Summer Bridge programs designed to strengthen academic skills and increase college preparedness for incoming and continuing students.
- Summer school and Winter Session courses will be offered to support A–G credit maintenance and completion, ensuring students remain on track for college eligibility.
- As part of a schoolwide initiative, students will receive instruction in AVID strategies during homeroom, including binder organization, study skills, and goal setting. Binder checks and student self-recorded A–G completion charts will be monitored throughout the year.
- AP Ambassadors and experienced AP students will support new or struggling AP students through peer mentoring and academic guidance.
- Supplemental instructional materials for AP courses will be provided to support rigorous academic learning and preparation for AP exams.
- Graphing calculators will be available for student checkout through the library to support instruction in mathematics courses that require advanced tools.
- Students will have access to Edgenuity credit-recovery courses to help them earn credits and remain on track for graduation and A–G completion.
- AP Spanish Language will be promoted to qualifying 8th-grade students, encouraging early participation in rigorous coursework and preparation for college-level academic expectations.

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.

Based on the available data, no English Learner (EL) student groups fall into the Red category. The school's performance is currently in the Yellow category for all EL subgroups. This includes students who have progressed at least one ELPI level, maintained ELPI Level 4, stayed at lower ELPI levels (Levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI level.

These results indicate that while the school is not currently in the lowest performance category, there is still an opportunity to strengthen supports for English Learners to ensure continued language development and progress toward reclassification. The EL Coordinator will continue to support teachers and students by monitoring ELPI data, providing guidance on integrated and designated ELD instruction, and supporting effective language development strategies. These efforts will help strengthen instructional practices and support the goal of moving performance from the Yellow category to the Green category in future reporting cycles.

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 support EL students and their families.*
** Funding for the EL coordinator.*
** Continued use and training of programs such as Desmos, Quizzlet, Edcite, and Turnitin.com. These tools include translation features that allow students to select their native language.*
** We will also provide tutors during lunchtime and after school to better support students in their courses. Students can also access tutors by attending various scheduled Wildcat cafes.*
** Students are provided with laptops on a one-to-one basis. If they forget theirs at home and need to complete work, loaner laptops will be available in the library to prevent disruptions.*
** Newcomer support will be available to help students transition and acclimate to the school.*
** Funds will also support ELPAC testing and contracts for our on-site assessors.*
** Funding will be allocated for professional development to improve teachers' understanding of language acquisition, development, and cultural Awareness. Curriculum supports and manipulatives will be purchased based on individual student needs.*
** Money will also be dedicated to incentive-based rewards focused on ELPI level growth and benchmark improvements.*

3. Using 7090/7091 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 support EL students and their families.*
** Funding for the EL coordinator.*
** Continued use and training of programs such as Desmos, Quizzlet, Edcite, and Turnitin.com. These tools include translation features that allow students to select their native language.*
** We will also provide tutors during lunchtime and after school to better support students in their courses. Students can also access tutors by attending various scheduled Wildcat cafes.*
** Students are provided with laptops on a one-to-one basis. If they forget theirs at home and need to complete work, loaner laptops will be available in the library to prevent disruptions.*
** Newcomer support will be available to help students transition and acclimate to the school.*
** Funds will also support ELPAC testing and contracts for our on-site assessors.*
** Funding will be allocated for professional development to improve teachers' understanding of language acquisition, development, and cultural Awareness. Curriculum supports and manipulatives will be purchased based on individual student needs.*
** Money will also be dedicated to incentive-based rewards focused on ELPI level growth and benchmark improvements.*

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

- ELD teachers will continue working closely with students, parents, and counselors to identify the best A- G plan for each newcomer
- Teachers, AVID coordinators, and EL Specialists will directly support the needs of EL students.
- 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?

