

**Sunnyside High**

10621661030675

Principal's Name: Michele Anderson

Principal's Signature:

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

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

Title I SWP

<b>Table of Contents</b>	
<b>Topic</b>	<b>Details</b>
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> <li>• <i>Needs Assessment: Data Analysis and identification of needs and goals</i></li> <li>• <i>Actions designed to meet needs and targeted goals</i></li> <li>• <i>Budget allocations and planned expenditures</i></li> </ul>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

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

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

**Consolidated Program Assurances**



<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school’s English Learners’ Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant 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 and Family Engagement Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and 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 - Michele Anderson	X				
2. Chairperson - Jose Aguilar					X
3. Gurinder Sandhu		X			
4. Sheena Sharkey		X			
5. Katherine Moore		X			
6. Chitchay Nhotsavath			X		
7. Nancy Hurtado			X		
8. Josie Aguilar				X	
9. Miroslava Garza				X	
10. Michelle Novella Garcia				X	
11. La Xiong					X
12. Luisa Torralba Juarez					X
13.					
14.					
15.					

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

**Required Signatures**

School Name: Sunnyside High			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Michele Anderson		4-9-2021
SSC Chairperson	Jose Aguilar		4-9-2021

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 2021/22

Sunnyside - 0421

**ON-SITE ALLOCATION**

3010	Title I	\$299,896 *
7090	LCFF Supplemental & Concentration	\$759,800
7091	LCFF for English Learners	\$137,700
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$52,400</u>
<b>TOTAL 2021/22 ON-SITE ALLOCATION</b>		<b>\$1,249,796</b>

\* 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	\$62,653
Remaining Title I funds are at the discretion of the School Site Council	<u>\$237,243</u>
Total Title I Allocation	\$299,896

## Sunnyside High 2021-2022 - SPSA

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

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate		3.51 %	2019-2020	10.51 %
One D or F on Any Report Card (Grades 02-12)		67.81 %	2020-2021	60.81 %
4 Year Cohort Graduation Rate		93 %	2019-2020	94 %
I-Ready ELAD1 On Level		15.49 %	2020-2021	22.49 %
I-Ready Math D1 On Level		10.9 %	2020-2021	17.9 %
4 Year Cohort Graduation Rate (Students With Disabilities)		71.67 %	2019-2020	73.67 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

#### 4 Year Cohort Graduation Rate

As of 2020-2021, per Power BI:

- 93% of our students graduated as of 2020, which remains the same from the previous year
- 71.7% of our SWD graduated as of 2020, a 2.1% increase from the previous year.

#### Key Factors

- Our graduation rate continues to remain strong. Homerooms and relationships remain our part of our foundation work.
- SSW, RP counselor and RP teacher continue to reach out to students who may be in need of further support
- academic counselors meet with students regularly and help keep students on graduation track

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

#### 4 Year Cohort Graduation Rate

Our lowest performing subgroups in this area: As of 2020-2021, per Power BI:

- 71.7% of SWD graduated with a diploma in 2020
- 65.4% of Homeless Youth graduated with a diploma in 2020

#### 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 · Homeless Youth connectivity to the internet at home

**I-Ready ELAD1 On Level**

Our data for iReady lacks validity due to the pandemic. Less than 50% of our students took the diagnostic in the Fall of 2020. During the Winter administration, it was optional for secondary sites to administer the test.

**I-Ready Math D1 On Level**

Our data for iReady lacks validity due to the pandemic. Less than 50% of our students took the diagnostic in the Fall of 2020. During the Winter administration, it was optional for secondary sites to administer the test.

**4 Year Cohort Graduation Rate (Students With Disabilities)**

As of 2020-2021, per Power BI:

- 71.7% of our SWD graduated as of 2020, a 2.1% increase from the previous year.

**Key Factors**

- Our graduation rate continues to remain strong. Homerooms and relationships remain our part of our foundation work.
- SSW, RP counselor and RP teacher continue to reach out to students who may be in need of further support
- academic counselors meet with students regularly and help keep students on graduation track

**EL Reclassification Rate**

As of 2020-2021 in Power BI

- As of 2019, 8.5% of our English Learner students were redesignated
- Currently we have 3.5% redesignated, all norm referenced tests & ELPAC have yet to be administered.
- Currently our 11<sup>th</sup> grade students have the highest redesignated rate at 6.3%

**Key factors:**

- Student exposure to more rigorous text
- EL support teacher continued support in providing Integrated ELD lessons within content areas.

**One D or F on Any Report Card (Grades 02-12)**

As of 2020-2021 in Power BI

- As of 2019-20, 73.3% of students had at least one D or F, currently 67.8% of students have at least one D or F
- As of 2019-20, our 12<sup>th</sup> grade students 61.6% had at least one D or F, currently 58.4% of 12<sup>th</sup> grade students have at least one D or F.
- As of 2019-20, our 11<sup>th</sup> grade students 71.6% had at least one D or F, currently 60.7% of 11<sup>th</sup> grade students have at least one D or F.
- As of 2019-20, our 10<sup>th</sup> grade students 80.2% had at least one D or F, currently 72.7% of 10<sup>th</sup> grade students have at least one D or F.

