

Sunnyside High

10621661030675

Principal's Name: Tim Liles

Principal's Signature:

A handwritten signature in black ink, appearing to be 'T. Liles', written in a cursive style.

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
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

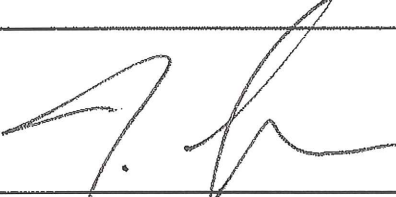

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

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 -Malak Sarama					X
3. Josie Aguilar				X	
4. Lily Lopez				X	
5. Cristina Lucatero				X	
6. Jose Aguilar					X
7. Nancy Hurtado		X			
8. Adalia Alvarez		X			
9. Jennifer Hoffman		X			
10. Michele Anderson			X		
11.					
12.					
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		3.19.19
SSC Chairperson	Malak Sarama		3/19/19

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Sunnyside - 0421

ON-SITE ALLOCATION

3010	Title I	\$262,246 *
7090	LCFF Supplemental & Concentration	\$709,247
7091	LCFF for English Learners	\$157,353
TOTAL 2019/20 ON-SITE ALLOCATION		\$1,128,846

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$62,971
Remaining Title I funds are at the discretion of the School Site Council	\$199,275
Total Title I Allocation	\$262,246

Assurances for Targeted Support Improvement (TSI)

- ❖ Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
 - School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.

- ❖ Additional resources (human capital) available in a “menu of options” for the site team to access to support areas of focus.

- ❖ Professional learning for site leaders and teachers focused on TSI identified student group.

- ❖ Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

Sunnyside High 2019-2020 - School Plan for Student Achievement (SPSA)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
Enrollment in AP/IB	24.928 %	20.879 %	2017-2018	27.879 %
EL Reclassification Rate (All grade levels)	17.096 %	3.548 %	2017-2018	10.548 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	59.92 %	43.103 %	2017-2018	50.103 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	19.409 %	11.744 %	2017-2018	18.744 %
One D or F on Any Report Card (grades 2-12)	67.957 %	73.939 %	2017-2018	66.939 %
SBAC ELA Distance from Level 3 (Students w/Disabilities)		-168.5 pts	2017-2018	-153.5 pts
SBAC Math Distance from Level 3 (Students w/Disabilities)		-239.9 pts	2017-2018	-224.9 pts

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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

As of 2017-2018 data from Power BI

- 43% of our students met or exceeded standards on ELA CAASPP, a 10% drop from the previous year
- 33% of our African-American students met or exceeded standards on ELA CAASPP, an 8% growth from the previous year.

Key Factors:

- Testing atmosphere and time allotted for test- students were able to continue working on test after block period but had move to a new location
- AC work around selecting essential standards, creating CFA's, analyzing data to improve instruction and build RTI within various AC teams

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

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

Our lowest performing subgroups in this area:

As of 2017-2018 data from Power BI

- 2% of our students with disabilities (SWD) met or exceeded standards on ELA CAASPP,
- 33% of our African-American students met or exceeded standards on ELA CAASPP, an 8% growth from the previous year but still one of our lowest performing groups

Key Factors

- Lack of access to data in a timely fashion - 8th grade SBAC scores and/or 8th, 9th, and 10th PSAT

- 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 ELA Distance from Level 3 (Students w/Disabilities)

As of 2017-2018 data from Power BI

- 2% of our students with disabilities (SWD) met or exceeded standards on ELA CAASPP and as a group are -168.5 points from being level 3 as indicated by the Ca Dashboard

Key Factors

- Co-Teachers from the Special Ed department not being included in content area trainings, including literacy skill development
- Lack of tutorial attendance
- Lack of proper scaffolding and instructional strategies implemented strictly to support SWD
- Lack of monitoring academic progress of SWD

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

As of 2017-18

- 7% of our 11th grade students met or exceeded standards on the Math CAASPP

Key Factors:

- Testing atmosphere and time allotted for test- students were able to continue working on test after block period but had move to a new location
- AC work around selecting essential standards, creating CFAs, 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 but not regularly attended
- use of Big Ideas, Khan Academy and various online resources
- lack of conceptual understanding
- lack of training in variety instructional strategies

SBAC Math Distance from Level 3 (Students w/Disabilities)

As of 2017-2018 data from Power BI

- 6% of our students with disabilities (SWD) met or exceeded standards on MATH CAASPP and as a group are -239.9 points from being level 3 as indicated by the Ca Dashboard

Key Factors

- Co-Teachers from the Special Ed department not being included in content area trainings, including

- 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
- Co-Teachers from the Special Ed department not being included in content area trainings, including literacy skill development
- Offsite coaches pushing athletes to attend tutorials

SBAC ELA Distance from Level 3 (Students w/Disabilities)

As of 2017-2018 data from Power BI

- 2% of our students with disabilities (SWD) met or exceeded standards on ELA CAASPP and as a group are -168.5 points from being level 3 as indicated by the Ca Dashboard

Key Factors

- Co-Teachers from the Special Ed department not being included in content area trainings, including literacy skill development
- Lack of tutorial attendance
- Lack of proper scaffolding and instructional strategies implemented strictly to support SWD
- Lack of monitoring academic progress of SWD

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

As of 2017-18

Our lowest performing subgroups in this area:

- 9% of our Hispanic students met or exceeded standards
- 6% of our SWD 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
- Co-Teachers from the Special Ed department not being included in content area trainings, including literacy skill development
- Offsite coaches pushing athletes to attend tutorials

SBAC Math Distance from Level 3 (Students w/Disabilities)

As of 2017-2018 data from Power BI

- 6% of our students with disabilities (SWD) met or exceeded standards on MATH CAASPP and as a group are -239.9 points from being level 3 as indicated by the Ca Dashboard

Key Factors

- Co-Teachers from the Special Ed department not being included in content area trainings, including

literacy skill development

- Lack of tutorial attendance
- Lack of proper scaffolding and instructional strategies implemented strictly to support SWD
- Lack of monitoring academic progress of SWD

Enrollment in AP/IB

As of 2018-2019:

- 31% of our students are enrolled in at least one AP course, and increase of 7% from the previous year
- 18% of our African American students are enrolled in at least one AP course, a 5% increase

Key Factors:

- Increase in AP course offerings
- APIC having one on one chats with students
- APIC and counselors working insufficient support systems
- students lack sufficient literacy skills

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

As of 2018-19

- Last year 74% of our students had at least one D or F
- 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 2018-2019, per Power BI

- Last year 3.5% of our English Learner students were re-designated
- This year we currently have 6% re-designated and have yet to complete all of the testing at the time of this report
- Currently our 9th grade students have an 8.6% re-designation rate

Key factors:

- Changes in testing ELPAC more rigorous
- insufficient use of EL support teacher to provide support for teachers. RTI has not been established

literacy skill development

- Lack of tutorial attendance
- Lack of proper scaffolding and instructional strategies implemented strictly to support SWD
- Lack of monitoring academic progress of SWD

Enrollment in AP/IB

Our lowest performing subgroups in this area:

As of 2018-2019:

- 18% of our African American students are enrolled in at least one AP course, a 5% increase, but still one of our lowest subgroups.
- 4% of our SWD students are enrolled in at least one AP course, a slight increase from last year, but still one of our lowest subgroups.