African American (AA):

- Title I (3010) funds will support college and career study trips, including visits to college campuses, career fairs, and career exploration opportunities, to increase students' awareness of postsecondary pathways.
- Funds will cover transportation and substitute teachers, allowing staff to accompany students on college visits and career exploration trips that provide learning experiences outside the classroom.
- Funds will support a supplemental contract for the AVID Coordinator, who implements AVID strategies to promote college readiness, organization, and academic success.
- AVID conference registration and travel expenses will be funded to provide professional learning for teachers on strategies that strengthen college readiness instruction.
- Funds will support the annual AVID membership, allowing the school to continue implementing the AVID program and providing students with resources that support A–G completion and college preparation.
- Title I funds may also support materials and resources that strengthen college-readiness activities, such as academic planning tools, college-awareness materials, and instructional resources that help students prepare for postsecondary education.
- Student Computers and chargers

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

African American (AA):

- 7090 funds are allocated to support college visits, providing students with opportunities to explore college campuses and learn about post-secondary pathways.
- Funds support the creation of virtual parent newsletters that keep families informed about important events, including FAFSA nights, college readiness workshops, and other scheduled activities.
- These resources help increase family awareness of college opportunities and support services available to students.
- Funds help highlight and promote student participation in educational and enrichment opportunities that strengthen college readiness.
- Funds will also support student incentives that recognize academic achievement, such as Honor Roll recognition, to encourage strong academic performance and motivate more students to remain on track for college readiness and A–G completion.

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

African American (AA):

- Encourage and support African American students in enrolling in college readiness programs such as AVID, which provide skills in organization, note-taking, critical thinking, and preparation for rigorous coursework.
- Provide academic support and tutoring opportunities to help African American students maintain grades that support A–G completion and college eligibility.
- Offer individual counseling and academic planning to guide African American students through course selection, college applications, scholarships, and financial aid opportunities.
- Promote participation in Advanced Placement (AP), Dual Enrollment, and other college credit opportunities to increase access to rigorous coursework and strengthen college readiness.
- Provide mentorship opportunities, particularly for 9th- and 10th-grade students, to support academic progress and reduce D and F rates, which can affect college eligibility.
- Increase family communication and engagement, ensuring families are informed about college readiness programs, financial aid opportunities, and academic supports available to their students.
- Monitor student data and progress through PLC collaboration and counseling support to identify barriers and implement strategies that improve college readiness outcomes for African American students.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Planned Actions to Strengthen Family Engagement

- Provide training sessions for parents on how to download and use ParentSquare, ensuring families can easily receive school communications and updates.
- Increase digital communication with families, including newsletters, announcements, and updates about school events, academic programs, and student opportunities.
- Share advance notifications about upcoming assessments, such as interim assessments and state exams, so parents can encourage and support their students in preparing for testing.
- Provide families with a course directory or catalog that outlines available courses, pathways, and levels, so parents can better understand academic opportunities for their students.
- Continue hosting weekly parent meetings led by the Home Liaison to provide information, answer questions, and support family involvement.
- Offer parent education opportunities, such as English language classes or informational workshops that help parents support their student's academic success.
- Create additional opportunities for parent participation in school events, including cultural performances and school activities that strengthen the connection between families and the school community.
- Utilize the Home Liaison and Resource Counseling Assistant to conduct outreach and home visits when needed to ensure families remain connected and informed.
- Continue organizing college visits for parents, such as trips to UC Merced, to build family awareness of college pathways and support students' college readiness.

Professional Learning

Describe Professional Learning related to this action.

- Provide professional learning on AVID instructional strategies to strengthen college readiness skills such as organization, note-taking, inquiry-based learning, and student engagement across content areas.
- Train teachers to implement the PLC inquiry cycle, in which educators analyze student data, identify common instructional challenges, implement targeted strategies, and review evidence of student learning to improve outcomes.
- Provide training on evidence-based grading practices to ensure student assessments reflect mastery of learning standards and help students develop a deeper understanding of course content, better preparing them for college-level expectations.
- Offer professional learning focused on supporting students in meeting A–G requirements, including strategies for monitoring student progress and providing academic support when students are struggling.
- Provide training for teachers on supporting students in rigorous coursework, including strategies to support students enrolled in AP and Dual Enrollment courses.
- Encourage collaboration among teachers, counselors, and AVID staff to strengthen systems that support student college readiness, course-selection guidance, and academic planning.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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

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

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

Expect to see: an increase in student participation and engagement in college readiness courses.

Outcomes measured: Walking classrooms using our Microsoft Forms to record the information and available reports through Atlas.

Outcomes monitored by: Principal, VP, counselors, and teachers

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 collected by the number of students on track for graduation and enrolled in A- G courses.

Outcomes monitored by: Principal, VP, and counselor

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 couselors

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Relationship Centered Support - SEL

Action Details

Life Skills

Strategy:
Sunnyside High School will reduce the suspension rate and improve students' sense of belonging and engagement by strengthening school-wide social-emotional supports, restorative practices, and inclusive opportunities that connect students to the school community.

