

Sunnyside High

10621661030675

Principal's Name: Tim Liles

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Tim Liles', written over a horizontal line.

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

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District Goals	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Tim Liles	X				
2. Chairperson - Jocelyn Pacheco					X
3. Adalia Alvarez		X			
4. Jeff Shaffer		X			
5. Rosa Sanchez de Gann		X			
6. Tim Wright		X			
7. Sunny Xiong				X	
8. Dalia Gomez				X	
9. Paige Yebisu				X	
10. Michele Anderson			X		
11. Rachel Klassen					X
12. Alexis Powell					X
13.					
14.					
15.					

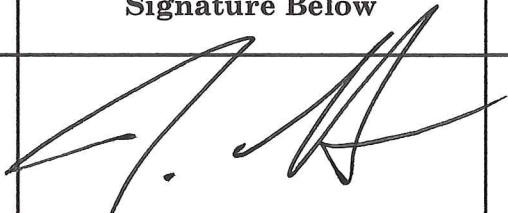
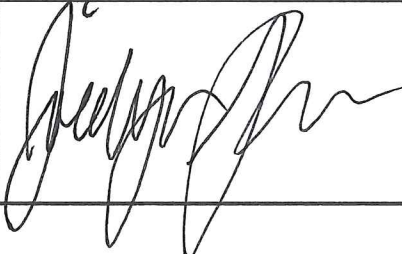
Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date _____.

Sunnyside School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Tim Liles	X				
2. Chairperson - Jocelyn Pacheco					X
3. Michele Anderson			X		
4. Adalia Alvarez		X			
5. Jeff Shaffer		X			
6. Rosa Sanchez de Gann		X			
7. Tim Wright		X			
8. Sunny Xiong				X	
9. Dalia Gomez				X	
10. Paige Yebisu				X	
11. Rachel Klassen					X
12. Alexis Powell					X
13.					
14.					
15.					

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

Required Signatures

School Name:			
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 Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Tim Liles		3/29/17
SSC Chairperson	Jocelyn Pacheco		3/29/17

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

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2017/18

Sunnyside - 0421

ON-SITE ALLOCATION

3010	Title I	\$222,972 *
7090	LCFF Supplemental & Concentration	\$622,937
7091	LCFF for English Learners	\$172,593
TOTAL 2017/18 ON-SITE ALLOCATION		\$1,018,502

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$58,912
Remaining Title I funds are at the discretion of the School Site Council	\$164,060
Total Title I Allocation	\$222,972

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	2523	District Dashboard (Goal 4): CORE Waiver: Four Year Cohort Graduation Rate	4/10*	87.50%	94.16%	N/A ¹	N/A ¹	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	3162	District Dashboard (Goal 4): Percentage of graduates who completed A-G requirements	4/10*	50.95%	50.31%	N/A ²	N/A ²	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	5/9	N/A ³	42.62%	44.69%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	6/9	N/A ³	12.44%	13.28%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	6/10	0.00% ⁴	78.05%	74.60%	63.80%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3178	District Dashboard (Goal 1): Percentage of Advanced Placement (AP) exams passed (scoring 3+)	6/9	23.08%	25.96%	20.64%	N/A ⁵	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	5978	Number and percentage of students who scored Standard Exceeded (11th grade students - 'Ready' on the Early Assessment Program (CAASPP) for college level English) on the most recent ELA SBAC exam	7/9	N/A ³	10.11%	9.16%	N/A ³	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (SBAC) - Standard Met/Exceeded (Related)
<input type="checkbox"/>	5982	Number and percentage of students who scored Standard Exceeded (11th grade students - 'Ready' on the Early Assessment Program (CAASPP) for college level Math) on the most recent math SBAC exam	7/9	N/A ³	1.31%	1.50%	N/A ³	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (SBAC) - Standard Met/Exceeded (Related)
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common	7/10	N/A ⁷	N/A ⁷	33.06%	40.42%	•LCAP Dashboard - 4PupilAchievement

Formative Assessment

•SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)

<input type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	N/A ^{8*}	N/A ⁸	N/A ⁸	0.00%	16.27%	•LCAP Dashboard - 4PupilAchievement
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2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
<input type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	3/10	8.54%	13.53%	15.22%	7.14%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	1/9*	22.99%	29.33%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	3/9	62.27%	55.65%	62.84%	57.32%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	6/10	93.67%	94.47%	94.19%	94.31%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	6/11	14.95%	12.21%	14.81%	13.85%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance

Number and percentage of students

<input type="checkbox"/>	4849	who are truant as defined by education code (3 or more truancy violations)	4/10	N/A ¹⁰	N/A ¹⁰	73.15%	59.00%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	1/11	10.86%	0.11%	0.00%	0.04%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	7/10	10.83%	9.59%	13.28%	10.78%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	6/10	0.20%	0.18%	0.15%	0.07%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	6046	Four Year Cohort Dropout Rate: Number and percentage of 9th-12th grade students who dropped out in prior year	5/10*	8.85%	4.67%	N/A ¹¹	N/A ¹¹	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	9/9	60.61%	66.06%	66.11%	50.21%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	7131	Number and percentage of 9th-12th Grade Project 2021 students who are A-G on-track as of the most recent grading period	N/A ^{12*}	N/A ¹²	N/A ¹²	N/A ¹²	0.00%	•SQII Index - A-G - On-Track Status (Related)
<input type="checkbox"/>	7137	Number and percentage of positive responses on the Growth Mindset construct of the secondary student survey.	8/10	N/A ¹³	N/A ¹³	57.72%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7136	Number and percentage of positive responses on the Self-Management construct of the secondary student survey.	4/10	N/A ¹³	N/A ¹³	77.86%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7139	Number and percentage of positive responses on the Social-Awareness construct of the secondary student survey.	6/10	N/A ¹³	N/A ¹³	59.54%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year
7. Formative Assessment started in '15-16 School Year
8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
9. Updated once we have Annual Report from CDE
10. Ties to official ATLAS reporting starting in '15-16 School Year
11. District level indicator - requiring CDE data submission
12. Project launched in '15-16 School Year
13. Tracking started in '15-16 School Year (Baseline Year)
14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date : 03/16/2017