**Key factors:**

- RTI has improved within some PLT's
- grading systems within PLT's have become more aligned
- Distance learning has created lack of connection to teachers and students lack motivation as their

**I-Ready ELA D1 On Level**

Our data for iReady lacks validity due to the pandemic. Less than 50% of our students took the diagnostic in the Fall of 2020. During the Winter administration, it was optional for secondary sites to administer the test.

**I-Ready Math D1 On Level**

Our data for iReady lacks validity due to the pandemic. Less than 50% of our students took the diagnostic in the Fall of 2020. During the Winter administration, it was optional for secondary sites to administer the test.

**4 Year Cohort Graduation Rate (Students With Disabilities)**

As of 2020-2021, per Power BI:

- 71.7% of SWD graduated with a diploma in 2020

**Key Factors** - Although we saw an increase, we recognize that the Spring of 2020, grade expectations were changed due to the immediate shut down in March 2020. Students could only earn a higher grade for their work and not penalized for their lack work, which could have contributed to a higher grad rate. In previous years we have recognized the following factors to the lowered % of SWD earning a diploma:

- 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 · Homeless Youth connectivity to the internet at home

**EL Reclassification Rate**

Our lowest performing subgroups in this area:

As of 2020-2021 in Power BI

- Currently we have 3% re-designated, all norm referenced tests & ELPAC have yet to be administered.
- In 2019-2020, our lowest subgroup to redesignate was our Hispanic population at 2.9%, yet that subgroup remains the largest group of EL learners.

**Key factors:**

- Additional PL needed EL support in Integrated & Designated ELD lessons within content areas.
- Improved space on campus needed for assessing students
- Lack of student motivation and awareness of importance in passing ELPAC
- administration of the test at home, due to the pandemic

**One D or F on Any Report Card (Grades 02-12)**

As of 2020-2021 data from Power BI

Although the following subgroups saw improvement, they still remain our lowest achieving:

- African American students that had at least one D or F dropped from 80.3% to 78.9%
- SWD students that had at least one D or F increased from 69% to 73.8%

**Key factors:**



learning environment is at home, not in a physical classroom

- Lack of understanding of culturally responsive teaching
- RTI has not been established in every core content grade level
- Some PLT's have not established common grading practices and/or focus standards with aligned instruction.
- attendance
- after school tutorial attendance
- Distance learning has created lack of connection to teachers and students lack motivation as their learning environment is at home, not in a physical classroom

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Due to Covid19 restrictions, all areas of professional development and response to intervention were greatly reduced. This had a detrimental effect on teacher development and the ability to meet the needs of struggling students.
- We had intended to utilize our SWD 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.
- Due unforeseen circumstances brought forth by the pandemic, we did not plan for the amount of credit recovery contracts we would need to support students through a Winter session or 7<sup>th</sup> period classes.
- We planned and budgeted better this year on travel for professional development. We will continue to fund travel for training and conferences as it has helped to increase student learning. As our PLC work has gained momentum, more requests for planning days have occurred. We did not budget for the number of subs that would be needed for planning and travel so we will increase that budget for the coming year.
- Our African American students and EL students still rank as our lowest sub-groups in math and literacy proficiency. We will continue to fund an EL support teacher to remain focused on the work to support teachers in instruction and to monitor EL student progress. We will provide funding to support the work of an African American Academic Acceleration (A4) mentor to support and monitor progress of our African American students.
- In an effort to lessen the disproportionality and support our low performing sub-groups, we will continue to support the work of our Culturally Responsive Teaching team and provide professional learning around cultural proficiency.
- Our AMD numbers have grown, and we continue to see the benefits of this program. We will continue to fund our AMD tutors, the AMD conference and various needs of the program.
- Throughout the 2020-2021 school year and despite our adjustment to distance learning, our Region Literacy Project, which is intended to increase the rigor of literacy in all disciplines, has gained momentum and we will continue to implement various professional learning around understanding of literacy and instruction of literacy. We have onboarded all sites throughout the region with the focus of increasing disciplinary literacy for all students in secondary grades. Our EL support teacher will continue to help teachers create and implement integrated and designated ELD lessons into core content classes to support literacy.
- We will continue the use of Edgenuity as it was used as intended
- Our .4 FTE was not used but it was absorbed and transferred to supplemental contracts to cover the needed fees for after school credit recovery classes.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 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, iReady, Khan Academy, which will be used to support SEL skill development, enhance classroom engagement and improve academic success.
- We will also utilize online applications such as nearpod, edpuzzle, and Turnitin.com to support academic success
- Our Culturally responsive teaching team has been added in action 4 under goal 1, to learn and develop training for our teachers around being culturally proficient and responding accordingly. This is intended to support our low-performing subgroups as well as create a more inclusive and equitable environment for all students.
- We will return to pre-Covid19 requirements for opting out of AP courses in the 2021-2022 school year.
- We will continue the use of Edgenuity as it was used as intended
- We will allocate a .4 FTE again for the 2021-2022 school year as we return to campus, physically, it may be utilized in the regular day.