Implementation:
Sunnyside High School will continue to develop an inclusive school environment where all students feel connected and supported. The school will identify, implement, and document strategic social-emotional supports for students exhibiting at-risk behaviors.

The Sunnyside Climate and Culture Team will lead the development and implementation of Tier 1 social-emotional supports across the campus. These supports will focus on building positive relationships, reinforcing behavioral expectations, and strengthening students' connection to the school community.

For students requiring additional support, Tier 2 and Tier 3 interventions will focus on behavior mediation, restorative conversations, and rebuilding positive learning behaviors. The school will continue to utilize the Restorative Practices (RP) team to address conflicts and promote social-emotional learning.

Teachers will receive professional learning on understanding student behavior, cultural awareness, and the referral process, helping them better support social-emotional competencies within the classroom.

The school will also explore and implement mentorship programs to provide additional guidance and support for students experiencing behavioral or engagement challenges.

Special attention will be given to student groups with higher needs, including Black/African American students, and Students with Disabilities (SWD), ensuring targeted supports are in place to improve student outcomes.

To support student transitions and a sense of belonging, Link Crew and homeroom programs will help incoming 9th-grade students adjust to the high school environment.

Sunnyside High School will also expand opportunities for students to participate in arts, clubs, athletics, and extracurricular activities, helping students build meaningful connections with peers and staff.

The School Program Assistant plays a key role in supporting the implementation of school programs and initiatives. This position manages many of the organizational and logistical functions that support the school's operations, including creating virtual newsletters, coordinating teacher contracts, maintaining bookkeeping for school funds, processing conference and professional development paperwork, and managing logistics for school programs and activities. The School Program Assistant also supports communication with families and staff through digital newsletters, ensuring that important information regarding student opportunities, programs, and events is shared with the school community.

Metrics for Success:

- Decrease the school suspension rate.
- Increase student participation in extracurricular activities, clubs, and athletics.
- Improve results on the Climate and Culture Survey related to student belonging and wellness.
- Increase student engagement in school programs and activities.

Expenditures May Include:

- Materials and resources supporting social-emotional learning and restorative practices
- Funding for mentorship programs and student support initiatives
- Resources supporting Link Crew and student transition programs
- Materials promoting clubs, athletics, and extracurricular activities
- Communication tools such as Parent Square newsletters and promotional materials
- Funding for our School Program Assistant to coordinate school programs, communications, and logistical processes

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Direct Instructional Services

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

- **Direct Instructional Services: School Climate, Belonging, and Behavioral Support**
    - Teachers will implement social-emotional learning (SEL) lessons during homeroom, focusing on relationship building, emotional regulation, and responsible decision-making.
    - The Restorative Practices (RP) team will facilitate restorative conversations and mediation to help students repair harm, rebuild relationships, and remain engaged in the learning environment.
    - Link Crew mentors will support incoming 9th-grade students through structured activities and guidance that promote a positive transition to high school.
    - Students identified as needing additional support will receive Tier 2 and Tier 3 behavioral interventions, including behavior mediation, check-ins with staff, and goal-setting strategies.
    - Students will be encouraged to participate in clubs, athletics, arts, and extracurricular activities, strengthening their connection to the school community and increasing engagement.

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.

Based on the available data, no English Learner (EL) student groups fall into the Red category. The school's performance is currently in the Yellow category for all EL subgroups. This includes students who have progressed at least one ELPI level, maintained ELPI Level 4, stayed at lower ELPI levels (Levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI level.

These results indicate that while the school is not currently in the lowest performance category, there is still an opportunity to strengthen supports for English Learners to ensure continued language development and progress toward reclassification. The EL Coordinator will continue to support teachers and students by monitoring ELPI data, providing guidance on integrated and designated ELD instruction, and supporting effective language development strategies. These efforts will help strengthen instructional practices and support the goal of moving performance from the Yellow category to the Green category in future reporting cycles.