Last Edit: -

Save

Sunnyside High 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain	<input checked="" type="checkbox"/> 1. Academic Performance	<input type="checkbox"/> 2. Social/Emotional Learning (SEL) and Culture & Climate
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School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	13	21	

<input type="radio"/> New-Action	<input checked="" type="radio"/> On-going	Reasoning:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Detail the Action

Sunnyside High School will implement strategic mathematical supports for all students aligned with the Common Core State Standards. An emphasis will be on performance-based learning and mastery of conceptual mathematics that embed the eight mathematical practices as well as address focus, coherence and rigor. Teachers will engage in professional learning and collaboration in their AC's centered on common formative assessments and performance-based tasks and responses to instruction. Students will be supported in math classes through tutorials provided by math teachers throughout the year. AC Teams will design and create tutorial opportunities, within their specific content, for students before school, at lunch, and/or after school. Plus teachers in both Algebra 1 and Geometry will support students in their respective math classes by utilizing a response to intervention (RTI) process.

SMART Goals

By June 2018, CAASPP data will show an increase of 8% in the percentage of students scoring Standards Met or Standard Exceeded on the Math CAASPP. (SQII Element #3166)

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- monitor results on the Interim I, II Assessment for Algebra I, Geometry, and Algebra II. (SQII Indicator #6258 Meeting or exceeding Standards on District Math CFA)
- use district math adopted curriculum and materials to develop common formative and summative tasks/assessments.
- analyze student work using common formative and summative assessments to inform instruction.
- Use of digital assessment literacy through the Illuminate platform and Big Ideas Math Curriculum accessible through teacher and site reports.
- Use of various online tools included but not limited to Khan Academy, Google classroom, Kahoots, etc. to assist in teachers monitoring students monitoring progress and student self-monitoring their progress.

Plus Teacher

- support teachers and students in the response to intervention process (RTI)
- work with respective teams to plan lessons and create common formative assessments utilizing district adopted curriculum

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Teachers will contact students receiving a D or F in their math classes.
- Parents will be notified of math tutorials available via School Messenger, Remind, newsletter and website.
- Parents will also have the ability to access to their child's academic progress via Edutext and ATLAS

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Teacher professional collaboration and learning will support student learning of grade level standards through enhanced delivery of instruction and through the review of data for the purpose of acceleration within the instructional sequence.
- Students will have the opportunity to master the content and repair in real time with the PLUS Teacher

Owner(s):

- Math teachers
- Math Lead Teachers
- Math VP
- Plus Teachers

Timeline:

- Ongoing, weekly, quarterly
- Interim assessment goals will be measured and monitored twice a year
- Common Formative and Summative Assessments will be on-going throughout the year

Describe Related Professional Learning:

- Math teachers will follow FUSD's AC Foundations, PLC's, Learning by Doing by Dufour et al. to plan and create common formative assessments and performance-based tasks
- Math teachers will engage in Professional Learning around district math adopted textbook/curriculum. Algebra I, Geometry, and Algebra II teachers will be receiving district-wide professional learning to support the new adopted CCSS aligned curriculum.
- Math Teachers will engage in professional learning around the PLC process to create performance-tasks and common formative assessments and providing remediation within the rigor of the grade level standard.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Teachers will support EL students individually and in small groups during math tutorials before and after school.
- EL Support Teacher will monitor EI students with D's or F's and observe them within the classroom to determine if language may be an issue, if further tutorial is necessary, or if teacher support is needed.
- Tutorial labs are available for all students

Sunnyside Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Senior High	1.0000		10th Grade Support	\$	104,362.00	
									Total	\$	104,362.00

Action # 2

Domain

1. Academic Performance

2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	45	51	
5978 - 11th grade students exceeding the grade level standards on the CAASPP for English (CCI Indicator)	9	14	
5982 - 11th grade students exceeding the grade level standards on the CAASPP for Math (CCI Indicator)	1	6	

New-Action

On-going

Reasoning:

Strong Evidence

Moderate Evidence

Promising Evidence

Detail the Action

Sunnyside High School will implement a comprehensive school-wide literacy program that will work to support grade level achievement as demonstrated on the ELA CAASPP and English/Math EAP. This program will support and promote differentiated instruction to ensure that students scoring moderately below and significantly below California State Standards will achieve grade level standards. Instruction will be provided through the use of complex text/talk/task and guided reading strategies, close reading and independent approaches to reading instruction. The comprehensive literacy program will also work to eliminate the amount of students needing remedial English courses at the freshman college levels. During the 2017-18 school year, a Computer Lab Assistant will address technology needs of students and teachers throughout the year and during the administration of the ELA CAASP and Interim Assessments..

SMART Goals

By June 2018, CAASPP data will show an increase of 6% in the percentage of students scoring Standards Met or Standard Exceeded on the ELA CAASPP. (SQII #3165)

By June 2018, the English EAP will show an increase of 5% in the percentage of 12th grade students scoring "Ready". (SQII #5978)

By June 2018, the Math EAP will show an increase of 5% in the percentage of 12th grade students scoring "Ready". (SQII #5982)

[Explain the Progress Monitoring using the Cycle of Continuous Improvement model:](#)

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

English AC's/Lead Teachers will:

- monitor results on the Interim I, II Assessments (SQII # 6256-Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment)
- analyze student tasks and common formative and summative assessments to inform instruction
- Use of digital assessment literacy through the Illuminate platform accessible through teacher and site reports
- goal setting and chats with students before each test administration
- AC's will analyze results from CFA's and make instructional decisions based upon the results.