Key Factors:

- insufficient support systems
- students lack sufficient literacy skills

identifying abilities within our SWD subgroup

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

Our lowest performing subgroups in this area:

As of 2018-19

75% of African American students have at least one D/F

64% of SWD population have at least one D/F

96% of our Foster Youth 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 SWD students

EL Reclassification Rate (All grade levels)

Our lowest performing subgroups in this area:

As of 2018-2019

- in every core content grade level attendance
- some AC teams have not aligned their grading system
- school wide literacy focus and training for all staff to build literacy skills in all core content areas

- Our 10th grade students have the lowest redesignation rate at 2%
- SWD students have a 2% 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

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

We purchased textbooks and materials for our additional AP courses which was not intended. However, it has helped to increase our numbers in AP. We had intended to utilize our RSP support teacher differently this past year. We will continue to fund that position and change the focus of the work to impact the academic success of our SWD. We also spent more money on travel for professional development than we had intended. We will increase that budget for next year. We over-budgeted for the subs that would be needed for planning and travel.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

We continue to stay focus on the action items and goals from our previous year. Throughout the various action items you will notice the SWD support teacher imbedded to support the various goals. We will also utilize online resources and tools, such as but not limited to Connected Classroom, Thrively, iReady will be used to support SEL skill development, enhance classroom engagement and improve academic success. Add to our travel budget for professional development and deduct from our sub budget.

CF Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).

- School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
- School site team (counselor, VP, and teachers) will work with CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress for our 9th grade students and SWD
- Our Sunnyside team (VP, SWD Support Teacher, EL Support Teacher, African America Support teacher) will monitor and support their sub-groups based upon findings through improvement science
- Additional resources (human capital) available in a "menu of options" for the site team to access to support areas of focus.
- Professional learning for site leaders and teachers focused on TSI identified student group.
- Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

2 ELAC:

3 Staff:

- 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

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

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

SWD support

Action 1

Title: Proficiency in Mathematics

Action Details:

Detail the action: Currently, 11.7% of our juniors met or exceeded standards on the mathematics portion of the SBAC in June of 2018. By June 2020, 19% of the juniors will meet or exceed standards on the mathematics portion of the SBAC. Currently, our students with disabilities (SWD) are -239.9 points from level 3 on the mathematics portion of the SBAC. By June of 2020, our SWD will be -224.9 points from level 3.

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 by Plus teachers in math classes and provided tutorials by math teachers throughout the year. During the 2019-20 school year, a computer lab assistant will address technology needs of students and teachers throughout the year as many math classes utilize the online component of Big Ideas, Desmos, and Khan Academy. Our SWD support teacher will monitor and support classroom instruction by providing strategies and resources.

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 all math Interim Assessments and PSAT scores for 9th, 10th and 11th grade students. AC teams will set goals around assessment results and assist students in doing the same.
- 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 growth as well as encourage students to self-monitor their progress.

SWD Support Teacher

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

CF Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).

- School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
- School site team (counselor, VP, and teachers) will work with CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress for our 9th grade students and SWD
- Our Sunnyside team (VP, SWD Support Teacher, EL Support Teacher, African America Support teacher) will monitor and support their sub-groups based upon findings through improvement science
- Additional resources (human capital) available in a “menu of options” for the site team to access to support areas of focus.
- Professional learning for site leaders and teachers focused on TSI identified student group.
- Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

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 through good first instruction and repair in real time with the PLUS Teacher through in-class co-teaching or small group instruction support.
- Students will have access to online materials through a tablet in each of the Algebra 1, Geometry and Algebra 2 classes
- Graphing Calculators and scientific calculators will be available for check out in the library to support learning in all math classes including Algebra 2, Accelerated Alg2, Trig, AP Stats and AP Calc.

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
- BIA will support math classes identified as SDAIE.

Owner(s):

Math Teachers
Math Lead Teachers
Plus Teachers
Math VP
SWD Support Teacher

CF Pivot Team
Sunnyside Focus Area Team

Timeline:

Ongoing, weekly, quarterly
Interim assessments monitored twice a year
Common Formative and summative assessments will be ongoing throughout the year.

Specify enhanced services for low-performing student groups:

- Teachers and Plus teachers will support low performing students by calling parents and provided tutorial information to parents and students.
- Plus teachers will support low performing students by providing small group instruction students and supporting grade level teams with various needs.
- SWD Support teacher will monitor academic progress of SWD and provide instructional strategies to support instruction in core content areas
- SWD Co-Teachers will attend core math content AC meetings to gain further understanding of math concepts and align rigor. Co-teachers will also be given opportunities for PL around content area concepts

- CF Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC)
- School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
- School site team (counselor, VP, and teachers) will work with and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress for our 9th grade students and SWD
- Our Sunnyside PIVOT team (VP, EL Support Teacher, SWD Support Teacher, African America Support teacher) will monitor and support their sub-groups based upon findings through improvement science
- Additional resources (human capital) available in a “menu of options” for the site team to access to support areas of focus.
- Professional learning for site leaders and teachers focused on TSI identified student group.
- Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

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 bot skill/procedures and conceptual understanding

Action 2

Title: Proficiency in Literacy

Action Details:

Detail the action: Currently, our SBAC scores indicate 43% of our juniors met or exceed standards on the ELA portion of the SBAC in June of 2018. By June 2020, 50% of our juniors will meet or exceed standards on the ELA portion of the SBAC. Currently, our students with disabilities (SWD) are -168.5 points from level 3 on the ELA portion of the SBAC. By June of 2020, our SWD will be -153.5 points from level 3.