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 support EL students and their families.*
** Funding for the EL coordinator.*
** Continued use and training of programs such as Desmos, Quizzlet, Edcite, and Turnitin.com. These tools include translation features that allow students to select their native language.*
** We will also provide tutors during lunchtime and after school to better support students in their courses. Students can also access tutors by attending various scheduled Wildcat cafes.*
** Students are provided with laptops on a one-to-one basis. If they forget theirs at home and need to complete work, loaner laptops will be available in the library to prevent disruptions.*
** Newcomer support will be available to help students transition and acclimate to the school.*
** Funds will also support ELPAC testing and contracts for our on-site assessors.*
** Funding will be allocated for professional development to improve teachers' understanding of language acquisition, development, and cultural Awareness. Curriculum supports and manipulatives will be purchased based on individual student needs.*
** Money will also be dedicated to incentive-based rewards focused on ELPI level growth and benchmark improvements.*

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 digital school newsletter.

Student Groups

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

African American (AA):

Students with Disabilities (SWD):

- Title I funds will be used to provide student laptops, ensuring students have access to digital learning tools that support engagement, organization, and participation in classroom instruction.
- Laptops allow students, including students with disabilities, to access digital learning platforms and instructional resources that support their individual learning needs.
- Online instructional subscriptions and learning platforms will be funded to provide students with additional academic supports, personalized learning opportunities, and interactive resources.
- These digital tools help increase student engagement, promote independence in learning, and provide equitable access to the curriculum.
- Access to technology and online resources supports a more inclusive learning environment, helping students develop academic skills, remain connected to school learning, and improve overall student success.

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

African American (AA):

Students with Disabilities (SWD):

- 7090 funds will be used to purchase student planners 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 stay organized and focused throughout the school year.
- Student planners support students with organizational challenges or learning disabilities by providing a visual reminder of tasks and responsibilities.
- Planners help reduce missed assignments and improve student accountability, encouraging students to take ownership of their learning.
- These tools promote student independence, engagement, and responsibility, supporting overall academic success and readiness for future educational opportunities.

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

Students with Disabilities (SWD):

African American (AA):

- Monitor discipline and engagement data for Black/African American students, and Students with Disabilities (SWD), who have been identified as groups with higher disciplinary needs.
- Provide targeted mentorship and behavioral support to students who demonstrate repeated behavioral challenges.
- Increase student participation in extracurricular activities, leadership opportunities, and clubs to strengthen students' connection and sense of belonging.
- Strengthen family communication and engagement through Parent Square and school newsletters to ensure families are aware of available supports and opportunities.
- Continue implementing restorative practices and relationship-centered interventions to reduce suspensions and support positive student behavior.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Planned Actions to Strengthen Family Engagement

- Provide training sessions for parents on how to download and use ParentSquare, ensuring families can easily receive school communications and updates.
- Increase digital communication with families, including newsletters, announcements, and updates about school events, academic programs, and student opportunities.
- Share advance notifications about upcoming assessments, such as interim assessments and state exams, so parents can encourage and support their students in preparing for testing.
- Provide families with a course directory or catalog that outlines available courses, pathways, and levels, so parents can better understand academic opportunities for their students.
- Continue hosting weekly parent meetings led by the Home Liaison to provide information, answer questions, and support family involvement.
- Offer parent education opportunities, such as English language classes or informational workshops that help parents support their student's academic success.
- Create additional opportunities for parent participation in school events, including cultural performances and school activities that strengthen the connection between families and the school community.
- Utilize the Home Liaison and Resource Counseling Assistant to conduct outreach and home visits when needed to ensure families remain connected and informed.
- Continue organizing college visits for parents, such as trips to UC Merced, to build family awareness of college pathways and support students' college readiness.

Professional Learning

Describe Professional Learning related to this action.

Professional Learning: School Climate and Student Belonging

- Provide professional learning for teachers on restorative practices, including strategies to repair relationships and address student conflicts constructively.
- Offer training to help teachers understand student behavior and the root causes of misbehavior, and respond with supportive, proactive classroom strategies.
- Provide professional learning on cultural awareness and culturally responsive practices to strengthen relationships with students from diverse backgrounds.
- Train teachers in the school referral process and behavioral intervention systems to ensure consistent support for students requiring Tier 2 and Tier 3 interventions.