Core, Elective and PE Teachers will:

- plan and incorporate lessons building on literacy skills
- develop common formative assessments from agreed upon essential standards
- analyze student tasks and common formative and summative assessments to inform instruction

VP's will:

- use walkthrough data to monitor this progress and inform next steps.
- attend AC meetings and trainings to best support teachers
- monitor student incentives for ELA CAASPP

Instructional Coach will:

- identify needs of students based on ELA CAASPP and AP results
- will support all teachers in the planning and implementation of literacy building strategies/lessons

Computer Lab Assistant will:

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

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Parents will be notified of assessment significance, dates, and ELA CAASPP and Goal Setting via School Messenger, newsletter, website, coffee hours
- Parents will also have the ability to access to their child's academic progress via Edutext and ATLAS.
- Parents will be notified of tutorials available via School Messenger, newsletter, Remind and website.
- Grade level parent meetings to discuss specific assessments and preparatory resources available for students.

Owner(s):

English Teachers
AC's Lead Teachers
English PLUS Teachers
Instructional Coach
Computer Lab Assistant
English Vice Principal

Timeline:

Ongoing, weekly, quarterly

Interim assessment goals will be measured and monitored twice a year

Common Formative and Summative Assessments will be on-going throughout the year

Walkthrough data collection be on-going throughout the year

CAASPP Goals will be measured by June 2018

Describe Related Professional Learning:

- Staff Professional Learning regarding significance of CELDT, Interims I and II as criteria for EL Re-Designation, Seal of Biliteracy and AP Placement, implementation of complex text/talk/task, and disciplinary literacy strategies.
- ELA Teachers will follow FUSD's AC Foundations, PLC's, Learning by Doing by Dufour et al. to plan and create common formative assessments and performance-based tasks
- ELA teachers will engage in Professional Learning around district ELA adopted textbook/curriculum. ELA teachers will be receiving district-wide professional learning to support the new adopted CCSS aligned curriculum.
- ELA teachers will engage in professional learning around the PLC process to create performance-tasks and common formative assessments and providing remediation within the rigor of the grade level standard.
- ELA teachers will receive professional learning regarding online based curriculum.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Students will engage in reading grade-level appropriate complex text, talk, and tasks provided by a balanced literacy approach to instruction.
- Students will use technology equipment and supplemental materials to enhance learning and monitor progress. Computer Lab Assistant will support student use of technology and address computer lab needs.
- Students will be offered after-school tutorials specific to their reading and writing concerns, they will also have access to lunchtime tutorials for both remediation and CFA/test make-ups.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

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

Sunnyside Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
2	1	Sup & Conc	Instructional Library, Media & Technology	Classified Support-Regular	Paraprof, Computer Lab Asst II	1.0000				\$ 58,951.00
2	1	Sup & Conc	Instruction	Non Capitalized Equipment				Non Capitalized Equipment		\$ 59,893.00
									Total	\$ 118,844.00

Action # 3

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3162 - Graduates who completed A-G requirements	64	69	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Sunnyside High School recognizes the importance of preparing and supporting students in being college and career ready to increase post-secondary opportunities. This includes meeting the A-G Eligibility criteria and preparing students for college entrance exams and/or post-secondary certifications. Credit recovery opportunities will be provided to support students in meeting the A-G eligibility criteria. Support systems will be put in place to administer and prep students for multiple assessments, including but not limited to PSAT, SAT, AP tests, CAASPP and the NGSS. Meeting the above criteria will help students be more competitive in post-secondary opportunities and eligible for scholarship programs.

Counselors will continue to support and guide student during the course planning/ selection and college admission process via individual conferences and class presentations. AMD coordinator and teachers will support students by having targeted presentations and conferences with students regarding the importance of being competitive in the college admissions process.

During the 2017-18 school year, a Computer Lab Assistant will address technology needs of students and teachers throughout the year and during the administration of the various assessments (i.e. CAASP and Interim Assessments)

SMART Goals

By June 2018, we will have a 5% increase in the percentage of graduates who completed the A-G requirements for college. (SQII #3162)

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Counselors:

- Counselors will work together with teachers regarding strategies on how to best support students by grade level
- Counselors will continue to strategically guide students through pre-registration and college application process and scholarship opportunities.

Owner(s):

- VP's Counselors
- Teachers
- AMD Coordinator
- SAT Prep Teachers

Timeline:

- On-going, weekly,
- Quarterly
- Weekly grade checks in AMD classes.

Students

Teachers:

- AC's will work together to support and prepare college and career ready graduates by implementing instructional strategies that address our Schoolwide Learner Outcomes.
- Academic Planning Conversations and binder checks will occur in Homeroom to promote the college and career readiness culture

Quarterly grade checks by counselors

Ongoing, PAST results in the fall, SAT results after the administrations

AMD Coordinator will:

- coordinate UC personal statement completion for all AMD juniors and support non-AMD students with personal statement completion.
- support high achieving students with Questbridge applications (junior year College Prep program, senior year National College Match program) and the Common Application for private school admissions.
- collaborate with CTE Coordinator/Elective teachers as well as Men's & Women's Alliance instructors to support implementation of college & career academic habits as well as rigorous coursework in the elective classes.

Schoolwide Opportunities:

- increase number of A-G courses offered through master schedule
- SAT Prep sessions starting in 10th grade after PSAT results are available.

SAT Prep Teachers:

- will understand and analyze PSAT results.
- will support and guide students through the various resources available on Khan Academy.
- will have knowledge of the SAT structure and analyze SAT results.
- take attendance during SAT Prep sessions
- Attend Khan Academy and College Board trainings.

VP/Counselor:

- will coordinate SAT Prep Schedule for the entire year.
- ensure computers and technology needs are addressed.
- attend Khan Academy and College Board trainings.