Sunnyside High School are in the initial stages of a comprehensive school-wide literacy, Regional Integrated Literacy Program (RILT), across all subject areas that will work to support grade level literacy and ELD standards. Achievement will be measured on the ELA SBAC and English EAP. This program will include support to all students by promoting differentiated instruction to ensure that students scoring below California state literacy standards will meet or exceed grade level standards. Support will also be provided for enrichment to students that currently meet or exceed standards through grade level AC teams. Instruction will be provided using school-wide AVID strategies and the RILT will work to decrease the percentage of students needing remedial English coursework at the freshman college level. During the 2019-2020 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 SBAC 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:

Owner(s):

Core Content Teachers

Timeline:

Ongoing, weekly, quarterly

- monitor results and identify needs on the Interim Assessments, PSAT, ELA SBAC, and AP results
- 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 within Accountable Communities 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 SBAC

Instructional Coach will:

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

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 SBAC

SWD Support Teacher

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

CF Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).

- School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
- School site team (counselor, VP, and teachers) will work with CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress for our 9th grade students and SWD
- Our Sunnyside team (VP, SWD Support Teacher, EL Support Teacher, African America Support teacher) will monitor and support their sub-groups based upon findings through improvement science
- Additional resources (human capital) available in a "menu of options" for the site team to access to support

Lead Teachers

Plus Teachers

ELA VP

SWD Support Teacher

CF Pivot Team

Sunnyside Focus Area Team

Interim assessments monitored twice a year

Common Formative and summative assessments will be ongoing throughout the year.

areas of focus.

- Professional learning for site leaders and teachers focused on TSI identified student group.
- Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

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 their literacy skills and awareness of the ELA SBAC and Interim significance/structure.
- EL Support teacher will monitor EL students for D's and F's and assist in identifying the learning barrier. EL Support teacher will provide teacher support in scaffolding lessons aligned with ELD CCSS. Tutorial labs are available for all students.
- expand Pre-AP mentoring to include EL/RFEP students

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

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

Specify enhanced services for low-performing student groups:

- Students have access to a tablet to check out and take home to help with school work through Springboard, Khan Academy, Google Classroom
- Teachers and Plus teachers will support low performing students by calling parents and provided tutorial information to parents and students.
- Plus teachers will support low performing students by providing small group instruction students and supporting grade level teams with various needs.
- SWD Support teacher will monitor academic progress of SWD and provide instructional strategies to support instruction in core content areas
- SWD Co-Teachers will attend core content AC meetings to gain further understanding of literacy skills and align rigor. Co-teachers will also be given opportunities for PL around literacy standards

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 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.
- CF Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).
- School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
- School site team (counselor, VP, and teachers) will work with CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress for our 9th grade students and SWD
- Our Sunnyside Team (VP, SWD Support Teacher, EL Support Teacher, African America Support teacher) will monitor and support their sub-groups based upon findings through improvement science
- Additional resources (human capital) available in a "menu of options" for the site team to access to support areas of focus.

- Professional learning for site leaders and teachers focused on TSI identified student group.
- Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

Action 3

Title: AC Teams

[Action Details:](#)

Detail the action:

By June of 2020, 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. Teams will identify and analyze the progress of their work in the PLC process through various rubrics within Learning By Doing by Rick DuFour, et al.

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

AC's 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
- Discuss re-teaching and extension strategies to increase student achievement
- Rate team on each indicator on the PLC at Work Continuum: Learning as our fundamental purpose, as detailed in Learning by Doing (3rd Edition) by Rick DuFour, et al.
- Complete "Must Haves" created by Instructional Leadership Team
 - Identify standard-based "must knows"
 - Create a penciled Calendar
 - Establish Learning targets
 - Create SMART Goals for CFAs
 - Create and use a data protocol
- Participate in peer observations

Lead Teachers:

- Attend Instructional Lead Teacher Site and Regional Meetings and Trainings
- Facilitate 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 will assist with travel arrangements, conferences, sub day requests, assists with orders/purchases, vendor apps assist with RQS, SRQs and POs

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

Owner(s):

- Principal
- VPs
- Lead Teachers
- All Teachers

Timeline:

- Weekly
- Monthly
- Quarterly

Specify enhanced services for low-performing student groups:

- 9th Grade CTE teachers will form an AC and integrate AVID strategies such as time management, note taking, and/or organization
- CTE AC will develop literacy based CFAs

provide PD to AC groups focused on integrated/designated ELD strategies

- Academic Counselors, Social Workers, 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):

- Atlas parent portal and EduText will inform parents of their child's progress and thus needs for tutorial
- Coffee Hour - information regarding career readiness for workplace success
- Grade-level parent meetings in AMD, DA, VPA and pathways
- Newsletter

Describe Professional Learning related to this action:

- 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 & data assessment
- PL in instructional strategies by content area ACs to build ELD standards into lessons and create appropriate scaffolds within each lesson
- Sub release days for teachers will be provided for planning and conferences

Action 4

Title: Comprehensive Academic Support

Action Details:

Detail in the action:

Currently, as of March 2019, per Power BI 65% of students have at least one D or F on their report card. By June of 2020, our goal is to have 60% of students have only one D or F on their report card. As of March 2019 75% of African American students have one D or F and 96% of our foster youth have one D or F. We will work to improve this by 5% in both subgroups.

Sunnyside High School will provide a comprehensive academic support program for students of all grade levels. 65f 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. Teams in 9th grade English and Algebra 1 will also use deployment as a strategy to support student learning needs based on CFA data. An online assessment tool will be used with 9th grade students to identify strengths and interests increase overall classroom engagement. An additional classified support person will provide SEL support for our African American students. We will also support our AA cohort through the use of additional class with AMD structures imbedded.

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 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 CFAs
- will track student attendance in content area tutorials

Counselors will:

- inform students and parents about tutorials available when speaking to them about academic supports available on campus
- encourage students to utilize our after school program.

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

AP Instructional Coordinator will:

- monitor D/F's in AP class and pull students for individual conferences.
- individually invite D/F students to attend AP Cafe

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
- encourage 9th grade pathway teachers to attend AVID training

Pathway Teachers will

- monitor student's academic progress
- 9th grade CTE teachers will implement AVID like strategies in their courses to support academic success

Resource Counseling Assistant

- assists with monitoring attendance
- monitors student progress and contacts parents
- assists academic counselors

Owner(s):

VPs

Teachers

Counselors

AVID teachers and coordinator

Pathway coordinator

Sunnyside Focus Support Team

Timeline:

Ongoing

quarterly

AMD weekly grade checks

- 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

CF Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).