- Provide professional learning on implementing SEL strategies within classroom instruction, supporting students' social-emotional development alongside academic learning.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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 Counselor

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 Counselor

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 2024 to a 7.7% in 2025, target rate of 6.7% for 2026. We 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 2025-2026 school year, and the D and F rates will also be measured at the end of the Fall semester of 2026

Outcomes monitored by: Principal, VP, and Counselor

Sunnyside High 2026-2027 - SPSA Draft Edits

Action

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28

Action Details

Life Skills

Goal

Utilize Proposition 28 funds to expand and strengthen arts education opportunities for students by supporting programs in art, chorus, folklórico, band, orchestra, and theatre. These programs will promote creativity, cultural appreciation, student engagement, and performance opportunities.

Direct Instructional Services

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

Planned Use of Funds

- Staffing Support: Provide funding for teachers or supplemental pay for staff who lead art, chorus, band, orchestra, theatre, and folklórico programs.
- Instructional Materials and Equipment: Purchase art supplies, musical instruments, sheet music, costumes, props, and equipment necessary for instruction and performances.
- Program Support: Maintain and enhance spaces used for rehearsals, performances, and visual arts instruction.
- Student Performance and Showcase Opportunities: Support concerts, theatre productions, art displays, and cultural performances that allow students to share their work with the school and community.

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.

Not required

Student Groups

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

Not required

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

Not required

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

Not required

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Arts will be displayed at various family engagements:

- Back to School Night
- Showcase
- Concerts
- Recitals
- Folklórico shows
- Theatre plays
- Musicals
- Regional showcase.

Professional Learning

Describe Professional Learning related to this action.

Not required

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

- Increase student access and participation in art, chorus, folklórico, band, orchestra, and theatre classes.
- Provide necessary materials, instruments, and supplies to support arts instruction.

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.

- Increase student engagement and enrollment in visual and performing arts programs.
- Provide more opportunities for student performances, showcases, and exhibitions.

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.

- Establish sustainable visual and performing arts programs that support student creativity, cultural appreciation, and school engagement.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0421 Sunnyside High School (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Instruction	Teacher-Supp			AVID Coordinator, AVID Team Planning, ILT **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	30,676.00
G2A1	Title 1 Basic	Instruction	Travel			AVID Conference	30,000.00
G2A1	Sup & Conc	Instruction	Fuel			: Maintenance for CTE/Engagement Vehicles - Vendor	3,000.00
G2A1	Sup & Conc	Instruction	Direct-Maint			Maintenance for CTE/Engagement Vehicles	5,000.00
G2A2	Title 1 Basic	Instruction	Teacher-Subs			Subs for Teachers **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	29,843.00
G2A2	Title 1 Basic	Instruction	Dues And Mem			AVID Annual Membership	4,700.00
G2A2	Title 1 Basic	Instruction	Direct Trans			AVID/DA College Study Trips	9,829.00
G2A2	Sup & Conc	Instruction	Nc-Equipment			Technology - Student/Staff Laptops, Chargers	25,000.00
G2A2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Generation Changers : District Goal: Reducing D/F rate for 9th and 10th Graders	40,000.00
G2A3	Sup & Conc	Instructional Supervision & Admi	Cl&Tech-Reg	Assistant, School Program	1.0000		86,963.00

$265,011.00

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Family Engagement

Action Details

Community Engagement

Strategy:
Sunnyside High School will strengthen family engagement and communication by providing regular opportunities for parents to connect with the school, access important resources, and actively support their students' academic success.

Implementation:
Sunnyside High School will continue to host weekly parent meetings coordinated by the Home School Liaison (Spanish-speaking) and the Resource Counseling Assistant (Hmong-speaking). These meetings will provide families with important information about school programs, student supports, and opportunities to engage in their students' education.

The school will maintain consistent communication with families through multiple platforms, including social media, the school website, newsletters, ParentSquare, and PeachJar, to ensure they receive timely updates on school programs, academic expectations, and events.

To increase participation in school surveys and feedback opportunities, Sunnyside High School will provide on-site access to computers or laptops during survey administration, allowing parents to complete surveys while attending school meetings or events.

The school will continue to provide family engagement opportunities related to college readiness, including events that allow parents to explore college options and postsecondary pathways with their students. These experiences will help strengthen communication between families and school staff as they work together toward the shared goal of improving student outcomes.

Additionally, Sunnyside High School will host grade-level parent nights to address the specific needs of students at each grade level. These meetings will provide information about academic expectations, graduation requirements, and available student supports.

The school will also provide targeted support for senior families, including workshops and assistance with FAFSA completion, to ensure they understand financial aid opportunities and the college application process.