**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:**

appreciated availability of multiple tutorials additional support of PLUS teacher recognized and wondered if making a difference in scores

liked that through the growth in collaboration, teachers were beginning to standardize grading and expectations around student workload

**2 ELAC:**

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.

ELAC members also noted a needed for extended learning opportunities and appreciated the tutorials that are available.

ELAC also noted the need for a BIA and understood the need for substitutes for trainings, planning and professional development for teachers and staff.

Total EL population is not completing their redesignation cycle as planned because their normed assessment (PSAT, Interim, CASSPP, SAT) scores are low. Also the ELPAC is more rigorous and is now administered online, which is a new format

ELAC shared their frustration around the testing from home online with lack of support but understood it was due to the pandemic

**3 Staff:**

Shared concerns about tutorial sessions - lots of opportunity but do all kids know about the sessions (when and where) and are they being utilized

AVID strategies and classes offered - great support

AP support

PLUS teachers support

SWD support

Need for more SEL for students which would improve learning

appreciate that all students now are 1 to 1 with computers and that students knowledge of using technology has increased throughout the distance learning model.

## Action 1

**Title:** Proficiency in Literacy

### Action Details:

*Currently, our iReady data is lacking validity as this is the first year of an administration of the test at Sunnyside High School. Being that we are currently in distance learning, we were unable to get most of our students to take the test. For the 2021-2022 school year, our goal is to have an increase of 10% of those students on grade level from Diagnostic 1 to Diagnostic 3 on the iReady Reading portion of the exam.*

*Our most recent SBAC scores from the Spring of 2019 indicated 53% of our juniors met or exceed standards on the ELA portion of the assessment. By June 2022, our goal is that 60% of our juniors will meet or exceed standards on the ELA portion of the SBAC.*

Sunnyside High School will continue the work of building a comprehensive school-wide literacy, Regional Literacy Program (RLP), across all subject areas that will work to support grade level literacy and ELD standards. Achievement will be measured on the iReady diagnostic by grade level, 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 PLT 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. An English PLUS teacher will support our 9<sup>th</sup> grade PLT with intervention, lesson design, CFA's and other curriculum and/or technology support. With our entire school district in a one to one computer to student model, teachers will utilize more online tools to support learning in the classroom. During the

2021-2022 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 in iReady.

**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 PLTs/Lead Teachers will:

- 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 iReady platform and google classroom that is accessible through teacher and site reports
- conduct goal setting and chats with students before each test administration
- PLTs will analyze results from CFAs using a data protocol created by the team to make instructional decisions based upon results.
- Will use the region selected focus standards, selected as part of the Region Literacy Project, to drive instruction within their grade level
- utilize turnitin.com to support instruction and student learning.

Core, Elective, CTE and PE Teachers will

- develop common formative assessments within Professional Learning Teams (PLT) from agreed upon literacy standards within each content area, analyze data using a team created data protocol and plan instruction based upon results.
- Will use the region selected focus standards, selected as part of the Region Literacy Project, to drive instruction within their grade level
- utilize turnitin.com to support instruction and student learning.

VP's will:

- use walkthrough data to monitor progress and inform next steps
- attend PLT 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)
- support in development of accommodations or modifications as needed to support all SWD.

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.

Owner(s):

Core Content Teachers

Lead Teachers

Plus Teachers

ELA VP

SWD Support Teacher

Timeline:

Ongoing, weekly, quarterly

Interim assessments monitored twice a year

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

- 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, Nearpod, EdPuzzle and iReady tools as resources to support student learning.
- Students will have access to tutorial support through our 21st Century Grant After School program and tutor.com

**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 ELASBAC 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

**Specify enhanced services for low-performing student groups:**

- Students all have a laptop provided by FUSD to access online tools to help with school work through Springboard, Khan Academy, Google Classroom and Teams. Hotspots will be provided for our students of need.
- 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
- School site CORE team (counselor, VP, and teachers) will work 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 9<sup>th</sup> grade students.
- School site CORE team will monitor and support their sub-groups based upon findings through improvement science

**Action 2**

**Title:** Proficiency in Mathematics

**Action Details:**

*Currently, our iReady data is lacking validity as this is the first year of an administration of the test at Sunnyside High School. Being that we are currently in distance learning, we were unable to get most of our students to take the test. For the 2021-2022 school year, our goal is to have an increase of 10% of those students on grade level from Diagnostic 1 to Diagnostic 3 on the iReady Math portion of the exam.*

