Sunnyside High

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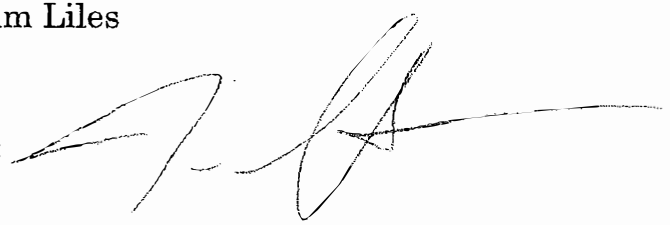
Principal's Name: Tim Liles

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

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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 – Adalia Alvarez		X			
3. Michele Anderson			X		
4. Paige Yebisu				X	
5. Josie Aguilar				X	
6. Dalia Gomez				X	
7. Tim Wright		X			
8. Kirsten Wothe		X			
9. Rosa Sanchez de Gann		X			
10. Alexis Powell					X
11. Malak Sarama					X
12. Rachel Klassen					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:			
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**		3/20/18
SSC Chairperson	**Dalia Gomez**		3/20/2018

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Sunnyside - 0421

ON-SITE ALLOCATION

3010	Title I	$233,848 *
7090	LCFF Supplemental & Concentration	$728,589
7091	LCFF for English Learners	$165,354
TOTAL 2018/19 ON-SITE ALLOCATION		**$1,127,791**

*	Title I requires a specific investment for Parent Involvement	
	Title I Parent Involvement - Minimum Required	$60,184
	Remaining Title I funds are at the discretion of the School Site Council	$173,664
	Total Title I Allocation	$233,848

February 13, 2018

Sunnyside High 2018-2019 - Single Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
Enrollment in AP/IB	17.928	24.928
EL Reclassification Rate (All grade levels)	10.096	17.096
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	52.92	59.92
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	12.409	19.409
One D or F on Any Report Card (grades 2-12)	74.957	67.957

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

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

As of 2016-17

- 53% of our students met or exceeded standards on ELA CAASPP

Key Factors:

- AC work around selecting essential standards, creating CFA's, analyzing data to improve instruction and build RTI within various AC teams
- school wide focus on literacy
- tutorials offered before school, at lunch and after school in subject specific areas
- technology in all ELA classes
- AVID strategies implemented school wide
- use of Khan Academy

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

As of 2016-17:

- 12% of our 11th grade students met or exceeded standards on the Math CAASPP

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

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

Our lowest performing subgroups in this area:

As of 2016-17

- 25% of our African American students met or exceeded standards on ELA CAASPP
- 3% of our ELL students met or exceeded standards

Key Factors

- Lack of access to data in a timely fashion - 8th grade SBAC scores and/or 8th, 9th, and 10th PSAT scores and lack of knowledge of critical skills missing by student.
- Test happens only in 11th grade
- Awareness of tutorials and belief of how they can be helpful
- Full staff buy in of AC teams and collaboration
- Offsite coaches pushing athletes to attend tutorials
- African American subgroup has higher truancy rates

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

Key Factors:

- AC work around selecting essential standards, creating CFA's, analyzing data to improve instruction and build RTI within various AC teams
- tutorials offered before school, at lunch and after school in subject specific areas
- technology in all Algebra 1, Geometry and Algebra 2 classes
- AVID strategies implemented school wide
- use of Khan Academy

One D or F on Any Report Card (grades 2-12)

As of 2017-18

- Currently, 62% of our students have at least one D or F

Key factors:

- RTI has not been established in every core content grade level
- attendance
- some AC teams have not aligned their grading systems

EL Reclassification Rate (All grade levels)

As of 2016-17

- 10% of our English Learner students have been redesignated

Key factors:

- insufficient use of EL support teacher to provide support for teachers.
- RTI has not been established in every core content grade level
- attendance
- some AC teams have not aligned their grading systems

Enrollment in AP/IB

As of 2017-18:

- 24% of our students are enrolled in at least one AP course

Key Factors:

- insufficient support systems
- students lack sufficient literacy skills

Our lowest performing subgroups in this area:

As of 2017-18

- 8% of our Hispanic students met or exceeded standards
- 2% of our EL students met or exceeded standards

Key Factors:

- Lack of access to data in a timely fashion - 8th grade SBAC scores and/or 8th, 9th, and 10th PSAT scores and lack of knowledge of critical skills missing by student.
- Test happens only in 11th grade
- Awareness of tutorials and belief of how they can be helpful
- Full staff buy in of AC teams and collaboration
- Offsite coaches pushing athletes to attend tutorials
- African American subgroup has higher truancy rates

One D or F on Any Report Card (grades 2-12)

Our lowest performing subgroups in this area:

As of 2017-18

- 70% of African American students have at least one D/F
- 65% of SPED population have at least one D/F

Key factors:

- RTI has not been established in every core content grade level
- attendance
- some AC teams have not aligned their grading systems
- a need to improve appropriate placement for SPED students

EL Reclassification Rate (All grade levels)

Our lowest performing subgroups in this area:

As of 2016-17

- our juniors have the lowest redesignation rate at 3%
- SPED students have a 3% redesignation rate

Key factors:

- need of more strategic use of EL support teacher to provide support for teachers and EL learners.
- RTI has not been established in every core content grade level
- attendance
- some AC teams have not aligned their grading systems

Enrollment in AP/IB

Our lowest performing subgroups in this area:

As of 2017-18:

- 13% of our African American students are enrolled in at least one AP course
- 8% of our ELL students are enrolled in at least one AP course

Key Factors:

- insufficient support systems
- students lack sufficient literacy skills

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

- appreciated availability of multiple tutorials
- additional support of PLUS teacher recognized and wondered if making a difference in scores
- liked that through the growth in collaboration, teachers were beginning to standardize grading and expectations around student workload

2 ELAC:

- Currently 20% of our LTEL population has been redesignated, this is a marked improvement, from 9% in 2013-2014
- Total EL population is growing in terms of the percentage who have passed the CELDT exam, 13.61%
- Total EL population is not completing their redesignation cycle as planned because their normed assessment (PSAT, Interim, CASSPP, SAT) scores are low 8.91% pass rate
- *ELAC feels we need to work on messaging the importance of both tests to complete the redesignation process through possible homeroom messaging, chats, teacher communication and awareness. We can provide PL on redesignation cycles and work with teachers who have EL students “on track” to redesignate

3 Staff:

- Shared tutorial sessions - lots of opportunity but do all kids know about the sessions (when and where)
- AVID strategies and classes offered - great support
- AP support
- PLUS teachers support

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

- Additional computers to support student literacy in other content areas. Computer carts are in all English classes and math classes; alg 1, geo, alg2. We would like to continue to increase our student technology use on campus
- Teacher supplemental contracts for tutorials in specific subject areas. These have been utilized to support student learning. D/F rate was down in Q1 - 2017
- FTE .4 position was not utilized this year. Our D/F rate dropped so the need for additional sections was not needed this year
- Spanish HSL is a vital position as nearly 50% of our students are Latino. We will continue this position

Action 1

Title: Proficiency in Mathematics

Action Details:

Detail the action: Currently, 12% of our juniors met or exceeded standards on the mathematics portion of the CAASPP . By June 2019, 19% of the juniors will meet or exceed standards on the mathematics portion of the CAASPP.

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, performance-based tasks and responses to intervention. Students will be supported in math classes as well as in tutorials provided by math teachers throughout the year. During the 2018-19 school year, a computer lab assistant will address technology needs of students and teachers throughout the year as many math classes utilize the Big Ideas computer component. A support teacher will support our EL students.

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

Explain the Progress Monitoring and data used for this Action

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

- Monitor results on the Interim Assessments for Algebra 1, Geometry and Algebra 2
- Use of district math adopted curriculum and materials to develop common formative and summative assessments
- Data analysis of student work using common formative and summative assessments to inform instruction
- Use of digital assessment literacy through the Illuminate platform and Big Ideas Math Curriculum accessible through teacher and site reports
- Use of various online tools including but not limited to Khan Academy. Google classroom, Kahoots, Desmos, etc. to assist teachers in monitoring students progress and to encourage student self-monitoring of their progress.

Support Teacher

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

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 ongoing throughout the year

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

- Teacher professional collaboration and learning will support student learning of grade level standards though 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
- Students will have access to online materials through a tablet in each of the Algebra 1, Geometry and Algebra 2 classes
- Graphing Calculators will be available for check out in the library to support learning in the Algebra 2 courses.

Specify enhanced services for EL students:

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

Explain the 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
- Parents will also be notified of extended learning opportunities provided during vacation weeks or Saturdays, if offered, through letters and phone calls from teacher.

Describe Professional Learning related to this action:

- Math teachers will follow FUSD's AC Foundations and the PLC process as described in Learning by Doing by Dufour et al. to select essential standards, create common formative assessments, develop data protocols and plan instruction based upon results.
- Math teachers will engage in professional learning around district adopted textbook/curriculum.
- Math teachers will engage in professional learning around the PLC process to create common formative assessments and provide remediation within the rigor of the grade level standard
- Math teachers will engage in professional learning around Common Core Standards and how to provide

lessons that address both skill/procedures and conceptual understanding.
- Professional learning will be available via Educational Elements for to support the personal learning initiative (PLI)

Action 2

Title: Proficiency in Literacy

Action Details:

Detail the action: Currently, our SBAC scores indicate 53% of our juniors met or exceed standards on the ELA portion of the CAASPP. By June 2019, 60% of our juniors will meet or exceed standards on the ELA portion of the CAASPP. Currently 25% of our African American students meet or exceed standards on the ELA CAASPP. By June 2019, we will see a 7% increase in African Americans meeting or exceeding standards on the ELA CAASPP.

Sunnyside High School will implement a comprehensive school-wide literacy program across all subject areas that will work to support grade level literacy and ELD standards. Achievemen will be measured on the ELA CAASPP and English EAP. This program will include support to all students by promoting differentiated instruction to ensure that students scoring below California state literarcy standards will meet or exceed grade level standards. Support will also be provided for enrichment to students that currently meet or exceed standards through grade level AC teams. Instruction will be will be provided using school-wide AVID strategies and the comprehensive school-wide literacy program will work to decrease the percentage of students needing remedial English coursework at the freshman college levels. During the 2018-19 school year, a computer lab assistant will address technology needs of students and teachers throughout the year as many content areas utilize the computers for a variety of writing & research projects. The lab assistant will also support technology needs during administration of ELA CAASPP and district interim assessments.