Metrics for Success:

- Increase parent participation in school events and meetings.
- Improve family engagement survey results related to communication and involvement.
- Increase parent participation in grade-level meetings and college readiness events.
- Increase FAFSA completion rates for senior students.

Expenditures May Include:

- Materials and resources supporting parent meetings and workshops
- Communication platforms and tools such as ParentSquare, newsletters, and PeachJar
- Technology resources to support parent survey participation
- Materials and supplies for family engagement and college readiness events

Direct Instructional Services

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.

Based on the available data, no English Learner (EL) student groups fall into the Red category. The school's performance is currently in the Yellow category for all EL subgroups. This includes students who have progressed at least one ELPI level, maintained ELPI Level 4, stayed at lower ELPI levels (Levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI level.

These results indicate that while the school is not currently in the lowest performance category, there is still an opportunity to strengthen supports for English Learners to ensure continued language development and progress toward reclassification. The EL Coordinator will continue to support teachers and students by monitoring ELPI data, providing guidance on integrated and designated ELD instruction, and supporting effective language development strategies. These efforts will help strengthen instructional practices and support the goal of moving performance from the Yellow category to the Green category in future reporting cycles.

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 support EL students and their families.*
** Funding for the EL coordinator.*

** Continued use and training of programs such as Desmos, Quizzlet, Edcite, and Turnitin.com. These tools include translation features that allow students to select their native language.*
** We will also provide tutors during lunchtime and after school to better support students in their courses. Students can also access tutors by attending various scheduled Wildcat cafes.*
** Students are provided with laptops on a one-to-one basis. If they forget theirs at home and need to complete work, loaner laptops will be available in the library to prevent disruptions.*
** Newcomer support will be available to help students transition and acclimate to the school.*
** Funds will also support ELPAC testing and contracts for our on-site assessors.*
** Funding will be allocated for professional development to improve teachers' understanding of language acquisition, development, and cultural Awareness. Curriculum supports and manipulatives will be purchased based on individual student needs.*
** Money will also be dedicated to incentive-based rewards focused on ELPI level growth and benchmark improvements.*

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):

- Title I funds will be used to support English Learner families by funding positions that strengthen communication and engagement between the school and families.
- Funds will support a Home School Liaison (Spanish speaking) who helps connect English Learner families with school resources, programs, and important information.
- Funds will support a Resource Counseling Assistant (Hmong-speaking) who assists with communication and outreach to Hmong-speaking families.
- These staff members help increase family engagement, provide language support, and ensure families understand available academic programs and services.
- This support promotes stronger partnerships between the school and families, helping to ensure that English Learner students receive the resources and encouragement needed for academic success.

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

English Learner (EL):

- 7090 funds will support English Learner programs and services, including resources to monitor and improve students' language proficiency.
- Funds will provide supplemental contracts for teachers to administer ELPAC testing, ensuring students receive the required assessments and appropriate support.
- Funds will support the EL Coordinator position, who monitors the academic progress of English Learners, oversees ELPAC testing logistics, and coordinates services that support language development.
- Overtime for classified staff will be funded to support family engagement events and other school activities, ensuring proper support and coordination of these programs.
- These funds help ensure that English Learner students and families receive the support, communication, and resources needed for student success and language development.

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

English Learner (EL):

- The EL Support Coordinator will monitor the progress of English Learners, ensuring that students receive appropriate instructional supports and interventions to improve language proficiency and academic success.
- The EL Support Coordinator will provide professional learning and guidance for teachers, focusing on effective instructional strategies that support language development across content areas.
- The EL Support Coordinator will lead ELAC meetings and communicate regularly with parents, providing updates on student progress, program requirements, and resources available to support English Learners.
- Teachers will regularly monitor EL student progress using assessment data and classroom performance, implementing targeted strategies that strengthen academic language, literacy, and content understanding.
- Teachers will incorporate integrated ELD strategies across all subject areas, helping English Learners access grade-level curriculum while developing language proficiency.
- Administrators will conduct classroom observations and instructional walkthroughs to ensure English Learners are actively engaged and receiving appropriate academic supports.
- The school will strengthen communication with EL families to ensure they are informed about student progress, available supports, and opportunities to participate in school programs.