*Our most recent SBAC scores from the Spring of 2019 indicated 16% of our juniors met or exceeded standards on the mathematics portion of the SBAC. By June 2022, 23% of the juniors will meet or exceed standards on the mathematics portion of the SBAC.*

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 in all math levels. Teachers will engage in professional learning and collaboration in their PLT'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. With our entire school district in a one to one computer to student model, teachers will utilize more online tools to support learning in the classroom. During the 2021-2022 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 SDC and co-taught 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

Math Teachers / Math Leads

- Monitor results on all math Interim Assessments, including iReady, CAASPP and Interim Assessments (IAB's) for 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade students.
- PLT will set SMART goals around assessment results and assist students in doing the same.
- Use of district math adopted curriculum and materials as well as iReady and CAASPP IAB questions 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 iReady, CAASPP platform, Desmos and Big Ideas Math Curriculum will be taught
- Use of various online tools including but not limited to Khan Academy, Google classroom, Quizlet Live, Desmos, etc. to assist teachers in monitoring student growth as well as encourage students to self-monitor their progress.
- Will embed the 8 mathematical practices into lessons that best align with the focus standards of the region literacy project.

Math VP

- Attend PLT meetings to best support teachers and monitor student progress through atlas and various assessments
- Support math teachers with various strategies to improve math instruction and build math literacy

Instructional Coach will:

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

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)

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

Owner(s):

Math Teachers

Math Lead Teachers

Plus Teachers

Math VP

SWD support teacher

Computer Lab Assistant

Timeline:

Ongoing, weekly, quarterly

Interim assessments monitored twice a year

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

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

- Teacher professional collaboration and learning will support student learning of grade level standards 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 that is aligned instruction with rigorous pre-established assessments 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 district issued laptop.
- 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.
- Students will have access to tutorial support through our 21st Century Grant After School program and tutor.com

Specify enhanced services for EL students:

- Teachers will support EL students individually and in small groups during math tutorials before and after school

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.

- 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 as determined by our student need.
- PLUS teachers will support grade level teams with various needs including planning and creating rigorous engaging lesson plans to improve first instruction. They will also support with intervention structures that allow students more opportunity to learn missed concepts or skills.
- 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 PLC meetings to gain further understanding of math concepts and align rigor. Co-teachers will also be given opportunities for PL around content area concepts.
- Students who receive an F in first semester Algebra 1 will be moved to an online course Edgenuity program to provide the opportunity to earn credits and receive a passing score. This opportunity will allow students to return to "on track" for graduation.
- School site CORE team (counselor, VP, and teachers) will work 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 9<sup>th</sup> grade students.
- School site CORE team will monitor and support their sub-groups based upon findings through improvement science

### Action 3

**Title:** Comprehensive Academic Support

#### Action Details:

*During the school year 2019-2020, per Power BI 73% of students had at least one D or F on their report card. As of March 2021, 68% of student have at least one D or F. By June of 2021, our goal is to have 60% of students have only one D or F on their report card. As of March 2021, 79% of African American students have one D or F and 74% of our SWD have one D or F. Our goal is to improve this D and F rate by 5% in both subgroups.*

*Currently our graduation rate is at 93% but only 71% of our students with disabilities (SWD) graduate with a diploma. By June of 2022, our graduation rate will improve to 94% and 73% of our SWD will graduate with a diploma*

Sunnyside High School will provide a comprehensive academic support program for students of all grade levels to increase the percentage of all students earning C's or better in all classes which will improve graduation rates. To 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 and academic supports for students who demonstrate at-risk behaviors. The plan includes utilizing our 21<sup>st</sup> Century Grant After School Program and teacher content tutorials throughout the school year. Teacher Teams, either as PLT 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. Various content PLT's will also use deployment as a strategy to support student learning needs based on CFA data. An African American Academic Acceleration (A4) Progress Monitor will provide additional SEL and academic supports for our African American students. Our SWD support teacher will also monitor SWD graduation progress as well as build necessary supports for SWD to remain on diploma track where appropriate. Additional opportunities for credit recovery will be provided throughout the year including after school and during holiday breaks. To support students with organization and management of their academics, each student will be provided a student planner.

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

**Owner(s):**

VPs

Teachers

**Timeline:**

Ongoing

quarterly

- have follow up conversations with students and teachers regarding grade trends

Counselors

AMD weekly grade checks

Content Teachers providing Tutorials will:

AMD teachers and coordinator

- monitor progress of students who attend content tutorials, identify students' specific needs through teacher checks for understanding and PLT team CFA's
- will track student attendance in content area tutorials
- encourage the use of student planners.

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 and their planners

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

CTE 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 pathway teachers to attend AMD training

Pathway Teachers will

- monitor their student's academic progress
- 9th grade CTE teachers will implement AMD like strategies in their courses to support academic success
- encourage the use of student planners.