- School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
- School site team (counselor, VP, and teachers) will work with CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress for our 9th grade students and SWD
- Our Sunnyside team (VP, SWD Support Teacher, EL Support Teacher, African America Support teacher) will monitor and support their sub-groups based upon findings through improvement science
- Additional resources (human capital) available in a “menu of options” for the site team to access to support areas of focus.
- Professional learning for site leaders and teachers focused on TSI identified student group.
- Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.
-

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)
- Online resources and tools, such as but not limited to Connected Classroom, Thrively, iReady will be used to support SEL skill development, enhance classroom engagement and improve academic success.
- Technology

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

Specify enhanced services for low-performing student groups:

- Academic Counselors, SAP Counselor, School Psychologist, and our Re-Engagement Center will provide support for our economically disadvantaged and foster students
- The African American cohort of students as identified by FUSD will have additional course with tutors & AVID strategies imbedded
- All African American students will be monitored by our African American Support teacher
- Utilize our Project Access SSW to support and assist foster students
- CF Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC)
- School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
- School site team (counselor, VP, and teachers) will work with CF Pivot Team to learn together using an

- inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress for our 9th grade students and SWD
- Our Sunnyside Team (VP, SWD Support Teacher, EL Support Teacher, African America Support teacher) will monitor and support their sub-groups based upon findings through improvement science
 - Additional resources (human capital) available in a “menu of options” for the site team to access to support areas of focus.
 - Professional learning for site leaders and teachers focused on TSI identified student group.
 - Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

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

- Atlas parent portal, EduText will inform parents of their child's progress and thus needs for tutorial
- Coffee Hour - information regarding career readiness for workplace success
- Grade-level parent meetings
- Weekly Principal Parent update
- Newsletter – tutorial schedule sent via parent newsletter and on website

Describe Professional Learning related to this action:

- Staff / AC professional learning regarding PLC's, common grading practices, common assignments, 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 & CAASPP related sites.

Action 5

Title: English Learner Support

Action Details:

By June 2020, the percentage of Long Term English Learners (LTELs) who are reclassified will increase by 8%. Currently, 2% of our EL students who are also designated as SPED have been reclassified. By June 2020, 4% of our SPED EL students will be reclassified.

Sunnyside High will have a targeted focus on supporting English Learners (EL) and increase the Reclassification rate. A strategic EL support system will be put in place during the 2018-2019 school year including, the continuing work of one full-time EL Specialist to support the needs of EL students with focus on our Long-Term English Learners (LTEL's). The EL Support Teacher will provide interventions to LTEL based on the EL Reclassification 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 Reclassification criteria- ELPAC and interim assessment cut points). Student incentives will be provided with the intent of increasing the Reclassification 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 Reclassification. Professional Learning topics will include: ELAELD framework, disciplinary literacy, academic language, EL program (integrated and designated) and using EL data to inform instruction.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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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 Reclassification Goal Setting tool and teacher observations
- provide EL Tutorials and raise awareness on criteria for Reclassification –ELPAC, Interim assessments, PSAT., SAT and SBAC cut points and provide literacy and academic intervention. Focus on targeted group 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 Reclassification
- facilitate professional learning for teachers and staff on ELA/ELD framework, disciplinary literacy, academic language, EL program (integrated and designated) and using EL data to inform instruction
- build a bridge program with middle school feeders to best support incoming 9th grade EL students
- push-ins 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 school 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
- D/F rate
- 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

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 Reclassification criteria/dates.

All EL students will be involved in ELPAC chats prior to administration of test.

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

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

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, Reclassification criteria and dates, and notification of ELPAC, ELA CAASPP and Interim Assessment administrations

Owner(s):

EL VP

EL Support Teacher

Timeline:

ongoing

Quarterly

Specify enhanced services for low-performing student groups:

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

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

Describe Professional Learning related to this action:

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

Action 6

Title: College Readiness

Action Details:

Detail the action: Per Power BI data, our current AP enrollment is 31% of our student body is enrolled in at least one AP course. By June 2020, the percentage of students enrolled in an AP course will be 38%. Currently, 18.8% of our African American students are enrolled in one AP course. By August 2019, our enrollment of African American students in one AP course will increase by 5%

Currently our senior A-G completion rate is 64%, by June 2020 the senior A-G rate will increase by 5% .

By March 2020, our junior class will score, on average, 50 points better on each portion of the SAT from their PSAT score in October of the same school year

Sunnyside High School will increase the number of students who demonstrate college and career readiness and ensure that all students graduate with a viable post-secondary plan. We will provide remediation and support to meet A-G eligibility for students with one or more D or F by providing credit recovery opportunities and tutorials. Counselors, the AP Instructional Coordinator, the AMD Coordinator, and teachers will continue to support and guide students during the course selection and college admission process via individual conferencing and class presentations. We will increase AP enrollment and increase retention in AP courses. We will strengthen support systems to prepare students for multiple assessments, including but not limited to AP, PSAT, SAT & CAASPP.

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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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. in classroom presentations to link SAT and Khan, and to start college applications and FAFSAs.
- counselors will continue to strategically guide students through pre-registration, college application process, financial aid, scholarship opportunities, and post-secondary plans

Teachers:

- ACs will work together to support and prepare college and career ready graduates by implementing instructional strategies that address our school wide Learner Outcomes.
- Teachers will hold academic planning conversations and binder checks will occur in Homeroom to promote the college and career readiness culture.

AMD Coordinator will:

- coordinate UC personal insight questions completion for all AMD juniors
- collaborate with CTE Coordinator/Elective teachers as well as Men's & Women's Alliance instructors to support the implementation of college academic habits and provide AMD strategies to support rigorous coursework in the elective classes.
- facilitate training in AMD strategies for staff in all content areas.
- present to incoming 8th-grade students to increase enrollment in AMD.

Owner(s):

VPs

Counselors

AMD Coordinator

AP Instructional Coordinator

Teachers

SAT Prep Teachers

Students

Timeline:

On-going

Weekly

Quarterly

Weekly grade checks in AMD

Bi-monthly binder and agenda checks in Homeroom

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 pre-AP and AP students through the AP mentoring program.
- support high achieving students with Questbridge applications (junior year College Prep program, senior year National College Match program) and the Common Application for private school admissions.
- identify and recruit grade students who exceeded CCR standards on the PSAT, but have not enrolled in an AP class, to increase AP enrollment numbers.
- present to incoming 8th-grade students to increase enrollment in AP Human Geography.

Schoolwide Opportunities

- increase or sustain the number of A-G courses offered through master
- schedule SAT Prep sessions

VP/Counselor:

- will coordinate SAT Prep Schedule utilizing Khan Academy.
- ensure computers and technology needs are addressed.
- attend Khan Academy and College Board training.