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Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Planned Actions to Strengthen Family Engagement

- Provide training sessions for parents on how to download and use ParentSquare, ensuring families can easily receive school communications and updates.
- Increase digital communication with families, including newsletters, announcements, and updates about school events, academic programs, and student opportunities.
- Share advance notifications about upcoming assessments, such as interim assessments and state exams, so parents can encourage and support their students in preparing for testing.
- Provide families with a course directory or catalog that outlines available courses, pathways, and levels, so parents can better understand academic opportunities for their students.
- Continue hosting weekly parent meetings led by the Home Liaison to provide information, answer questions, and support family involvement.
- Offer parent education opportunities, such as English language classes or informational workshops that help parents support their student's academic success.
- Create additional opportunities for parent participation in school events, including cultural performances and school activities that strengthen the connection between families and the school community.
- Utilize the Home Liaison and Resource Counseling Assistant to conduct outreach and home visits when needed to ensure families remain connected and informed.
- Continue organizing college visits for parents, such as trips to UC Merced, to build family awareness of college pathways and support students' college readiness.

Professional Learning

Describe Professional Learning related to this action.

Professional Learning: Family Engagement

- Train teachers in effective communication with families through platforms such as ParentSquare and other digital communication tools.
- Offer training on working collaboratively with the Home School Liaison and Resource Counseling Assistant to improve outreach and support for families.

- Provide guidance on supporting parents during academic workshops, such as FAFSA nights, grade-level parent meetings, and college readiness events.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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: Higher involvement of parents during school activities

Outcomes measured: Observe an increase in the participation of parents during parent coffee hour, back to school night, showcase, and other school events

Outcomes monitored: Teachers, Home School Liasion, Administration.

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.

Expect to see: Maintain a high level of parent involvement.

Outcomes measured: Observe parent and family participation.

Outcomes monitored: Teachers, Home School Liasion, Resource Counseling Assitant, and Administration.

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.

Expect to see: An increase in the number of parents participating in the Climate and Culture Survey.

Outcomes measured: Data from the survey.

Outcomes monitored: Administration

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0421 Sunnyside High School (Locked)

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Attendance & Social Work Servic	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	**HSL cannot be used for translation of mandatory items (i.e. ELAC & IEP, 504s)** **Budget lines for personnel include salaries and related benefits	98,624.00
G3A1	Title 1 Basic	Attendance & Social Work Servic	Local Mileag			Home Visits/Local Mileage	300.00
G3A1	Sup & Conc	Instruction	Direct Trans			Local College/Parent UC Merced	10,000.00
G3A1	Sup & Conc	Instructional Supervision & Admi	Cl&Tech-Ext			Extra Time for Christina Rodriguez **Budget lines for personnel include salaries and related benefits	3,109.00
G3A1	Sup & Conc	Instructional Supervision & Admi	Cl&Tech-Over			Clerical Office Over Time **Budget lines for personnel include salaries and related benefits	6,216.00
G3A1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	1.0000		91,246.00
G3A1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Ovr			Classified Support Over Time **Budget lines for personnel include salaries and related benefits	5,181.00