Resource Counseling Assistants

- assists with monitoring attendance
- monitors student progress and contacts parents
- assists academic counselors
- runs workshops for parent nights
- welcomes and monitors new enrollees
- holds weekly parent meetings to keep them informed

Home School Liaison - Spanish / RCA (Hmong)

- assists with monitoring attendance
- monitors student progress and contacts parents
- runs workshops for parent night
- holds weekly parent meetings to keep them informed

.4 FTE - additional sections to help students complete A-G requirements

African American Academic Acceleration (A4) Progress Monitor



- Monitor academic progress quarterly of our African America students
- Provide support to African American students and families

Restorative Practice Counselor and Teacher:

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

Culturally Relevant Teaching Team:

- will attend trainings to learn about being culturally proficient to support all students
- will train staff on various interventions to support all students through the use of the book Culturally Proficient Instruction by Nuri-Robins, Lindsey, Lindsey and Terrell.

School Program Assistant

- will assist with travel arrangements, conferences, sub day requests for PD on AMD strategies, PLC process and RTI
- assists with orders/purchases, vendor apps assist with RQS, SRQs and PO
- utilize Peachjar and newsletters to inform parents of tutorials, parent nights, etc

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

- Differentiated instruction based on results of assignments and/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 and AP ambassadors 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, iReady, Nearpod, Desmos, etc will be used to support SEL skill development, enhance classroom engagement and improve academic success.
- SEL support will also be provided via RP to assist with harmed relationships, both student to student and student to teacher, that impact academic success.

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
- EL students will have support through BIAs

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
- All African American students will be monitored by our African American Academic Acceleration (A4) Support teacher.
- Utilize our Project Access SSW to support and assist foster students
- SWD support teacher will provide additional assistance to teachers and SWD

## Action 4

**Title:** English Learner Support

Action Details:

*Due to the pandemic, our EL reclassification rate in June of 2020 was only 3.5%. The reclassification rate for our EL students who are also designated as SWD was only 2% during that time. Our goal is by June 2022, the percentage of*

*Long Term English Learners (LTELs) who will be reclassified will increase by 8% and of our EL students who are also designated as SWD will increase by 2%.*

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 2021-2022 school year including the continuing work of one full-time EL Coordinator to assist the needs of EL students with focus on our Long-Term English Learners (LTEL's). The EL Coordinator 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. An 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. The EL Coordinator 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: ELA/ELD framework, disciplinary literacy, academic language, EL program (integrated and designated) and using EL data to inform instruction. Our EL Coordinator will also work with the Region Literacy Team to create a region wide focus on K-12 literacy standards to build awareness and cohesion which will improve literacy for all.

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

EL Coordinator will:

Owner(s):

EL VP

Timeline:

ongoing

EL Support Teacher

Quarterly

- 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 Coordinator will analyze and develop a strategic plan to support LTEL students based on the following:

- ELPAC results
- ELA CAASPP
- iReady data
- ELA Interim Assessments Quarterly academic/grade monitoring RFEP monitoring
- 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

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 (9<sup>th</sup> grade) at-risk EL students academically

# 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0421 Sunnyside High School (Locked)

## G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts - credit recovery (winter session and after school), lead teachers, AVID coordinator (no IEPs) Supports all actions in Goals 1-3.	47,888.00
G1A1	Sup & Conc	Instruction	Mat & Supp			supplies and materials	75,902.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst II	1.0000	Lab assistant	69,738.00
G1A3	Title 1 Basic	Instruction	Oth Cls-Supp			Classified AVID Tutors	57,062.00
G1A3	Title 1 Basic	Instruction	Bks & Ref			turnitin.com, Edgenuity	25,000.00
G1A3	Title 1 Basic	Instruction	Mat & Supp			materials and supplies (no food or incentives)	5,532.00
G1A3	Title 1 Basic	Instruction	Travel			AVID Institute	8,000.00
G1A3	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			AVID : AVID membership	4,500.00
G1A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Translation for parent meetings, home visits and parent connection (no translation for mandatory items such as IEPs and ELAC)	76,408.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.4000	also for G2A2	35,133.00
G1A3	Sup & Conc	Instruction	Ins Aide-Sup			Classified support	10,144.00
G1A3	Sup & Conc	Instruction	Nc-Equipment			technology, projectors, computers, etc	45,000.00
G1A3	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Over			Overtime	7,268.00
G1A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Extra time	5,709.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000		133,651.00
G1A3	One-Time School	Instruction	Nc-Equipment			: technology, furniture	12,400.00
G1A4	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500		47,697.00
G1A4	LCFF: EL	Parent Participation	Mat & Supp			Supplies / materials for EL students and parents	3,349.00
G1A4	LCFF: EL	Parent Participation	Direct-Food			: Parent coffee hours, ELAC meetings	700.00