Students:

- Maintain an organized binder
- attend tutorials when needed
- utilize khan academy to improve skills

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Grade level Parent Meetings (provided by site staff, Parent University)
- Coffee Hour

Describe Related Professional Learning:

- Staff Professional Learning regarding A-G requirements, college application process, Schoolwide Learner Outcomes

- Newsletter
- 9th grade family conferences in all 3 AMD cohorts (AMD, DA, CBS) at the beginning of the school year
- 9th grade AMD family night
- Edutext and ATLAS -parent portal, creates continual access and awareness to student progress
- Student Advocates inform parents of attendance and the impact it has on grades.
- Ongoing communication via coffee hours, newsletter, Parent University grade level sessions, website, School Messenger and SAT Parent Meeting.

- AMD Summer Institute and training for teachers on Cornell Note taking, binder checks, socratic seminars and other resources
- SAT Prep Teacher Professional Development on SAT structure, Khan Academy and College Board websites. Via these trainings teachers will gain valuable information on how to best support students.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Students will be supported by teachers, counselors and staff to be college and career ready via instructional strategies/pedagogy, student individual conferences, grade-level presentations conducted by counselors in classes throughout the year.
- Summer-bridge opportunities for students to strengthen their college preparedness
- Summer school courses for A-G maintenance
- Students will have to visit with mentors as well as have field work experiences within the content of their Pathway.
- Students will be provided instruction on how to navigate Khan Academy and College Board websites. They will become familiar with the variety of resources on Khan Academy and the SAT structure.
- School wide through homeroom, all students will be instructed in avid strategies. Binder checks and student self recorded A-G completion chart will will be monitored throughout the year.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Designated ELD teacher will continue to work closely with students, parents and counselors in identifying the best A-G plan for each newcomer.
- Teachers, AMD coordinator as well as EL Specialist will directly support the needs of EL students.
- EL Support Teacher will monitor A-G requirements and offer assistance to those not meeting them (ie offer tutorial, scaffold lessons, teacher support, social-emotional supports, language comprehension evaluations.)
- EL students will have support of the EL Specialist and will be invited to attend SAT Prep sessions
- Academic Counselors, SAP Counselor, School Psychologist, and our Re-engagement Center will provide support for our economically disadvantaged and foster students.

Sunnyside Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
3	1	Title 1 Basic	Instruction	Teacher-Regular Salaries	Teacher, Senior High	0.4000		Math	\$	35,996.00
3	1	Title 1 Basic	Instruction	Non Capitalized Equipment					\$	1.00
3	1	Title 1 Basic	Instruction	Materials & Supplies				Supplies/Materials	\$	46,871.00
3	1	Title 1 Basic	Instruction	Travel				Travel/Conference	\$	18,000.00
3	1	Title 1 Basic	Instruction	Direct Transportation (Dr)				Transportation	\$	3,000.00
								Total	\$	103,868.00

Action # 4

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3158 - Students with a D or F on their report card	64	60	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

In alignment with our regional focus and region goals, Sunnyside High School teachers will meet weekly in *Accountable Communities (AC)*.

When they meet, AC's will answer the four foundational guiding questions:

1. What do we want students to learn? - AC Teams will complete the process of identifying essential standards for the year utilizing district provided tools (scope and sequence guide, quarter planners and the interim assessment guide).
2. How will we know they learned it? - AC Teams will identify/create CFA's for essential standards and learning targets being addressed.
3. How will we respond when they didn't learn it? - AC Teams will work to create an RTI model to revisit concepts students didn't learn.
4. How will we respond when they already know it? - AC Teams will work to build into their curriculum opportunities for students to extend their learning.

As a school, we will help all students achieve high levels of learning per grade level standards. Therefore, we will provide students with systematic interventions when they struggle and provide enrichment when they show proficiency. AC teams will work together to create interventions and enrichment activities based upon common formative assessment results.

As AC teams work together to align their curriculum and grading practices toward student learning, which will impact our D and F rate.

SMART Goals

By June of 2018, AC Teams will move up one level on at least one indicator on the PLC at Work Continuum: Learning as our fundamental purpose, as detailed in Learning By Doing (2nd Edition), by DuFour et al.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Every AC will:

- Establish team norms, goals and targets
- Participate in Smart Goal Conferences with department VP,
- Develop Common Assignments and Assessments
- Analyze Common Formative Assessment results
- Discuss CFA's, EL Re-designation Goal Setting Reports and Interim Assessments
- Rate team on each indicator on the PLC at Work Continuum: Learning as our fundamental purpose, as detailed in Learning by Doing(2nd Edition) by Rick DuFour, et al.

Lead Teachers:

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

VP's:

- Through classroom observations will provide specific feedback to teachers on implementation of strategies in the classroom
- Work collaboratively with AC's and teachers to ensure greater rigor is present in lessons and appropriate support is provided to students.
- Have reflective conversations in AC's and with teachers throughout the year regarding classroom walkthroughs, common assessments and student learning.

Explain the Targeted Actions for Parent Involvement (required by Title I):

Parent Coffee Hour, Weekly Principal Parent Update via School Messenger

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Differentiated instruction based on results of assignments or assessments. Lessons may include use of frontloading strategies, re-engagement, re-teaching, or enrichment strategies.
- Aligned curriculum that vertically articulates and assesses progress uniformly
- Coherency surrounding the expectations in regard to Sunnyside's schoolwide learning outcomes
- Culturally consistent classrooms which foster engagement and support student-centered learning

Owner(s):

Principal,
VP's,
Lead Teachers
all teachers

Timeline:

Weekly,
Monthly,
Quarterly

Describe Related Professional Learning:

Teachers will engage in the following professional learning around:

- Learning by Doing (2nd Edition) by DuFour, et al., PLC's
- Lead Teacher Meetings (site & region)
- California Standards for the Teaching Profession (CSTP) #5 – Assessment
- CSTP #6 – Developing as a Professional Educator
- Proficiency-based Learning (tasks, assessments)
- Common formative and summative assessments (formal and informal)
- Technology and data assessment

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- EL Specialist will work with specific groups of EL students (LTEL's) to provide support as well as work with teachers regarding instructional strategies to best support EL's.
- EL Support Teacher will work with AC's to ensure proper implementation of ELD CCSS
- EL Support will provide PD to AC groups focused on integrated/designated ELD strategies
- Academic Counselors, SAP Counselor, School Psychologist, and our Re-engagement Center will provide support for our economically disadvantaged and foster students.