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 AMD strategies. Binder checks and student self-recorded A-G completion chart 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
- Edgenuity-credit/course recovery and support

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.

Specify enhanced services for low-performing student groups:

- Identify subgroups within SPED for targeted intervention and enrichment (i.e. AP mentoring program, AMD, tutorial support.)

- 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.)

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

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

- Expand Pre-AP mentoring to include EL/RFEP students

Describe Professional Learning related to this action:

- Staff Professional Learning regarding A-G requirements, college application process, School-wide Learning Outcomes
- Send 10-15 teachers to AMD Summer Institute and training on Cornell Note taking, binder checks, Socratic seminars, and other resources to increase the number of teachers trained in AMD strategies.
- SAT Prep Teacher Professional Development on SAT structure, Khan Academy and College Board websites. Via these training teachers will gain valuable information on how to best support students.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0421 Sunnyside High School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	1.0000	SWD support teacher	119,947.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	5,000.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			online subscriptions turnitin.com	16,455.00
G1A2	Sup & Conc	Instruction	Ins Aide-Sup			classified support	18,731.00
G1A2	Sup & Conc	Instruction	Mat & Supp				25,743.00
G1A2	Sup & Conc	Instruction	Mat & Supp			curriculum supplemental	26,393.00
G1A2	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst II	1.0000	assistance with all computer carts and technology	65,776.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			subs for teacher planning days and conference	12,999.00
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	65,657.00
G1A4	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Senior High	0.4000	Additional position for Sunnyside based on Staffing Parameter	36,922.00
G1A4	Title 1 Basic	Instruction	Teacher-Supp			Cert Teachers Tutorial & AVID after school meetings	18,081.00
G1A4	Title 1 Basic	Instruction	Oth Cls-Supp			AVID Tutors	56,189.00
G1A4	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000		71,990.00
G1A4	Sup & Conc	Instruction	Teacher-Supp			tutorials	66,293.00
G1A4	Sup & Conc	Instruction	Nc-Equipment				30,000.00
G1A4	Sup & Conc	Instruction	Travel			Teacher PLC training & conferences	70,000.00
G1A4	Sup & Conc	Parent Participation	Mat & Supp				25,000.00
G1A4	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	1.0000		66,391.00
G1A4	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext				4,687.00
G1A5	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.2500		14,260.00
G1A5	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000		127,337.00
G1A5	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.5000		28,524.00
G1A5	LCFF: EL	Parent Participation	Mat & Supp			Parent coffee hour	1,492.00
G1A6	Title 1 Basic	Instruction	Travel			Teacher PL, conferences	25,000.00
G1A6	Sup & Conc	Instruction	Bks & Ref			: Edgenuity	7,000.00
G1A6	Sup & Conc	Instruction	Direct Trans			Student study trips	2,000.00

\$1,007,867.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	92.331 %	56.594 %	2017-2018	63.594 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

As of 2018-2019 per Power BI

- 56% of our students were engaged in arts, activities and athletics as of last year. Currently we are at about the same percentage as of March 2019, so we anticipate finishing with a higher percentage.
- Foster Youth engagement is up 26% from the previous year
- 11/12th grade engagement is up by about 2%

Key Factors

- Teachers & CCD have done a better job of entering engagements, including 1-time events and club meetings.
- Project Access involvement and voucher system
- Use of social media
- Addition of AP Art and AP Music theory
- Increase in students in orchestra, band

added jazz band

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

Goal 2 Participation Rate

Our lowest performing subgroups in this area as of 2018-2019 per Power BI:

- 44% of our SWD population are engaged in Goal 2
- 53% of Hispanic students are engaged in Goal 2
- 32% of EL students are engaged in Goal 2

Key Factors:

- lack of documentation of engagements in atlas
- not using the engagement information in atlas summary to have meaningful conversations or encourage student participation
- We still feel this engagement number is low. Wondering if this is 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. For example, Art Hop is not listed as an engagement. Also, jazz band is listed but the roster has not been uploaded

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There were not any major differences between the intended and actual implementation to meet the goal. We miscalculated the numbers from last year and recognize that we do currently have an increase in participation through February of 2019. We anticipate we will finish 2019, with a higher engagement number than last year. And will continue to work on encouraging students to get involved. Homeroom will be a place where more information will be advertised about opportunities to be engaged in arts, athletics and activities

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

We continue to stay focus on the action items and goals from our previous year. Throughout the various action items you will notice the SWD support teacher imbedded to support the various goals. We will also utilize online resources and tools, such as but not limited to Connected Classroom, Thrively, iReady will be used to support SEL skill development, enhance classroom engagement and improve academic success. Professional learning around connection and engagement will be added as part of our travel budget in 7090.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

- are all activities included in participation rate; dances, attendance to games, art classes, folkloric, etc?
- how do we improve in marketing activities and events to parents?
- what supports are there for 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 folkloric classes included in engagement number?
- Should we survey students on their interests?
- 9th & 10th grade have lowest participation rate

Action 1

Title: Student Engagement

Action Details:

Detail the action: Currently 56.6% of our students participate in arts, activities or athletics. By June of 2020, 63.5% 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 including data entry of engagements, for both ongoing and one-time events, as well as learning around encouraging students to become involved.

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, social media and newsletter
- enter and monitor Goal 2/Student Involvement Data regularly
- connect non-engaged students to areas of interest
- CCD & AD meet weekly with VP to review events and coordinate for the week
- work with teams/clubs to plan, promote and support events with our 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 along with House of Reps Commissioner will conduct House of Reps meetings for homeroom reps to ensure students have a place to voice their opinions / ideas about clubs, events and school culture
- support 9th grade transition

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.
- 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 field trips
- 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
Assitant 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
- the supplemental curriculum will be provided to increase SEL awareness and enhance leadership skills to encourage all students to participate in a variety of activities
- Job shadowing opportunities will be provided throughout the school year. (i.e. Career Day)

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.

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. We will provide family engagement events that involved students and family. (ex family movie night, and Sunnyside Showcase)

Specify enhanced services for low-performing student groups:

- SWD Support teacher will monitor academic progress of SWD and provide instructional strategies to support instruction in core content areas
- Homeroom teachers will encourage and provide information on the wide array of activities available

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 a teacher in a cross-culture setting.
- Teachers and staff will engage in professional learning around Pathway and Linked Learning.
- Technology training will be offered to coaches and club sponsors designed to streamline Goal 2 Student Engagement documentation in ATLAS.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0421 Sunnyside High School (Locked)

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				4,000.00
G2A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Over				7,292.00
G2A1	Sup & Conc	Attendance & Social Work Services	Cl's Sup-Ovr				4,166.00

\$15,458.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
College/Career Readiness		47.395 %	2017-2018	50.395 %
College/Career Readiness (Students w/Disabilities)		3.6 %	2017-2018	13.6 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

College/Career Readiness

Per the California Dashboard:

- As of 2018, 47% of our students were prepared for college or career as measured by the State of California indicators, which was level green.
- However only 3.6% of our students with disabilities were prepared for college or career as measured by the State of California indicators, which was level red.