**\$671,081.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Enrollment in AP/IB		27.64 %	2020-2021	34.64 %
College/Career Readiness		51.36 %	2019-2020	55.36 %
Enrollment in AP/IB (African American)		14.37 %	2020-2021	19.37 %
College/Career Readiness (Students With Disabilities)		8.77 %	2019-2020	14.77 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**College/Career Readiness**

As of the 2019-2020 Power BI data:

- In 2019-2020, 51.4% of students were "prepared" as measured by the college/career indicators. This was an increase from the previous year of 2.7%
- Asian students increased in college readiness from 55.4% to 68.6%
- White students increased in college readiness from 33.3% to 45%
- Homeless Youth increased in college readiness from 20% to 26.9%
- SWD students increased in college readiness for the third year in a row

Key Factors:

- Change in indicators
- Reporting system to CA dashboard - FUSD reports this information to CA Dashboard
- Master schedule - 4 sections in 9th grade per each pathway
- Course offerings have been limited for 11th & 12th students in performing arts, band or AMD doesn't easily allow for room in student schedule for CTE classes

**Student-centered real world learning experience - Site Defined**

**Student Survey – Included**

As of 2020-2021, per Power BI:

- In 2019-2020, 46.8% of students reported a favorable response to the survey question "Do your feel

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

**College/Career Readiness**

As of the 2019-2020 Power BI data:

- In 2019-2020, the African-American subgroup showed a decline in students "prepared" on the college/career indicator going from 35% to 27%
- In 2019-2020, the SWD subgroup showed a decline in students "prepared" on the college/career indicator going from 10.3% to 8.8%
- In 2019-2020, the ELL subgroup showed a decline in students "prepared" on the college/career indicator going from 31.8% to 22%

Key Factors:

- Change in indicators
- Reporting system to CA dashboard - FUSD reports this information to CA Dashboard.
- Master schedule - 4 sections in 9th grade per each pathway course offerings have been limited for 11th & 12th
- Students in performing arts, band or AMD doesn't easily allow for room in student schedule for CTE classes

**Student-centered real world learning experience - Site Defined**

**Student Survey – Included**

As of 2020-2021, per Power BI:

Our lowest performing subgroups in this area:

like you are a part of this school?" This was a 8% decline from the previous year

- In 2019-2020, one of our highest subgroups reporting that they feel like they were part of this school were those students in the White subgroup at 56%, which was still lower than in the previous year.
- 48.5 % of our African American students reported a favorable response to the survey question "Do you feel like you are part of this school?"

Key Factors:

- Data showed a decrease in favorable responses to the survey question "Do you feel like you are part of this school?" This may be due to the broad nature of the question and not understanding a sense of connectedness could be with their team, club or other group on campus.
- 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

#### Enrollment in AP/IB

As of 2020-2021 in Power BI

- 2020-2021 12<sup>th</sup> grade students are at 46.9% which is slightly lower than 2019-2020 which was at 47%
- Currently, 27.6% of our students are enrolled in at least one AP course, 2019-2020 31.8% of students were enrolled in AP courses

Key Factors:

- Maintaining our AP course offerings
- APIC having one on one chats with students
- APIC and counselors working together to continue to support students
- Wildcat ambassadors program where current AP students support new to AP or struggling AP students

#### Enrollment in AP/IB (African American)

As of 2020-2021 in Power BI

- 13.9% of our African American students are enrolled in at least one AP course, a decrease from 19.3% from 2019-2020.

Key Factors:

- Maintaining our AP course offerings
- APIC having one on one chats with students
- APIC and counselors working together to continue to support students
- Wildcat ambassadors program where current AP students support new to AP or struggling AP students

#### College/Career Readiness (Students With Disabilities)

As of the 2019-2020 Power BI data:

- SWD students increased in college readiness for the third year in a row

Key Factors:

- In 2019-2020, 46.8% of students reported a favorable response to the survey question "Do you feel like you are a part of this school?" This was a 5.7% decrease from the previous year.
- In 2019-2020, students, both in the Asian (-3.7%) and Hispanic (-5.4%) sub groups, reported a decrease in favorable responses to the survey question "Do you feel like you are a part of this school?"

Key Factors:

- 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.

#### Enrollment in AP/IB

As of 2020-2021 in Power BI

- In 2020-2021 there was a 5.5% decline in 9th grade students taking an AP course.
- While most of our subgroups remained the same from the previous year, our African-American students taking an AP course decline by 5.4%

Key Factors:

- Pathway course elective chosen over AP course
- Dual enrollment course offerings
- Decreased requirement for opting out of AP courses due to distance learning environment as a result of Covid19 restrictions

#### Enrollment in AP/IB (African American)

As of 2020-2021 in Power BI

- 13.9% of our African American students are enrolled in at least one AP course, a decrease from 19.3% from 2019-2020.
- While most of our subgroups remained the same from the previous year, our African-American students taking an AP course decline by 5.4%

Key Factors:

- Pathway course elective chosen over AP course
- Dual enrollment course offerings
- Low enrollment of African American students in our AMD programs as well which provides students additional support in taking AP courses as part of the AMD program
- Decreased requirement for opting out of AP courses due to distance learning environment as a result of Covid19 restrictions

#### College/Career Readiness (Students With Disabilities)

As of the 2019-2020 Power BI data:

- SWD students increased in college readiness for the third year in a row
- In 2019-2020, the SWD subgroup showed a decline in students "prepared" on the college/career indicator going from 10.3% to 8.8%

Key Factors:

- Change in indicators
- Reporting system to CA dashboard - FUSD reports this information to CADashboard
- Master schedule - 4 sections in 9th grade per each pathway
- SWD – lack of Understanding of and knowledge of CTE offerings

- Change in indicators
- Reporting system to CA dashboard - FUSD reports this information to CADashboard
- SWD – lack of Understanding of and knowledge of CTE offerings
- Availability of room in schedule

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- AP classes were affected due to Covid19 restrictions. In previous years, students who were wishing to opt out of AP classes were required to have a parent/student/teacher/counselor/AP coordinator meeting. Covid19 restrictions coupled with the need to meet student's emotional needs precipitated in needing to make adjustments to our requirements for opting out of AP courses.
- The effects of Covid19 restrictions on the after school program (ASP), clubs, arts, and athletics greatly reduced student participation in engagement activities. This lead to a major differences between the intended and actual implementation to meet the goal. Our expenditures on tutors, support of clubs and our AP ambassadors program were utilized fully. We did not utilize funds for student field trips or professional learning for teachers as intended. However, we feel this was due largely in part to COVID.
- Our CCD also made some adjustments in activities and cost of the activities to encourage more student participation.
- Our CTE coordinator and job developer provided more opportunities and entered the data into our engagement tool. CTE has implemented a guest speaker program that has helped to increase student engagement.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

We will return to pre-Covid19 requirements for opting out of AP courses in the 2021-2022 school year.

CTE has implemented a guest speaker program that has helped to increase student engagement.

We will continue to include AVID training for our CTE teachers and have them implement AVID strategies into their pathway courses for next year. We will also support CTE teachers in implementing more rigorous literacy lessons into the content areas.

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, 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?
- wondered why decline in enrollment in Linked learning

**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
- Award students who have been RFEP'd with a pin to wear on their stole at graduation as a symbol of accomplishment.

**3** Staff:

- are the current art or folkloric classes included in engagement number?
- Should we survey students on their interests?
- 9<sup>th</sup> & 10<sup>th</sup> grade have lowest participation rate
- Would like more marketing of music, arts and activities and more funding in personnel
- notice SWD that are in a pathway most are in Agriscience

declined enrollment in CTE classes in 9th and 12th grade

- how do AMD strategies support students in CTE courses

Broaden application process for paid mentor program. Include interviews and resume practice for application process.

- noticed overall CTE enrollment has increased but 9th grade enrollment declined.

## Action 1

**Title:** Career Readiness

### Action Details:

*Detail the action: As of June 2020, 51% of students were "prepared" as measured by the College/Career Indicator on the California Dashboard. By June of 2022, 55% of our students will be "prepared" as measured by the College/Career Indicator. Our data indicated that 8% of Students with Disabilities were "prepared" as measured by the College/Career Indicator on the California Dashboard. By June of 2022, 15% of our SWD will be "prepared" as measured by the College/Career Indicator.*

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 those metrics 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 academic success of the students. Career exploration programs and job embedded opportunities will be used to increase awareness of various careers within our current pathways and academies. Career fairs and visits to industry partners will be included throughout the year to increase awareness, participation, and engagement for and by students. Partnerships with industry experts will continue as they can provide additional resources and speakers to build curiosity, excitement and connection for students to increase involvement in school. To support our SWD population, we will continue to review our master schedule development and our marketing of CTE pathways to ensure multiple opportunities for selection of CTE electives.

**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

Career Technical Education (CTE) 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 professional learning teams
- Increase Dual Enrollment classes in CTE
- Work with 8<sup>th</sup> 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
- maintain Speaker (SPARC) series on Teams live to bring more awareness of various industries to our school and region

CTE Teachers, Linked Learning Teams, and AMD teachers

- Monitor student academic and behavioral progress

#### Owner(s):

- Pathway coordinator
- Pathway & CTE Teachers
- VPs
- Counselors
- Job Developer
- All Teachers

#### Timeline:

- ongoing
- weekly
- monthly
- quarterly



- Collaborate and meet with multiple teams, such as content-specific, pathway-specific, and grade level-specific professional learning teams
- Incorporate leadership development, career exploration, and post-secondary options
- Incorporate AMD strategies in CTE pathway courses.
- Collaborate with industry partners as guest speakers, for internships/work-based learning opportunities
- Coordinate work-based learning, field trips, internships, guest speakers, project-based learning, apprenticeships, and post-secondary options.