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

Explain the Progress Monitoring and data used for this Action

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

English AC's/Lead Teachers will:

- monitor results on the Interim Assessments
- analyze student tasks, common formative and summative assessments to inform instruction
- use of digital assessment literacy through the Illuminate platform and google classroom accessible through teacher and site reports
- conduct goal setting and chats with students before each test administration
- AC's will analyze results from CFA's using a data protocol created by the team to make instructional decisions based upon results.

Core, Elective and PE Teachers will

- develop common formative assessments from agreed upon literacy standards within each content area, analyze data using a team created data protocol and plan instruction based upon results.

VP's will:

- use walkthrough data to monitor 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 Interim Assessment, PSAT, 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

Support Teacher

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

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 2019

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.
- Students and teachers will utilize TurnItIn.com as a resource to support student learning

Specify enhanced services for EL students:

- Students will be provided support via PD on designated and integrated ELD.
- EL Tutorials will be provided to support students in 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.
- expand Pre-AP mentoring to include EL/RFEP students

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

- Parents will be notified of assessment significance, dates, and ELACAASPP 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.

Describe Professional Learning related to this action:

- Staff Professional Learning regarding significance of CELDT, Interims I and II as criteria for EL Re-Designation, Seal of Biliteracyand AP Placement, implementation of complextext/talk/task, and disciplinary literacystrategies.
- 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 tachers 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.

Action 3

Title: Collaborative Teacher Teams

Action Details:

Detail the action:

By June of 2019, 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.

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? 2. How will we know they learned it? 3. How will we respond when they didn't learn it? 4. How will we respond when they already know it? As a school, we will help all students achieve high levels of learning, and therefore provide students with systematic interventions when they struggle and provide enrichment when they are proficient.

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

Explain the Progress Monitoring and data used for this Action

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

Every AC will:

- Establish team norms, and identify essential standards within their content area
- Participate in Smart Goal Conferences with department VP
- Develop Common Assignments and Assessments
- 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.
- Maintain a 6-8 week action plan with a focus AC within their department

School Program Assistant

- assists with travel arrangements, conferences, sub day requests
- assists with orders/purchases, vendor apps
- assists with RQS, SRQs and POs

Owner(s):

Principal

VP's

Lead Teachers

All Teachers

Timeline:

Weekly

Monthly

Quarterly

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 front loading 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 school wide learning outcomes
- Culturally consistent classrooms which foster engagement and support student-centered learning
- student bilingual mentors to push-in to support in content areas (only if room in a student schedule to be a peer mentor)

Specify enhanced services for EL students:

- EL Specialist will work with specific groups of EL students (LTEL's) to provide support as well as work with teachers regarding instructional strategies to best support EL's.
- EL Support Teacher will work with 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.
- Quarterly RFEP monitoring and teacher feedback by AC
- create SDAIE AC team to work with EL support teacher
- expand Pre-AP mentoring to include EL/RFEP students

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

Parent Coffee Hour, Weekly Principal Parent Update via School Messenger

Describe Professional Learning related to this action:

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
- PL in instructional strategies by content area AC's to build ELD standards into lesson and create appropriate scaffolds within the lesson.
- Sub release days for teachers will be provided for planning and conferences

Action 4

Title: Comprehensive Academic Support

Action Details:

Detail the action:

By June 2019, the percentage of students who have one D or F on any report card will decrease from 75% to 68%. By June 2019, the percent of African American males who have at least one D/F will decrease by 7%.

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. An additional classified support person will provide support for our African American students.

In addition, AVID tutors will support students during their AVID 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 afterschool. 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.

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

Explain the Progress Monitoring and data used for this Action

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

VP's will:

- pull D/F data during every grading period: progress report, quarterly
- 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 through teacher checks for understanding and AC team CFA's

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

Resource Counseling Assistant

- assists with monitoring attendance
- monitors student progress and contacts parents
- assists academic counselors
- runs workshops for parent nights

Home School Liaison - Spanish

- assists with monitoring attendance
- monitors student progress and contacts parents
- runs workshops for parent night

.4 FTE

- additional sections to help students complete A-G requirements

Owner(s):

VP's, teachers

counselors

AMD teachers and Coordinator

Pathway Coordinator

Timeline:

Ongoing

Quarterly

AMD weekly grade checks

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
- implementation of school wide avid strategies

Specify enhanced services for EL students:

- EL students will be provided with the opportunity to attend content tutorials and/or EL Tutorials.
- EL students will work with bilingual peer-assistants during 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

Explain the 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

Describe Professional Learning related to this action:

- Staff /AC Professional Learning regarding PLC's, common grading practices, common

- 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

assignments/assessments, proficiency based learning
- AVID training for teachers and tutors
- Training in test preparatory vessels- including, but not limited to: Khan Academy, PSAT online tutorials, SAT and CAASPP related sites

Action 5

Title: English Learner Support

Action Details:

Detail the Action:

By June 2019, the percentage of Long Term English Learners (LTELs) who are re-designated will increase by 8%. Currently, 3% of our EL students who are also designated as SPED have been redesignated. By June 2019, 4% of our SPED EL students will redesignate.