Key Factors

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

College/Career Readiness (Students w/Disabilities)

Per the California Dashboard:

- As of 2018, only 3.6% of our students with disabilities were prepared for college or career as measured by the State of California indicators, which was level red.

Key Factors

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

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

College/Career Readiness

Per the California Dashboard:

- As of 2018, only 3.6% of our students with disabilities were prepared for college or career as measured by the State of California indicators, which was level red.

Key Factors

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

College/Career Readiness (Students w/Disabilities)

Per the California Dashboard:

- As of 2018, only 3.6% of our students with disabilities were prepared for college or career as measured by the State of California indicators, which was level red.

Key Factors

- insufficient course offerings for upperclassmen
- with a 6 period day, it is difficult to add an additional class for sophomores
- SWD enrollment - Most SWD students who are enrolled in a pathway are in the Agriscience due to co-taught core content classes.
- Can we count the dual enrollment personal management course through FCC for our SWD?

- Can we count the dual enrollment personal management course through FCC for our SWD?

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Our intended and actual implementation didn't differ too much. We recognize that more academic readiness and study skill development could be implemented in our 9th grade CTE courses.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

We will include our 9th grade CTE teachers in AMD training and have them implement AMD strategies into their 9th grade pathway courses for next year. We will increase the amount for AMD tutors to support these classes.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

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

2 ELAC:

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:

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

Action 1

Title: College and Career Readiness

Action Details:

Detail the action: Currently, Sunnyside has a College/Career Readiness indicator at 47%. By June of 2020, we will reach a target of 51% with a 4% increase. Then for Students with Disabilities, we are at 3.6%. By June of 2020, we will reach a target of 13%.

Sunnyside High School recognizes the importance of preparing and supporting students to be A-G college and career ready to provide the widest array of post-secondary options upon graduation. With the California Dashboard College/Career Indicators such as CTE, SBAC, Dual Enrollment, AP, A-G Coursework, and State Seal of Bi-literacy, we will utilize them to set and monitor all the targets. With a combination of various teachers (including SPED) and counselors monitoring the indicators, we intend to increase participation and success of the 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

Pathway Coordinator

- Track enrollment and dropout data
- Pull D/F rates
- Track A-G completion
- Coordinate work-based learning, field trips, internships, guest speakers, project based learning, apprenticeships, and post-secondary options.
- Organize interdisciplinary planning and CTE accountable community
- Coordinate parent nights
- Work with 8th grade feeder school counselors to promote pathways and academies
- Build partnerships with community stakeholders, which include community colleges, universities, and industry partners
- Work with Special Ed teachers and FUSD Equity and Access department to increase Students with Special Needs in CTE courses

CTE Teachers, Linked Learning Teams, and AVID teachers

- Monitor student academic and behavioral progress
- Collaborate and meet with multiple teams, such as content-specific, pathway-specific, and grade level-specific accountable communities
- Incorporate leadership development, career exploration, and college options
- Incorporate AVID strategies in 9th grade CTE pathway courses.

Homeroom Teachers

- Utilize technology applications to help students develop character, leadership, and social emotional learning competencies.
- Implement AVID organization strategies

VP

- Attend CTE and Pathway accountable community meetings
- Have follow-up conversations with students and teachers regarding grade and attendance trends

Counselors

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

Job Developer

- track field trip and work based learning experiences for all students in ATLAS
- Promote internships, job shadow, scholarships, and employment opportunities to all students.
- Identify more community business partners for employment and internships.

Prepare students for job interviews, portfolio review, resume and cover letter writing.

Owner(s):

Pathway coordinator
Pathway & CTE Teachers
VPs
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 specific tutorials, AMD, and CTE tutors
- Communication of various college and career readiness opportunities via broadcast, website, newsletter, and social media
- Every student is provided with a school agenda
- Surveys will be used to identify specific career interests within the pathway industries
- Technology applications for leadership, college, and career readiness

Specify enhanced services for EL students:

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

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
- Grade-level parent meetings in AMD, DA, VPA and pathways
- Newsletter
- Community events for informational nights and student showcases

Specify enhanced services for low-performing student groups:

- Coordinators, teachers, and counselors collaborate with Special Education teachers and students in incorporating them into all college and career readiness opportunities, particularly with CTE and AVID courses.
- Job Developer will also ensure that she will communicate field trip and work based learning opportunities to them.
- CTE teachers trained in AVID strategies
- Equity & Access PIVOT team will work with CTE coordinator and head counselor to identify why SWD are not in more pathway courses.

Describe Professional Learning related to this action:

- Staff /AC Professional Learning regarding accountable communities, common grading practices, common assignments/assessments, proficiency based learning
- AVID training for teachers and tutors, including CTE teachers
- SEL competency training for teachers/staff
- Coordinators, job developer, and teachers will learn more about current CTE industries.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0421 Sunnyside High School (Locked)

G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Parent Participation	Direct-Food				230.00

\$230.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	15.834 %	16.174 %	2017-2018	14.174 %
Suspensions Per 100	11.237 %	9.198 %	2017-2018	8.198 %
Student Survey - Included	64.379 %	49.879 %	2017-2018	56.879 %
Graduation Rate		93.109 %	2017-2018	94.109 %
Graduation Rate (Students w/Disabilities)		65.5 %	2017-2018	80.5 %
Suspension Rate (Students w/Disabilities)		11.9 %	2017-2018	8.9 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

As of 2018-2019, per Power BI:

- 14% of our students are chronically absent
- 20% of SWD are chronically absent, a 5% decrease from the previous year

Key Factors

- use of our Advocates through Teaching Fellows has been helpful but likely need more of a protocol to do checkins and follow ups. Also need to streamline communication and information between attendance clerks, counselors and home school liaison.
- other than advocates, we don't have much support in place. Need to identify resources through SSW and/or project access
- our SPED Decrease may also be due to our Advocates connection

Graduation Rate

As of 2018-2019, per Power BI:

- 93% of our students graduated as of 2018

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

Chronic Absenteeism

Our lowest performing subgroups in this area:

As of 2018-2019, per Power BI:

17% of our African American students are chronically absent

20% of SWD are chronically absent, a 5% decrease from the previous year

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+

Graduation Rate

Our lowest performing subgroups in this area:

As of 2018-2019, per Power BI:

- 65% of SWD graduate with a diploma

Key Factors

- Our graduation rate continues to remain strong. Homerooms and relationships remain our part of our foundational work.
- SSW, RP counselor and RP teacher continue to reach out to students who may be in need of further support

Graduation Rate (Students w/Disabilities)

As of 2018-2019, per Power BI:

- 65% of SWD graduate with a diploma

As we move forward to 2019-2020

- CF Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
 - School site team (counselor, VP, and teachers) will work with CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress for our 9th grade students and SWD
 - Our Sunnyside team (VP, SWD Support Teacher, EL Support Teacher, African America Support teacher) will monitor and support their sub-groups based upon findings through improvement science
 - Additional resources (human capital) available in a "menu of options" for the site team to access to support areas of focus.
 - Professional learning for site leaders and teachers focused on TSI identified student group.

Suspension Rate (Students w/Disabilities)

As of 2018-2019

- 12% of SWD are suspended
- 14 suspensions per 100 students are SWD students, a decrease of 5 students per 100

Key Factors:

- Our Restorative Practices team spoke to all students in conflict and created an environment that had students being proactive rather than reactive. The RP center was a safe space.
- use of our new RCA position to support African American students and LGBTQ youth was hired in January has helped to reach more students. We have also added enrollment meetings and check ins when students are newly enrolled throughout the school year.
- Use of our TSA for SPED in 2018-2019 was not utilized to support teaching of positive behaviors. Need to do better in identifying the role of this position
-

Suspensions Per 100

As of 2018-2019, per Power BI:

Key Factors

- lack of engagement
- lack of supports
- lack of understanding in emotional intelligence
- staff knowledge in regards to SEL competencies
- identifying and supporting those who are on diploma track

Graduation Rate (Students w/Disabilities)

As of 2018-2019, per Power BI:

- 5% of SWD graduate with a diploma

Key Factors

- lack of engagement
- lack of supports
- lack of understanding in emotional intelligence
- staff knowledge in regards to SEL competencies
- identifying and supporting those who are on diploma track

Suspension Rate (Students w/Disabilities)

Our lowest performing subgroups in this area:

As of 2018-2019

- 12% of SWD are suspended
- 14 suspensions per 100 students are SWD students, a decrease of 5 students per 100

Key Factors:

- lack of engagement
- lack of supports for students and teachers
- lack of understanding in emotional intelligence
- staff knowledge in regards to SEL competencies
- 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

Suspensions Per 100

Our lowest performing subgroups in this area:

As of 2018-2019

- 21 suspensions per 100 students are African American students, a decrease of 8 students per 100
- 14 suspensions per 100 students are SWD students, a decrease of 5 students per 100

Key Factors:

- 8 suspensions per 100 students occurred at Sunnyside

Key Factors:

- Our Restorative Practices team spoke to all students in conflict and created an environment that had students being proactive rather than reactive. The RP center was a safe space.
- use of our new RCA position to support African American students and LGBTQ youth was hired in January has helped to reach more students. We have also added enrollment meetings and check ins when students are newly enrolled throughout the school year.

Student Survey - Included

As of 2017-2018

- 50% of students feel included
- 58% of African American students feel included

Key Factors:

- Data showed an overall decrease in sense of connectedness, which may be due to the understanding of what connectedness means to each student.
- 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
- Although students may have a great relationship with their teacher or teachers they still may not feel connected.

- 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

As of 2017-2018

Our lowest performing subgroups in this area:

- 48% of Hispanic students feel included

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

Although students may have a great relationship with their teacher or teachers they still may not feel connected.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There is not much difference in our intended and actual implementation. We will continue the use of an RCA to support all students. We will also continue to utilize 4 Advocates to support our students who are chronically absent.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- We continue to stay focus on the action items and goals from our previous year. Throughout the various action items you will notice the SWD support teacher imbedded to support the various goals. We will also utilize online resources and tools, such as but not limited to Connected Classroom, Thrively, iReady will be used to support SEL skill development, enhance classroom engagement and improve academic success.
- CF Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
 - School site team (counselor, VP, and teachers) will work with CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and

identify next steps to accelerate progress for our 9th grade students and SWD

- Our Sunnyside team (VP, SWD Support Teacher, EL Support Teacher, African America Support teacher) will monitor and support their sub-groups based upon findings through improvement science
- Additional resources (human capital) available in a “menu of options” for the site team to access to support areas of focus.
- Professional learning for site leaders and teachers focused on TSI identified student group.
- Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

- noticed a slight decline in graduation rate
- suspensions have been down, but SWD seems higher
- truancy and absences for SWD 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.

Action 1

Title: Chronic Absenteeism

Action Details:

Detail the action: Per Power BI, currently 13.8% of our students are considered chronically absent. By June 2020, the percent of students who are considered chronically absent will decrease by 2%. Currently 20% of our SWD students are chronically absent.

Sunnyside High School will continue to focus on how to strategically address absenteeism. During the 2019-2020 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 including the social workers (Project Access and school site) 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 SWD population and work with SWD 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, behavior, 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.
- collaborate with RP Team weekly to check in regards caseloads and supports for students

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.
- will meet with newly enrolled students for a welcome circle and assess for any supports students need

Social Worker and Project Access Social Worker

- will collaborate with Restorative practices team, psychologist, administration, and university offices to identify students for social-emotional needs and interventions to increase attendance
- document social-emotional supports and individual plans for students
- meet with students who through referral process to provide intake assessment on chronic absenteeism

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.

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.

Owner(s):

Principal
RP Counselor & SEL Team
Teaching Fellows as "Advocates"
Attendance clerks in each University Office
Home School Liaison & Resource Counseling Assistant

Timeline:

ongoing
daily
weekly

Specify enhanced services for low-performing student groups:

- SWD Support teacher will monitor attendance and academic progress of SWD.
- Advocates will check in with those SWD who are chronically absent

- 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

- HSL will make home visits as needed

Explain the 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 Professional Learning related to this action:

Staff Professional Learning regarding attendance procedures and interventions, stressing the importance of taking accurate attendance every day, 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 our graduation rate is at 93% but only 65.5% of our students with disabilities (SWD) graduate. By June of 2020, our graduation rate will improve to 94% and 80% of our SWD will graduate.

Also, our current rate of suspension per 100 students is 8.28. By June of 2020 the rate of suspension per 100 students will be 7. Our suspension rate for our SWD is currently at 11.9% and by June of 2020 it will drop by 2%.