Sunnyside Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
4	1	Sup & Conc	Instruction	Travel				Travel/Conference	\$	40,000.00
								Total	\$	40,000.00

Action # 5

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3158 - Students with a D or F on their report card	64	58	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Sunnyside High School will provide a comprehensive academic support program for students of all grade levels. This includes teacher content tutorials throughout the school year. Teacher Teams, either as AC Teams or Pathway Team, will offer a variety of academic supports, including tutorial opportunities, within their specific content areas, for students before school, at lunch, and/or after school.

In addition, AMD tutors will support students during their AMD classes as well as be available during lunch for all students on selected days during the week. Peer helpers will support student learning in classrooms and after school. These efforts will support struggling students as they work to successfully complete all their courses with a C or higher thus promoting college and career readiness. Tutorials will be announced and promoted via the school website, newsletter, social media, broadcast and announcements.

SMART Goals

By June 2018, the percentage of students who successfully complete courses with a C or higher will increase by 6%. (SQII #3158)

By June 2018, the percentage of Linked Learning Pathway students who successfully complete courses with a C or higher will increase by 10% (SQII #4007)

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

VP's will:

- pull D/F data during every grading period: progress report, quarterly
- have follow up conversations with students and teachers regarding grade trends

Content Teachers providing Tutorials will:

- monitor progress of students who attend content tutorials, identify students' specific needs

Counselors will:

- inform students and parents about tutorials available when speaking to them about academic supports available on campus

AMD Teachers/Coordinator will:

- continue to closely monitor student grades via grade checks
- discuss academic concerns with students, parents and fellow teachers
- monitor student tutorial participation

Pathway Coordinator will:

- pull D/F data during every grading period: progress report, quarterly
- run grade reports by pathway and share data with pathway teachers and admin team

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Atlas Parent Portal, EduText will inform parents of their child's progress and thus need for tutorial
- Coffee Hour- information regarding A-G requirements and the necessity of tutorial
- Newsletter- tutorial schedule will be sent out
- Grade-level Parent meetings
- Weekly Principal Parent Update
- Website

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Content tutorials, AMD tutors
- Communication via Broadcast, website, and social media
- Every student is provided with a school agenda

Owner(s):

VP's, teachers, counselors, AMD teachers and Coordinator, Pathway Coordinator

Timeline:

Ongoing,
Quarterly

AMD weekly grade checks

Describe Related Professional Learning:

- Staff /AC Professional Learning regarding PLC's, common grading practices, common assignments/assessments, proficiency based learning
- AMD training for teachers and tutors
- Training in test preparatory vessels- including, but not limited to: Khan Academy, PSAT online tutorials, SAT and CAASP related sites

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- EL students will be provided with the opportunity to attend content tutorials and/or EL Tutorials.
- EL students will work with bilingual peer-assistants during tutorial.
- EL students will use their agendas to monitor their progress as well as their tutorial appointments.
- Academic Counselors, SAP Counselor, School Psychologist, and our Re-engagement Center will provide support for our economically disadvantaged and foster students.

Sunnyside Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Teacher Substitutes	\$ 5,812.00
5	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Certificated Supplemental	\$ 71,050.00
5	1	Sup & Conc	Instruction	Instr Aide-Supplemental				Classified Supplemental	\$ 12,052.00
5	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Teacher Substitutes	\$ 1.00
5	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Certificated Supplemental	\$ 11,842.00
5	1	Title 1 Basic	Instruction	Other Classified-Supplemental				AVID Tutors	\$ 42,182.00
5	1	Sup & Conc	Instruction	Materials & Supplies				Materials/Supplies	\$ 65,489.00
5	1	Sup & Conc	Parent Participation	Materials & Supplies				Parent Newsletter	\$ 18,000.00
5	2	Sup & Conc	Parent Participation	Direct-Food Services (Dr)				Direct Food	\$ 6,000.00
								Total	\$ 232,428.00

Action # 6

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
5942 - Chronic absenteeism rate	13	11	

New-Action On-going Reasoning: Strong Evidence Moderate Evidence Promising Evidence

Detail the Action

Sunnyside High School will continue to focus on how to strategically address absenteeism. During the 2017-2018 academic school year, Sunnyside High will put in place a multi-tiered system of interventions for attendance, including providing four part-time positions “Advocates” one for each University Office to support the needs of all students. Interventions will be strategically designed for those who are identified as chronically absent. Sunnyside will also continue the monthly attendance parent meetings that provide parents and students with information regarding attendance and strategies to support the improvement of attendance as well as resources available.

SMART Goals

By June 2018, the percentage of 9th-12th grade students who are chronically absent will decrease by 2%. (SQII #5942)

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

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

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

Advocates will:

- generate weekly list of chronically absent students in collaboration with the Attendance Team.
- closely monitor and follow-up with students on their caseload regarding attendance, academic and social-emotional
- work with teachers, VP's, counselors and parents regarding students on their caseload.
- document attendance, academic and social-emotional interventions including parent conferences, home visits and resources provided
- notify teachers of those students they are working with.

Restorative Practice Counselor & Teacher:

- will collaborate with Advocates to strategically identify supports for students.
- will facilitate restorative circles and other provide other services with students when needed.