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 2018-2019 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.

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

Explain the Progress Monitoring and data used for this Action

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

EL 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
- ELA CAASPP
- ELA Interim Assessments Quarterly academic/grade monitoring RFEP monitoring tool

BIA

- works with ELD teacher in class to help with the various levels of EL learners within the classes
- supports EL students in various academic classes as assigned by ELD Teacher

Owner(s):

Principal

EL VP

EL Support Teacher

Timeline:

Ongoing

Quarterly

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

- LTEL students needing additional support will be involved in EL Tutorial and the EL Summer program where theywill receive literacyand 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.

Specify enhanced services for EL students:

This action item is completely focused on support for our EL, LTEL and R-FEP students

Explain the 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, ELA CAASPP and Interim Assessment administrations.

Describe Professional Learning related to this action:

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.

Action 6

Title: College Readiness

Action Details:

Detail the action: By June 2019, the percentage of students who are enrolled in an AP course will increase from 18% to 25%. Currently, 13% of our African American students are enrolled in one AP course. By August 2018, our enrollment of African American students in one AP course will increase by 5%

Sunnyside High School recognizes the importance of preparing and supporting students for college and career readiness to promote and increase post-secondary opportunities. This includes remediation and support to meet A-G eligibility for students with one or more D or F by providing credit recovery opportunities and tutorials. Counselors, AP Instructional Coordinator, AVID Coordinator, and teachers will continue to support and guide students during the course selection and college admission process via individual conferencing and class presentations. This assistance will ensure appropriate course placement, increase AP enrollment, increase retention in AP courses, and prepare students for college entrance exams. Support systems will be put in place to administer and prep students for multiple assessments, including but not limited to AP, PSAT, SAT & CAASPP. Meeting the above criteria will help students be more competitive in post-secondary opportunities and eligible for scholarship programs

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

Explain the Progress Monitoring and data used for this Action

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

Counselors:

- Counselors will work together with teachers regarding strategies 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.

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

AVID Coordinator will:

- coordinate UC personal statement completion for all AVID juniors and support non-AVID 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 academic habits and provide AVID strategies to support rigorous coursework in the elective classes.

AP Instructional Coordinator will:

- monitor student enrollment numbers
- support/collaborate with AP teachers in training opportunities and recruitment
- analyze student data to find potential AP students who have not enrolled in an AP class
- support AP students through the development of a mentor program
- monitor and train AP mentors

Owner(s):

VP's

Counselors

AID Coordinator

AP Instructional Coordinator

SAT Prep Teachers

Teachers

Students

Timeline:

On-going

Weekly

Quarterly

Weekly grade checks in AVID Classes

Bi-monthly binder & agenda checks in homeroom

- identify and recruit 9th/10th grade students who exceeded standards on CCR but have not enrolled in an AP class to increase AP enrollment numbers
- present to incoming 8th grade students to increase enrollment in AP Human Geography

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 Academyand College Board trainings.

VP/Counselor:

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

Students:

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

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

- Students will be supported by teachers, counselors and staff to be college ready via instructional strategies/pedagogy, student individual conferences, grade-level presentations conducted by counselors in classes throughout the year.
- Summer-bridge opportunities for students to strengthen their college preparedness
- Summer school courses for A-G maintenance
- 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.
- AP mentors, current AP students, will be utilized to support new, targeted or struggling AP students
- AP supplemental material will be available for each AP course
- Graphing calculators will be available for student check out at the library

Specify enhanced services for EL 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, AVID 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 as needed
- expand Pre-AP mentoring to include EL/RFEP students

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

- 9th grade family conferences in all 3 AVID cohorts (AVID, DA, CBS) at the beginning of the school year 9th grade AVID family night

Describe Professional Learning related to this action:

- Staff Professional Learning regarding A-G requirements, college application process, School-wide Learning Outcomes

- 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.
- Incoming 9th grade parent night meeting with Counselors

- send 10-15 teachers to AVID Summer Institute and training on Cornell Note taking, binder checks, socratic seminars and other resources to increase the number of teachers trained in AVID strategies.
- 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.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0421 Sunnyside High School