$214,676.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0421 Sunnyside High School (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employeename	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0421	1110	1000	1120	Teacher-Subs					G2A2	Subs for Teachers **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	29,843.00
060	3010	0421	1110	1000	1160	Teacher-Supp					G2A1	AVID Coordinator, AVID Team Planning, ILT **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	30,676.00
060	3010	0421	1110	1000	2960	Oth Cls-Supp					G1A3	AVID Tutors - Classified **Budget lines for personnel include salaries and related benefits	91,000.00
060	3010	0421	1110	1000	4200	Bks & Ref					G1A1	Site License (Turnitin, Edpuzzle, Gizmo)	25,000.00
060	3010	0421	1110	1000	5221	Travel					G2A1	AVID Conference	30,000.00
060	3010	0421	1110	1000	5300	Dues And Mem					G2A2	AVID Annual Membership	4,700.00
060	3010	0421	1110	1000	5721	Direct Trans					G2A2	AVID/DA College Study Trips	9,829.00
060	3010	0421	1110	3130	2210	Cls Sup-Reg	Liaison, Home/School Spanish	W125	Flores, Victoria	1.0000	G3A1	**HSL cannot be used for translation of mandatory items (i.e. ELAC & IEP, 504s)** **Budget lines for personnel include salaries and related benefits	98,624.00
060	3010	0421	1110	3130	5211	Local Mileag					G3A1	Home Visits/Local Mileage	300.00
030	7090	0421	1110	1000	1110	Teacher-Regu	Teacher, Spec Assgn	T083	Guzman, Holly	0.1500	G1A4	EL support teacher **Budget lines for personnel include salaries and related benefits	27,851.00
030	7090	0421	1110	1000	1110	Teacher-Regu	Teacher, Senior High	T079	Cruz-Hawley, Gisela	1.0000	G1A3	TOSA/Professional Development **Budget lines for personnel include salaries and related benefits	173,372.00
030	7090	0421	1110	1000	1110	Teacher-Regu	Teacher, Senior High	T079	(New/Open Position)	0.1250	G1A3	Extra Periods (Prep-Buy Out) **Budget lines for personnel include salaries and related benefits	14,291.00
030	7090	0421	1110	1000	1110	Teacher-Regu	Teacher, Senior High	T079	(New/Open Position)	0.1250	G1A3	Extra Periods (Prep-Buy Out) **Budget lines for personnel include salaries and related benefits	14,291.00
030	7090	0421	1110	1000	1110	Teacher-Regu	Teacher, Senior High	T079	(New/Open Position)	0.1250	G1A3	Extra Periods (Prep-Buy Out) **Budget lines for personnel include salaries and related benefits	14,291.00
030	7090	0421	1110	1000	1160	Teacher-Supp					G1A2	Teacher Supplemental Contracts/Planning Days/EBG **Budget lines for personnel include salaries and related benefits	73,620.00
030	7090	0421	1110	1000	2160	Ins Aide-Sup					G1A3	Classified Instructional Support **Budget lines for personnel include salaries and related benefits	16,250.00
030	7090	0421	1110	1000	4300	Mat & Supp					G1A3	Material and Supplies	129,215.00
030	7090	0421	1110	1000	4300	Mat & Supp					G1A4	: Place Holder for EL Coordinator Longevity	6,132.00
030	7090	0421	1110	1000	4305	Fuel					G2A1	: Maintenance for CTE/Engagement Vehicles - Vendor	3,000.00
030	7090	0421	1110	1000	4400	Nc-Equipment					G2A2	Technology - Student/Staff Laptops, Chargers	25,000.00
030	7090	0421	1110	1000	5221	Travel					G1A1	Professional Learning Conferences - Travel	55,000.00
030	7090	0421	1110	1000	5721	Direct Trans					G3A1	Local College/Parent UC Merced	10,000.00
030	7090	0421	1110	1000	5723	Direct-Maint					G2A1	Maintenance for CTE/Engagement Vehicles	5,000.00
030	7090	0421	1110	2100	2410	Cl&Tech-Reg	Assistant, School Program	W235	Rodriguez, Christina	1.0000	G2A3		86,963.00
030	7090	0421	1110	2100	2430	Cl&Tech-Ext					G3A1	Extra Time for Christina Rodriguez **Budget lines for personnel include salaries and related benefits	3,109.00
030	7090	0421	1110	2100	2440	Cl&Tech-Over					G3A1	Clerical Office Over Time **Budget lines for personnel include salaries and related benefits	6,216.00

030	7090	0421	1110	3110	5899	Cons Svc/Oth					G2A2	Generation Changers : District Goal: Reducing D/F rate for 9th and 10th Graders	40,000.00
030	7090	0421	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	W014	Vang, Cha Meng	1.0000	G3A1		91,246.00
030	7090	0421	1110	3130	2240	Cls Sup-Ovr					G3A1	Classified Support Over Time **Budget lines for personnel include salaries and related benefits	5,181.00
030	7091	0421	4760	1000	1110	Teacher-Regu	Teacher, Spec Assgn	T083	Guzman, Holly	0.8500	G1A4	EL support teacher **Budget lines for personnel include salaries and related benefits	157,829.00
030	7091	0421	4760	1000	4300	Mat & Supp					G1A4	: EL Material and Supplies	1,747.00
													$1,279,576.0

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$319,972.00
Sup & Conc	7090	$800,028.00
LCFF: EL	7091	$159,576.00
Grand Total		**$1,279,576.00**

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	$799,889.00
G2 - The Whole Child (SEL and Engagement)	$265,011.00
G3 - Operational Excellence	$214,676.00
Grand Total	**$1,279,576.00**