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Monthly Attendance Parent Meetings —providing parents with information regarding our attendance policy, strategies for improvement of attendance, and resources available.
- On-going parent phone calls notifying parents of missed class periods Attendance Clerks and follow-ups by Advocates, Home School Liaison and Resource Counseling Assistant.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Students will receive on-going notifications of their attendance.
- Students will meet with their assigned advocate to discuss various resources and strategies.
- Students will attend Attendance Parent Meetings.
- Trained Peer mentors will be available as additional support

Owner(s):

Principal,

Attendance Team VP, Advocate, Counselors and Attendance Clerk in each University Office, Home School Liaison and Resource Counseling Assistant)

Timeline:

On-going, Daily, Weekly

Describe Related Professional Learning:

- Staff Professional Learning regarding attendance procedures and interventions, stressing the importance of taking accurate attendance everyday, communication with parents and consulting with school attendance team.
- Attendance Team Professional Learning regarding interventions, resources in the community.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Parents of EL students will be given attendance notification in English/Spanish/Hmong.
- Presentations in our monthly Attendance Parent Meetings will be in English/Spanish/Hmong.
- EL Support Teacher will work with "Advocates" to communicate with parents regarding attendance.
- Re-engagement Center will work with "Advocates" to communicate with parents and guardians of our economically disadvantaged and foster students

Sunnyside Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg Hmng	1.0000			\$ 58,986.00
6	1	Sup & Conc	Instructional Supervision & Administration	Clerical, Technical & Office-Reg	Assistant, School Program	1.0000			\$ 58,204.00
6	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	1.0000			\$ 63,879.00
6	1	Sup & Conc	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	Teaching Fellows	\$ 47,000.00
6	1	Title 1 Basic	Parent Participation	Materials & Supplies				Material/Supplies	\$ 600.00
6	1	Title 1 Basic	Attendance & Social Work Services	Local Mileage				Local Mileage	\$ 600.00
								Total	\$ 229,269.00

Action # 7

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	15	23.5	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Sunnyside High will have a targeted focus on supporting English Learners (EL) and increase the Re-designation Rate. A strategic EL support system will be put in place during the 2017-2018 school year including, providing one full-time EL Specialist to support the needs of EL students but will focus on our Long-Term English Learners (LTEL's). The EL Support Teacher will provide interventions to LTEL based on the EL Re-designation Goal Setting tool and teacher observations, provide EL Tutorials (raise awareness on criteria- ELPAC and interim assessment cut points, provide literacy and academic intervention) with targeted groups of 9th grade students at the beginning of the school year and throughout. EL Summer Program will also be provided for LTEL's students (provide academic and literacy support and intervention, raise awareness on re-designation criteria- ELPAC and interim assessment cut points). Student incentives will be provided with the intent of increasing the re-designation rate. EL Support Teacher will also be responsible for RFEP monitoring and documentation. Staff Professional Learning will also be provided regarding strategies and supports for teaching EL students, focusing on re-designation. Professional Learning topics will include: ELA/ELD framework, disciplinary literacy, academic language, EL program (integrated and designated) and using EL data to inform instruction.

SMART Goals

By June 2018, the percentage of Long Term English Learners (LTELs) who are re-designated will increase by 8.5%. (SQII #917)

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

EL Support Teacher will:

- provide interventions to LTEL based on the EL Re-designation Goal Setting tool and teacher observations.
- provide EL Tutorials (raise awareness on criteria- ELPAC, DRP and interim assessment cut points, provide literacy and academic intervention) with targeted groups of 9th grade students at the beginning of the school year and throughout.
- support all teachers by providing strategies and resources on teaching EL students, focusing on re-designation.
- facilitate professional learning for teachers and staff on ELA/ELD framework, disciplinary literacy, academic language, EL program (integrated and designated) and using EL data to instruction.
- build a bridge program with middle school feeders to best support incoming 9th grade EL students
- push-in to classrooms to provide teachers with feedback regarding EL students progress as well as language barriers
- monitor RFEP students to maintain A-G requirements
- provide new teachers as well as teachers looking for new ways to scaffold lessons and curriculum for EL students by demonstrating a model lesson for the class period.
- work with AC's to ensure the inclusion of EL standards
- Increase EL involvement in Goal 2 activities

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

- ELPAC results
- ELACAASPP
- ELA Interim Assessments
- Quarterly academic/grade monitoring
- RFEP monitoring tool

Explain the Targeted Actions for Parent Involvement (required by Title I):

During ELAC meetings, parents will be notified of intervention plan, strategies to support language, opportunities for student support: EL Tutorial, EL Summer Program, re-designation criteria and dates, and notification of ELPAC, ELACAASPP and Interim Assessment administrations.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- LTEL students needing additional support will be involved in EL Tutorial and the EL Summer program where they will receive literacy and academic support as well as increase their awareness of re-designation criteria/dates.
- All EL students will be involved in ELPAC chats prior to administration of test.
- By teachers using EL data to inform instruction and implementing EL strategies in classrooms across the board, EL students will be more supported.