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Cert Teacher - tutorial	11,971.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			additional graphing calculators and projectors	5,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	1.0000	RSP support Teacher	120,368.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Educational Elements : Educational Elements to support PLI	2,000.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			curriculum supplemental TurnItIn.com subscription	12,929.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			: curriculum supplemental (No incentives or food)	24,944.00
G1A2	Sup & Conc	Instruction	Ins Aide-Sup				9,780.00
G1A2	Sup & Conc	Instruction	Mat & Supp				76,292.00
G1A2	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst II	1.0000	assistance with all computer carts and technology	64,009.00
G1A3	Sup & Conc	Instruction	Teacher-Subs				25,770.00
G1A3	Sup & Conc	Instruction	Travel			Solution Tree Conference - PLC training	60,000.00
G1A3	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Reg	Assistant, School Program	1.0000	Assistance with teacher institute days, travel arrangements, sub days, purchase / order requests, parent newsletter etc...	63,546.00
G1A4	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Senior High	0.4000	additional sections for A-G completion	38,893.00
G1A4	Title 1 Basic	Instruction	Oth Cls-Supp			AVID tutors	42,793.00
G1A4	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000		69,718.00
G1A4	Sup & Conc	Instruction	Teacher-Supp				59,855.00
G1A4	Sup & Conc	Instruction	Nc-Equipment				32,376.00
G1A4	Sup & Conc	Parent Participation	Mat & Supp			Newsletter for parents, parent meetings	25,000.00
G1A4	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	1.0000	Support our academic counselors.	64,338.00
G1A4	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext				4,166.00
G1A5	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.1250	6 hour position Bilingual support for EL students. This position was filled in Feb 2018. (Guillermina Torres Ruiz 1070727)	7,624.00
G1A5	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000	EL support teacher to help students and teachers in assisting students to redesignate	125,766.00
G1A5	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.6250	6 hour position Bilingual support for EL students. This position was filled in Feb 2018. (Guillermina Torres Ruiz 1070727)	38,113.00
G1A5	LCFF: EL	Parent Participation	Mat & Supp			: Parent Coffee Hour	1,475.00

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0421 Sunnyside High School

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A6	Title 1 Basic	Instruction	Travel				25,000.00
G1A6	Title 1 Basic	Instruction	Direct Trans			Transportation, field trips, college readiness	2,000.00
G1A6	Sup & Conc	Parent Participation	Direct-Food				230.00

$1,013,956.00

Goal 2 - All Students will engage in arts, activities, and athletic

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	85.331	92.331

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Goal 2 Participation Rate

As of 2017-2018 per Power BI

- 47% of our students are engaged in arts, activities and athletics.

Key Factors

- engagement numbers are down across all grade levels. Is this due to the VAPA classes not being added to number?
- insufficient recording of events in each engagement as a way to keep track of meeting attendance for clubs or ongoing events.
- 1-time events into engagements have not been added

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Goal 2 Participation Rate

Our lowest performing subgroups in this area as of 2017-2018 per Power BI:

- 40% of our SPED population are engaged in Goal 2
- 44% of Hispanic students are engaged in Goal 2

Key Factors:

- 47% of our students are engaged in arts, activities and athletics.
- lack of documentation of social emotional support
- lack of documentation of engagements in atlas
- not using the engagement information in atlas summary to have meaningful conversations or encourage student participation
- engagement numbers are down across all grade levels. Is this due to the VAPA classes not being added to number?
- insufficient recording of events in each engagement as a way to keep track of meeting attendance for clubs or ongoing events.
- 1-time events into engagements have not been added

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

- are all activities included in participation rate; dances, attendance to games, art classes, folkorico, etc?
- how do we improve in marketing activities and events to parents
- understanding all the info in atlas, what is strides?

2 ELAC:

- Provide parent trainings on clubs available (many parents feel that students are not involved with after school activities because they are unaware of supervision.)
- Work on magnet programs and clubs that will accept groups of EL students (band/arts) and create a club run by EL

3 Staff:

- are the current art or folklorico classes included in engagement number?
- notice low participation rate for Asian Americans
- Should we survey students on their interests?
- 11th grade has lowest participation rate

- can we get information by gender

students
- Increase the mentoring program with Kings Canyon- create awareness to the EL student body and target this program as a desirable outcome for EL students if they work hard.

Action 1

Title: Student Engagement

Action Details:

Detail the action: Currently 85% of our students participate in arts, activities or athletics. By June of 2019, 92% of our students will participate in arts, activities or athletics.

Sunnyside High School will increase Goal 2 participation by improving our outreach strategies and providing access to a variety of extracurricular activities throughout the year via athletics, clubs and visual/performing arts activities. We will also increase professional learning opportunities for staff around data entry of engagements for both ongoing and one time events.

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

Explain the Progress Monitoring and data used for this Action

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

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
- CCD & AD meet weekly with VP to review events and coordinate for the week
- work with teams / clubs to plan, promote and support events with our region schools.
- CCD to coordinate with Middle school feeders to align alike clubs to continue engagement as students transition to high school.
- create and administer surveys to identify areas of interest for potential new clubs
- CCD will conduct House of reps meetings for homeroom reps to ensure students have a place to voice their opinions / ideas about clubs and events

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 Techonolgy Student Expo Night.
- enter data into engagement tool for each career based field trip

Coaches/Club Sponsors:

- will promote student participation in sports and clubs via personal via personal conversations with students
- plan and coordinate enrichment activities and field trips
- enter Goal 2 Student Engagement Data for their respective club or sport
- roster and 4 events (club meetings count) will be entered for each club by 10/31 and 8 events by first semester

Afterschool Program Coordinator:

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

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.

Owner(s):

Campus Culture Director

Assistant Campus Culture Director

Athletic Director

Assistant Athletic Director

Teachers

Pathway Coordinator/Job Developer

Coaches / club sponsors

After school Coordinator

Counselors

Vice Principals

Principal

Timeline:

ongoing, weekly, monthly, quarterly

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

- Students will be invited to guest speak presentations based on their interests and goals.
- 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.
- additional resources to track data of engagement

Specify enhanced services for EL students:

- EL students will have the opportunity to attend summer bridge, field trips and guest speaker presentations throughout the year. They will also have targeted presentations and field trips based on their needs, interests and goals.