In addition, by June 2020, the percent of students who feel included per our school climate survey results, will increase by 7%

To decrease our suspension rate and improve our graduation rate, Sunnyside High will work to build an inclusive community where students feel connected. Sunnyside will continue to identify, implement, and document strategic social-emotional supports for students who demonstrate at-risk behaviors. We will focus on Tier 1 supports school-wide developed by the Sunnyside C/C Team. Our Tier 2 and Tier 3 supports will include targeted interventions with the emphasis on mediating behavior and rebuilding of the learning process. Teachers will engage in PL around areas of levels of behaviors, referral process to best support social-emotional competencies in the classrooms. An additional classified position will be added to assist in supporting student sub-groups with the highest need, including African American, SPED and LGBTQIA+ students. In addition, we will utilize Link Crew and homeroom to help 9th grade students transition to high school.

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 if needed, collaborate with teachers and staff regarding specific students, help

Owner(s):

- Teachers
- Restorative Team (Counselor, teacher, RCA)
- VPs
- Social Workers
- Psychologist
- Therapist
- Nurse
- Counselors
- Climate & Culture Team

Timeline:

daily, weekly, monthly, quarterly

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

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

Sunnyside Focus Support Team

Resource Counseling Assistant

- will meet with new students weekly to provide connection, assessment for any school supports and resources
- will support students regarding conflict and behavioral concerns with circle process and agreements
- will collaborate with RP teacher and counselor to assure all students who are referred being met through the team
- will support administration team regarding students who need additional support and connection

VP's:

- will refer students to Restorative Practice Counselor and Teacher or School Social Worker 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.

Social Worker, Psychologist, Therapists, Nurse, Counselors:

- will be present in August 2019 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 2019 Buyback and throughout the year at staff meetings regarding school wide policies.

CF Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).

- School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
- School site team (counselor, VP, and teachers) will work with CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes

and identify next steps to accelerate progress for our 9th grade students and SWD

- Our Sunnyside team (VP, EL SWD Support Teacher, Support Teacher, African America Support teacher) will monitor and support their sub-groups based upon findings through improvement science
- Additional resources (human capital) available in a “menu of options” for the site team to access to support areas of focus.
- Professional learning for site leaders and teachers focused on TSI identified student group.
- Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

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

- Utilize Base Education Curriculum to use for homeroom activity
- Playbook education lessons (from Panorama Education website)
- Additional staff position will be utilized to focus on LGBTQIA+ and AA students to oversee SEL activities, data collection and track targets for students (AA and LGBTQIA+)
- 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
- Link crew will be utilized to support 9th grade transition

- Online resources and tools, such as but not limited to Connected Classroom, Thrively, iReady will be used to support SEL skill development, enhance classroom engagement and improve academic success.

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 via school newsletter

Specify enhanced services for low-performing student groups:

- SWD Support teacher will monitor academic progress of SWD and provide instructional strategies to support instruction in core content areas
- Homeroom lessons around SEL skill development will be provided.
- CF Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).
- School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
- School site team (counselor, VP, and teachers) will work with CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress for our 9th grade students and SWD
- Our Sunnyside team (VP, EL SWD Support Teacher, Support Teacher, African America Support teacher) will monitor and support their sub-groups based upon findings through improvement science
- Additional resources (human capital) available in a “menu of options” for the site team to access to support areas of focus.
- Professional learning for site leaders and teachers focused on TSI identified student group.
- Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

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

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0421 Sunnyside High School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Advocates	37,009.00
G4A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Advocates	12,021.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Home visits	600.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		55,661.00

\$105,291.00

2019-2020 Budget for SPSA/School Site Council

State/Federal Dept 0421 Sunnyside High School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	1.0000	SWD support teacher	119,947.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	5,000.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			online subscriptions turnitin.com	16,455.00
G1A2	Sup & Conc	Instruction	Ins Aide-Sup			classified support	18,731.00
G1A2	Sup & Conc	Instruction	Mat & Supp				25,743.00
G1A2	Sup & Conc	Instruction	Mat & Supp			curriculum supplemental	26,393.00
G1A2	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst II	1.0000	assistance with all computer carts and technology	65,776.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			subs for teacher planning days and conference	12,999.00
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	65,657.00
G1A4	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Senior High	0.4000	Additional position for Sunnyside based on Staffing Parameter	36,922.00
G1A4	Title 1 Basic	Instruction	Teacher-Supp			Cert Teachers Tutorial & AVID after school meetings	18,081.00
G1A4	Title 1 Basic	Instruction	Oth Cls-Supp			AVID Tutors	56,189.00
G1A4	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000		71,990.00
G1A4	Sup & Conc	Instruction	Teacher-Supp			tutorials	66,293.00
G1A4	Sup & Conc	Instruction	Nc-Equipment				30,000.00
G1A4	Sup & Conc	Instruction	Travel			Teacher PLC training & conferences	70,000.00
G1A4	Sup & Conc	Parent Participation	Mat & Supp				25,000.00
G1A4	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	1.0000		66,391.00
G1A4	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext				4,687.00
G1A5	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.2500		14,260.00
G1A5	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000		127,337.00
G1A5	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.5000		28,524.00
G1A5	LCFF: EL	Parent Participation	Mat & Supp			Parent coffee hour	1,492.00
G1A6	Title 1 Basic	Instruction	Travel			Teacher PL, conferences	25,000.00
G1A6	Sup & Conc	Instruction	Bks & Ref			: Edgenuity	7,000.00
G1A6	Sup & Conc	Instruction	Direct Trans			Student study trips	2,000.00
G2A1	Sup & Conc	Instruction	Direct Trans				4,000.00
G2A1	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Over				7,292.00
G2A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ovr				4,166.00
G3A1	Sup & Conc	Parent Participation	Direct-Food				230.00
G4A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Advocates	37,009.00

G4A1	Sup & Conc	Instruction	Subagreements	California Teaching Fellows Foundation : Advocates	12 021 00
G4A2	Title 1 Basic	Attendance & Social Work Service	Local Mileag	Home visits	600.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000
					55,661.00
					\$1,128,846.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$262,246.00
Sup & Conc	7090	\$709,247.00
LCFF: EL	7091	\$157,353.00
Grand Total		\$1,128,846.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$1,007,867.00
G2 - All students will engage in arts, activities, and athletics	\$15,458.00
G3 - All students will demonstrate the character and competencies for workplace success	\$230.00
G4 - All students will stay in school on target to graduate	\$105,291.00
Grand Total	\$1,128,846.00