Owner(s):

Principal,
EL VP,
EL Support Teacher

Timeline:

Ongoing,
Quarterly

Describe Related Professional Learning:

Staff Professional Learning will be provided on strategies and supports for teaching EL students, focusing on re-designation. Professional Learning topics will include: ELA/ELD framework, disciplinary literacy, academic language, EL program (integrated and designated) and using EL data to inform instruction.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Sunnyside Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
7	2	LCFF: EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Spanish	0.7500				\$ 42,049.00
7	2	LCFF: EL	Instruction	Teacher-Regular Salaries	Teacher, Spec Assgn	1.0000				\$ 116,384.00
7	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Extra Time				Classified Extra Time		\$ 3,666.00
7	2	LCFF: EL	Instruction	Teacher-Substitute Salaries				Teacher Substitutes		\$ 1.00
7	2	LCFF: EL	Instruction	Teacher-Supplemental Salaries				CELDT Assessors		\$ 7,105.00
7	2	LCFF: EL	Parent Participation	Classified Support-Extra Time				Classified Extra-Time		\$ 1.00
7	2	LCFF: EL	Parent Participation	Classified Support-Supplemental				Classified Supplemental		\$ 1.00
7	2	LCFF: EL	Instruction	Materials & Supplies				Materials/Supplies		\$ 5,050.00
7	2	LCFF: EL	Instruction	Travel				Travel/Conference		\$ 1.00
7	2	LCFF: EL	Instruction	Direct Transportation (Dr)				Transportation		\$ 1.00
7	2	LCFF: EL	Parent Participation	Direct-Food Services (Dr)				Direct Food		\$ 2,000.00
								Total		\$ 176,259.00

Action # 8

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
843 - Out of school suspension rate	10	8	
2080 - Students engaged in a goal 2 activity	50	59	

New-Action
 On-going
 Reasoning: Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Sunnyside High School will continue to identify, implement and document strategic social emotional supports for students who demonstrate at-risk behaviors. Tier 1 will focus on school wide processes and supports developed by the Sunnyside Climate and Culture team. Tier 2 and 3 supports will receive targeted interventions with the emphasis on mediating behavior and the restoration of the learning process. Teachers will engage in professional learning around CHAMPS, levels of behavior, referral process, social-emotional supports and services available and on-going restorative practice training. Through our Restorative Practice program, students will engage in social-emotional learning, thereby increasing positive student behaviors.

To support students both socially and emotionally, Sunnyside High School will build relationships by increasing Goal 2 participation. improving our outreach strategies and providing access to a variety of extracurricular activities throughout the year via athletics, clubs and visual/performing arts activities.

SMART Goals

By the end of the 2017 - 2018 school year, the percentage of interventions and appropriate ATLAS Portfolio entries will increase from 18% to 28% for students with one or more suspension incidents (on-campus and/or out of school). (SQII #5951)

By June of 2018, the out of school suspension rate will decrease by 2%. (SQII 843)

By the end of the 2017-2018 school year, the number and percentage of unique students who are engaged in any Goal 2 activities will increase by 9%. (SQII #2080)

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Teachers:

- will engage in professional learning around CHAMPS, Tier 1-3 levels of behaviors, referral process and ATLAS documentation, social-emotional supports and services available, and on-going restorative practice training.

Owner(s):

Teachers, Restorative Practice Counselor and Teacher, VP's, SAP Counselor, Psychologist, Therapists, Nurse, and Counselors, and Climate and Culture Team

Timeline:

Ongoing, Daily, weekly, quarterly

- will follow schoolwide policies (behavior, dress code, etc) as developed by the Sunnyside Climate and Culture team.

Director/Athletic Director, Pathway Coordinator/Job Developer, Coaches/Club Sponsors, Afterschool Program Coordinator

Restorative Practice Counselor and Teacher:

- will support students regarding behavioral concerns per Vice Principal referral (facilitate circles as mediation between students as a preventative measure as well as after a conflict to prevent future incidents, contact parents, collaborate with teachers and staff regarding specific students, help facilitate restorative practice staff training sessions)
- will collaborate and support teachers with specific class behavioral concerns upon request (facilitate circles)
- will collaborate and work closely with Vice Principals
- will document supports to students on ATLAS.

VP's:

- will refer students to Restorative Practice Counselor and Teacher based on situation.
- will collaborate with teachers regarding student behavior and referral step process.
- will follow school-wide policies (behavior, dress code, etc) as developed by the Sunnyside Climate and Culture team.
- will document supports to students on ATLAS.

Vice Principals and Counselors:

- will promote student engagement via personal conversations with students and parents regarding clubs, sports, events and programs available.
- will promote Summer Bridge Program designed to transition incoming freshmen, leading to higher levels of engagement during the comprehensive school year.

SAP Counselor, Psychologist, Therapists, Nurse, Counselors:

- will be present in August 2017 Buyback regarding social-emotional supports and services available as well as referral process.
- will provide support to students and families upon request and/or referral.
- will document services to students on ATLAS, REA or appropriate database.

Climate and Culture Team:

- will meet biweekly to review data (qualitative and quantitative) around student behavior/expectations and identify areas of need.
- will discuss and develop school-wide policies and protocols regarding dress code, tardies, electronics, referral process, etc.
- will present in August 2017 Buyback and throughout the year at staff meetings regarding school-wide policies.

Campus Culture Director and Athletic Director:

- will promote activity and athletic involvement opportunities via Broadcast, website, school messenger and newsletter
- enter and monthly monitor of Goal 2/Student Involvement Data
- guide and connect students

Pathway Coordinator/Job Developer:

- plan and coordinate career, field based field trips
- coordinate guest speakers from various fields throughout the year
- coordinate and promote showcases, such as Agriscience and Technology Student Expo Night.

Coaches/Club Sponsors:

- will promote student participation in sports and clubs via personal conversations with students.
- plan and coordinate enrichment activities and fieldtrips
- enter Goal 2 Student Engagement Data for their respective club or sport

Afterschool Program Coordinator:

- will plan and coordinate enrichment activities and fieldtrips
- promote student involvement opportunities via Broadcast, website, social media and newsletter.