- supplemental curriculum will be provided to increase SEL awareness and enhance leadership skills to encourage all students to participate in a variety of activities.

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

- 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.
- provide family engagement events that involved students and family. (ex: family movie night)

Describe Professional Learning related to this action:

- 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.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0421 Sunnyside High School

G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct Trans			Student Filed Trips for art and/or college visits	3,000.00
G2A1	Sup & Conc	Instructional Supervision & Admi	Cl&Tech-Over				5,210.00
G2A1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Ovr				5,210.00

$13,420.00

Goal 3 - All Students will demonstrate the character and competencies for workplace success

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Linked Learning Enrollment	41.364	48.364
CTE Enrollment	37.84	44.84

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

CTE Enrollment

As of 2017-18

- 42% of our students are enrolled in a CTE course

Key Factors

- master schedule - 4 sections in 9th grade per each pathway
- not a lot of staff with CTE certification
- course offerings have been limited for 11th & 12th
- students in performing arts, band or AVID doesn't easily allow for room in student schedule

Linked Learning Enrollment

As of 2017-18

- 37% of our students are enrolled in Linked Learning

Key Factors

- master schedule - 4 sections in 9th grade per each pathway
- not a lot of staff with CTE certification
- course offerings have been limited for 11th & 12th
- students in performing arts, band or AVID doesn't easily allow for room in student schedule

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

CTE Enrollment

Subgroup Data as of 2017-18

- 35% of our seniors are enrolled in a CTE course
- 33% of 10th grade students are enrolled in a CTE course

Key Factors

- insufficient course offerings for upperclassmen
- with a 6 period day, it is difficult to add an additional class for sophomores
- SPED enrollment - Most SPED students who are enrolled in a pathway are in the Agriscience due to co-taught core content classes.

Linked Learning Enrollment

As of 2017-18

- 35% of our junior are enrolled in Linked Learning

Key Factors

- Master schedule
- insufficient course offerings for upperclassmen
- SPED enrollment - Most SPED students who are enrolled in a pathway are in the Agriscience due to co-taught core content classes.

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

2 ELAC:

3 Staff:

- wondered why decline in enrollment in Linked learning
- declined enrollment in CTE classes in 9th and 12th grade

- Award students who have been RFEP'd with a pin to wear on their stole at graduation as a symbol of accomplishment.
- Broaden application process for paid mentor program. Include interviews and resume practice for application process.

- notice those in SPED that are in a pathway most are in Agriscience
- noticed overall CTE enrollment has increased but 9th grade enrollment declined.

Action 1

Title: Career Readiness

Action Details:

Detail the action: Currently our CTE enrollment is 38%. by June of 2019, our CTE enrollment will increase by 7% to 45% of students enrolled in a CTE course. Those students who are in a linked learning pathway will increase by 7% by June 2019 as well.

Sunnyside High School recognizes the importance of preparing and supporting students to be career ready to provide the widest array of post-secondary options upon graduation. This includes industry recognized certifications for students, technical skills, industry knowledge, and interpersonal skills. The Pathway model includes a cohort schedule which allows for a shared team of teachers to support students academically as well as provide themed content to make knowledge relevant.

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

Explain the Progress Monitoring and data used for this Action

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

Pathway Coordinator:

- track enrollment data
- pull d/f rate and track A-G completion
- coordinate work base learning, field trips, internships, guest speakers, project based learning, interdisciplinary planning
- collaborate with pathway AC
- coordinate parent nights
- work with regions 8th grade counselors, incoming 9th grade students and parents to select areas of interest.
- collect data from "student voice" meetings

Pathway & CTE teachers

- monitor student academic and behavioral progress
- collaborate and meet as a grade-level team
- share strategies with team members
- build thematic units/projects that matches the pathway content
- collect data from "student voice" meetings

Homeroom Teachers

- character and SEL competencies development activities

VP

- attend Pathway AC meetings
- have follow up conversations with students and teachers regarding grade and attendance trends

Counselors

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

Job Developer

- track field trip data for all students
- track Career Cruising data for all students

Owner(s):

Pathway Coordinator

Pathway & CTE teachers

VP

Counselors

Job Developer

All teachers

Timeline:

- Ongoing
- weekly
- monthly
- quarterly

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

- Content tutorials, AVID tutors
- Communication via Broadcast, website, and social media
- Every student is provided with a school agenda
- Surveys will be used to identify specific career interests within the pathway industries
- Career Cruising will be used to help identify students areas of interest

Specify enhanced services for EL students:

- EL students will be invited to field-trips (college visits, student conferences) targeted for EL students.
- Information regarding student behavior expectations and supports will be presented in ELAC meetings and Coffee Hour meetings on Wednesdays.

Explain the 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 career readiness for workplace success

Describe Professional Learning related to this action:

- Staff /AC Professional Learning regarding PLC's, common grading practices, common assignments/assessments, proficiency based learning

- Grade-level parent meetings in AVID, DA, VPA and pathways
- Newsletter
- AVID training for teachers and tutors
- SEL competency training for teachers/staff

Goal 4 - All Students will stay in school on target to graduate

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	17.834	15.834
Suspensions Per 100	13.237	11.237
Student Survey - Included	57.379	64.379

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Chronic Absenteeism

As of 2017-18:

- 14% of our students are chronically absent

Key Factors

- lack of engagement
- lack of supports
- lack of understanding in emotional intelligence
- staff knowledge in regards to SEL competencies

Suspensions Per 100

As of 2017-18

- 8 suspensions per 100 students occurred at Sunnyside

Key Factors:

- lack of engagement
- lack of supports
- lack of understanding in emotional intelligence
- staff knowledge in regards to SEL competencies

Student Survey - Included

As of 2016-17

- 57% of students feel included as though they feel part of the school

Key Factors:

- Data showed an overall decrease in sense of connectedness

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Chronic Absenteeism

Our lowest performing subgroups in this area:
As of 2017-18

- 23% of SPED students are chronically absent

Key Factors:

- Lack of Cultural Humility Training and Professional Learning
- Disproportionate in disciplinary consequences (Suspensions and expulsions)
- Lack of community support for African American (AA) parents and students
- Lack of PL in the areas of language re: AA and LGBTQIA+

Suspensions Per 100

Our lowest performing subgroups in this area:

As of 2017-18

- 27 suspensions per 100 students are African American students
- 17 suspension per 100 students are SPED students

Key Factors:

- Lack of classified support for caseload monitoring
- Lack of Admin PL regarding alternative disciplinary strategies to create alignment among policies and procedures for ALL students
- Lack of admin support for data monitoring based on student needs/supports/ connectedness with AA and LGBTQIA+ community

Student Survey - Included

Our lowest performing subgroups in this area:

- Data showed an overall increase in a sense school safety
- These changes in data could be attributed to a single point in time data capture,
- Data may be improved by tracking data longitudinally as opposed to a single point in data capture

As of 2016-17

- 50% of African American students feel included as though they feel part of the school

Key Factors:

- Data showed an overall decrease in sense of connectedness
- Data showed an overall increase in a sense school safety
- These changes in data could be attributed to a single point in time data capture,
- Data may be improved by tracking data longitudinally as opposed to a single point in data capture

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

- noticed a slight decline in graduation rate
- suspensions have been down, but SPED seems higher
- truancy and absences for SPED seem higher than total population

2 ELAC:

- EL graduation rate has declined which is reflective of whole school.
- EL TSA monitors EL D's and F's and reach out to students for tutorial as well as monitor for apathetic behavior which may warrant follow-up with RP team.
- Teaching Fellows (?) will follow up with phone calls home to EL students' parents regarding D's and F's
- Award students who have been RFEP'd with a pin to wear on their stole at graduation as a symbol of accomplishment.
- Broaden application process for paid mentor program. Include interviews and resume practice for application process.

3 Staff:

- African American students chronic absenteeism and truancy is significantly higher than other ethnic groups
- ACTION ITEM: Summer Bridge Pilot for students who are transitioning from the ELD classroom to Eng.1 – will provide an overview of the curriculum to be used especially focusing on academic vocabulary, writing structures and where to find resources. NECESSITY: Many teachers have expressed concern for EL students making this transition. They state that it takes the EL students longer to process the unit structure of the new curriculum.

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Spanish HSL is vital to our community. She translates and prepares content for coffee hours which inform parents about a variety of information. Including our restorative practices and the importance of attendance.

Action 1

Title: Chronic Absenteeism

Action Details:

Detail the action: Currently 18% of our students are considered chronically absent. By June 2019, the percent of students who are considered chronically absent will decrease by 2%. Currently 23% of our SPED students are chronically

absent.

Sunnyside High School will continue to focus on how to strategically address absenteeism. During the 2018-2019 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. Our advocates will focus on our SPED population and work with SPED teachers to help improve student attendance.

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

Explain the Progress Monitoring and data used for this Action

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

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

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

Teaching Fellows as 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 and support Advocates with strategically identifying supports for students.
- will facilitate restorative circles and other provide other services with students when needed.

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 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

Specify enhanced services for EL 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

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

Describe Professional Learning related to this action:

- 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
- 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.

Action 2

Title: Relationship Centered Support - SEL

Action Details:

Detail the action: Currently the rate of suspension per 100 students is 13%. By June of 2019, the rate of suspension per 100 students will be 11%. Also, by June 2019, the percent of students who feel included per our school climate survey results, will increase by 7%

Sunnyside 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 C/C Team. Tier 2 and Tier 3 supports will receive targeted interventions with the emphasis on mediating behavior and rebuilding of the learning process. Teachers will engage PL, levels of behaviors, referral process to best support social-emotional competencies in the classrooms and PLCs. An additional classified position will be added to assist in supporting our African American and LGBTQIA+ students.

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

Explain the Progress Monitoring and data used for this Action

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

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

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 SEL 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 schoolwide policies (behavior, dress code, etc) as developed by the Sunnyside Climate and Culture team.
- will document supports to students on ATLAS.