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Parent will receive information on social-emotional and positive behavior supports via Coffee Hour on Wednesdays, ELAC and DELAC meetings
- Parent be will notified by phone or in person when a student receives a conduct referral.
- Parent conferences will be schedule to address student behavior concerns.
- Home Visits will be scheduled for students who exhibit repeated misbehaviors.
- Parents will receive information regarding student involvement opportunities via School Messenger, website, newsletter, master calendar, Parent Coffee Hour, ELAC, SSC. Informational brochures will be available in the main office, all university offices, College and Career Center and library.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Students will receive supports in the classroom as a result of CHAMPS and Discipline in the Secondary Classroom trainings.
- Students will receive social-emotional supports by Restorative Practice Counselor and Teacher promoting the development of positive social-emotional skills.
- Students will receive lessons during Homeroom and assemblies addressing rules, procedures, and behavioral expectations.
- Each student will receive a student agenda containing the school-wide behavioral expectations.
- Students will be invited to guest speaker presentations based on their interests and goals. (targeted student audience).

Describe Related Professional Learning:

- Teachers, VP's, counselors and staff will engage in on-going Restorative Practice trainings.
- Sunnyside Culture and Climate team will engage in on-going training.
- Teachers will engage in training regarding CHAMP's, Discipline in the Secondary Classroom, levels of behaviors, referral process and ATLAS documentation, social-emotional supports and services available.
- Teachers will engage in professional learning on culturally responsive teaching to increase teacher cultural competence and develop skills necessary for teacher in a cross culture setting.
- Teachers and staff will engage professional learning around Pathway and Linked Learning.
- Technology trainings will be offered to coaches and club sponsors designed to streamline Goal 2 Student Engagement documentation in ATLAS.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- EL students will be invited to fieldtrips (college visits, student conferences) targeted for EL students.
- Information regarding student behavior expectations and supports will be presented in ELAC meetings and Coffee Hour meetings on Wednesdays.
- Behavior will be monitored by the EL Support Teacher as well. Teachers will be asked to notify the EL Support Teacher if behavioral norms develop that interfere with learning.
- Advocates will also make the EL Support Teacher aware of any ELL parent concerns regarding the social/emotional well-being of their child.
- EL students will have the opportunity to attend summer bridge and have guest speaker presentations throughout the year. They will also have targeted presentations and fieldtrips based on their needs,

- Field trips will be available for targeted students providing enrichment opportunities.
- Summer Bridge will be available to incoming freshmen as a proactive approach in reaching students leading to higher levels of engagement during the comprehensive school year.
- Our Re-Engagement Center will provide emotional support to our economically disadvantaged and foster students and teach them about the restorative process.

interests and goals.

Sunnyside Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
8	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Overtime				Classified Overtime	\$ 10,472.00
8	2	Sup & Conc	Instruction	Direct Transportation (Dr)				Transportation	\$ 3,000.00
								Total	\$ 13,472.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0421 Sunnyside High School (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	1.000	10th Grade Support	104,362.00
2	1	Sup & Conc	Instruction	Nc-Equipment			Non Capitalized Equipment	59,893.00
2	1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst II	1.000		58,951.00
3	1	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Senior High	0.400	Math	35,996.00
3	1	Title 1 Basic	Instruction	Mat & Supp			Supplies/Materials	46,871.00
3	1	Title 1 Basic	Instruction	Nc-Equipment				1.00
3	1	Title 1 Basic	Instruction	Travel			Travel/Conference	18,000.00
3	1	Title 1 Basic	Instruction	Direct Trans			Transportation	3,000.00
4	1	Sup & Conc	Instruction	Travel			Travel/Conference	40,000.00
5	1	Title 1 Basic	Instruction	Teacher-Subs			Teacher Substitutes	1.00
5	1	Title 1 Basic	Instruction	Teacher-Supp			Certificated Supplemental	11,842.00
5	1	Title 1 Basic	Instruction	Oth Cls-Supp			AVID Tutors	42,182.00
5	1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitutes	5,812.00
5	1	Sup & Conc	Instruction	Teacher-Supp			Certificated Supplemental	71,050.00
5	1	Sup & Conc	Instruction	Ins Aide-Sup			Classified Supplemental	12,052.00
5	1	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies	65,489.00
5	1	Sup & Conc	Parent Participation	Mat & Supp			Parent Newsletter	18,000.00
5	2	Sup & Conc	Parent Participation	Direct-Food			Direct Food	6,000.00
6	1	Title 1 Basic	Parent Participation	Mat & Supp			Material/Supplies	600.00
6	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.000		63,879.00
6	1	Title 1 Basic	Attendance & Social Work Service	Local Mileage			Local Mileage	600.00
6	1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	47,000.00
6	1	Sup & Conc	Instructional Supervision & Adm	Cl&Tech-Reg	Assistant, School Program	1.000		58,204.00
6	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	1.000		58,986.00
7	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Classified Extra Time	3,666.00
7	2	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.000		116,384.00
7	2	LCFF: EL	Instruction	Teacher-Subs			Teacher Substitutes	1.00
7	2	LCFF: EL	Instruction	Teacher-Supp			CELDT Assessors	7,105.00
7	2	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.750		42,049.00
7	2	LCFF: EL	Instruction	Mat & Supp			Materials/Supplies	5,050.00
7	2	LCFF: EL	Instruction	Travel			Travel/Conference	1.00
7	2	LCFF: EL	Instruction	Direct Trans			Transportation	1.00
7	2	LCFF: EL	Parent Participation	Cls Sup-Ext			Classified Extra-Time	1.00
7	2	LCFF: EL	Parent Participation	Cls Sup-Sup				1.00

7	2	LCFF: EL	Parent Participation	Cls Sup-Sup	Classified Supplemental	1,000.00
7	2	LCFF: EL	Parent Participation	Direct-Food	Direct Food	2,000.00
8	2	Sup & Conc	Instruction	Direct Trans	Transportation	3,000.00
8	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ovr	Classified Overtime	10,472.00
						\$1,018,502.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$222,972.00
Sup & Conc	7090	\$622,937.00
LCFF: EL	7091	\$172,593.00
Grand Total		\$1,018,502.00

Domain Totals	Budget Totals
Academic	\$699,906.00
SEL / Culture & Climate	\$318,596.00
Grand Total	\$1,018,502.00