Social Worker, Psychologist, Therapists, Nurse, Counselors:

- will be present in August 2018 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 schoolwide policies and protocols regarding dress code, tardies, electronics, referral process, etc.
- will present in August 2018 Buyback and throughout the year at staff meetings regarding school wide policies.

Owner(s):

- Teachers
- Restorative Practice Counselor and Teacher,
- VPs,
- Social Worker
- Psychologist
- Therapists
- Nurse
- Counselors
- Climate and Culture Team

Timeline:

Data will be montiored at least once a month to identify areas of growth re: PLs, coaching, consulting for staff

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

- Utilize Base Education Curriculum to use for homeroom activity

Specify enhanced services for EL 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

- Playbook education lessons (from Panorama Education website)
- additional staff position will be created to focus on LGBTQIA+ and AA students to oversee SEL activities, data collection and track targets for students (AA and LGBTAQIA+)
- 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 (targeted student audience).
- Field trips will be available for targeted students providing enrichment opportunities.

Coffee Hour meetings on Wednesdays.

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

- Based on data, SEL learning will be offered to parents to create parent/community involvement
- Targeted focused groups on SEL for parents
- Parent will receive information on social-emotional and positive behavior supports via Coffee Hour on Wednesdays, ELAC, parent
- 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

Describe Professional Learning related to this action:

- Professional learning for Atlas Documentation for all staff
- Learning by Doing + SEL embedded components
- Teachers, VP's, counselors and staff will engage in on-going Restorative Practice trainings.
- Sunnyside Climate and culture team will engage in on-going training.
- Climate and culture team will collaborate with the Social Emotional Support Team to enhance and streamline services that support student learning

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0421 Sunnyside High School

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	47,000.00
G4A2	Title 1 Basic	Attendance & Social Work Servic	Local Mileag				600.00
G4A2	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	Assist RP Counselor, RP Teacher and Social Worker to support SEL needs	52,815.00

$100,415.00

2018-2019 Budget for SPSA/School Site Council

State/Federal Dept 0421 Sunnyside High School

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Cert Teacher - tutorial	11,971.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			additional graphing calculators and projectors	5,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	1.0000	RSP support Teacher	120,368.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Educational Elements : Educational Elements to support PLI	2,000.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			curriculum supplemental TurnItIn.com subscription	12,929.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			: curriculum supplemental (No incentives or food)	24,944.00
G1A2	Sup & Conc	Instruction	Ins Aide-Sup				9,780.00
G1A2	Sup & Conc	Instruction	Mat & Supp				76,292.00
G1A2	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst II	1.0000	assistance with all computer carts and technology	64,009.00
G1A3	Sup & Conc	Instruction	Teacher-Subs				25,770.00
G1A3	Sup & Conc	Instruction	Travel			Solution Tree Conference - PLC training	60,000.00
G1A3	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Reg	Assistant, School Program	1.0000	Assistance with teacher institute days, travel arrangements, sub days, purchase / order requests, parent newsletter etc...	63,546.00
G1A4	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Senior High	0.4000	additional sections for A-G completion	38,893.00
G1A4	Title 1 Basic	Instruction	Oth Cls-Supp			AVID tutors	42,793.00
G1A4	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000		69,718.00
G1A4	Sup & Conc	Instruction	Teacher-Supp				59,855.00
G1A4	Sup & Conc	Instruction	Nc-Equipment				32,376.00
G1A4	Sup & Conc	Parent Participation	Mat & Supp			Newsletter for parents, parent meetings	25,000.00
G1A4	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	1.0000	Support our academic counselors.	64,338.00
G1A4	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext				4,166.00
G1A5	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.1250	6 hour position Bilingual support for EL students. This position was filled in Feb 2018. (Guillermina Torres Ruiz 1070727)	7,624.00
G1A5	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000	EL support teacher to help students and teachers in assisting students to redesignate	125,766.00
G1A5	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.6250	6 hour position Bilingual support for EL students. This position was filled in Feb 2018. (Guillermina Torres Ruiz 1070727)	38,113.00
G1A5	LCFF: EL	Parent Participation	Mat & Supp			: Parent Coffee Hour	1,475.00
G1A6	Title 1 Basic	Instruction	Travel				25,000.00
G1A6	Title 1 Basic	Instruction	Direct Trans			Transportation, field trips, college readiness	2,000.00
G1A6	Sup & Conc	Parent Participation	Direct-Food				230.00
G2A1		Instruction	Direct Trans				

G2A1	Sup & Conc	Instruction	Direct Trans			Student Filed Trips for art and/or college visits	3,000.00
G2A1	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Over				5,210.00
G2A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ovr				5,210.00
G4A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	47,000.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Local Mileag				600.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	Assist RP Counselor, RP Teacher and Social Worker to support SEL needs	52,815.00
							$1,127,791.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$233,848.00
Sup & Conc	7090	$728,589.00
LCFF: EL	7091	$165,354.00
Grand Total		**$1,127,791.00**

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	$1,013,956.00
G2 - All students will engage in arts, activities, and athletics	$13,420.00
G4 - All students will stay in school on target to graduate	$100,415.00
Grand Total	**$1,127,791.00**