#### Homeroom Teachers

- Utilize technology applications to help students develop character, leadership, and social emotional learning competencies.
- Implement AMD organization strategies
- show weekly broadcast to ensure students are exposed to the various CTE events occurring

#### VP

- Attend CTE and Pathway professional learning teams
- 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.
- 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.

#### School Site CORE team

- School site CORE team (counselor, VP, and teachers) will work 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 9<sup>th</sup> grade students.
- School site CORE team will monitor and support their sub-groups based upon findings through improvement science

#### 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.

**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 communicate field trip and work-based learning opportunities to them.
- CTE teachers trained in AVID strategies

**Action 2**

**Title:** College Readiness

**Action Details:**

*Per Power BI data, our current AP enrollment is 27% of our student body is enrolled in at least one AP course. By August of 2021, the percentage of students enrolled in an AP course will be 34% and will remain steady throughout the year. Currently, 14% of our African American students are enrolled in one AP course. By August 2021, our enrollment of African American students in one AP course will increase by 5%.*

*Currently our senior A-G completion rate is 60%, by June 2022 the senior A-G rate will increase by 5%.*

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, including the use of Edgenuity, as well as provide tutorial opportunities throughout the year. Counselors, the Advanced Coursework Instructional Coordinator, the AVID Coordinator, and teachers will continue to support and guide students during the course selection and college admission process via individual conferencing and class presentations. We will increase AP enrollment by continued efforts in marketing and recruitment. We will increase the retention rate in AP courses by providing tutorial and peer support. Current AP students with AP coursework experience will be utilized as peer mentors through our AP Ambassador program to support all AP students. We will refine recruitment and expand college credit opportunities by increasing enrollment in Dual Enrollment courses and providing Uni-Track course options through Fresno State. We will strengthen support systems to prepare students for multiple assessments, including but not limited to AP, PSAT, SAT & SBAC. Also, in effort to support our AVID students completion of AVID requirements and A-G completion, original credit summer school offerings will be available.

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

Counselors:

- Counselors will work together with teachers regarding strategies on how to best support students by grade level. 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.
- Counselors and English teachers will identify and recruit eligible students to participate in the English IA Dual Enrollment.
- promote Khan Academy as a resource for SAT prep for students
- will work with and communicate with students about academic options to keep them on A-G track for college, including the options of credit recovery courses in Edgenuity.

Teachers:

- ACs will work together to support and prepare college and career ready graduates by implementing

**Owner(s):**

- VPs
- Counselors
- AVID 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

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.
- promote Khan Academy as a resource for SAT prep for students
- utilize Khan Academy and College Board materials to support student learning

CTE Coordinator will:

- assist in Dual Enrollment course recruiting.
- promote Khan Academy as a resource for SAT prep for students

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.
- promote Khan Academy as a resource for SAT prep for students

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 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.
- promote Khan Academy as a resource for SAT prep for students

School Site CORE team

- School site CORE team (counselor, VP, and teachers) will work 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 9<sup>th</sup> grade students.
- School site CORE team will monitor and support their sub-groups based upon findings through improvement science

Culturally Relevant Teaching Team:

- will attend trainings to learn about being culturally proficient to support all students
- will train staff on various interventions to support all students through the use of the book Culturally Proficient Instruction by Nuri-Robins, Lindsey, Lindsey and Terrell.

Schoolwide Opportunities

- increase or sustain the number of A-G courses offered through master schedule.
- increase or sustain Dual Enrollment courses offered in the master schedule.
- schedule SAT Prep support.

VP/Counselor:

- ensure computers and technology needs are addressed.
- attend Khan Academy and College Board training.
- promote Khan Academy as a resource for SAT prep for student

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 and Winter Session courses will be offered for A-G credit maintenance.
- Students will be provided instruction on how to navigate Khan Academy and College Board websites. They will become familiar with the variety of resources on Khan Academy and the SAT structure.
- School-wide through homeroom, all students will be instructed in AVID strategies. Binder checks and student self-recorded A-G completion chart will 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.
- Teachers, AVID coordinator as well as EL Specialist will directly support the needs of EL students.
- EL Support Teacher will monitor A-G requirements and offer assistance to those not meeting them (ie offer tutorial, scaffold lessons, teacher support, social-emotional supports, language comprehension evaluations.)
- EL students will have the support of the EL Specialist and will be invited to attend SAT Prep Sessions Academic Counselors, SAP Counselor, School Psychologist, and our Re-engagement Center will provide support as needed

Specify enhanced services for low-performing student groups:

- Identify subgroups within SPED for targeted intervention and enrichment (i.e. AP mentoring program, AVID, tutorial support.)
- Expand Pre-AP mentoring to include EL/RFEP students
- Support Teacher will directly support the needs of African-American students. Will monitor A-G requirements & C or better rates and offer assistance to those not meeting them (ie offer tutorial, teacher support, social-emotional supports, parent contact, other supports as needed.)

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0421 Sunnyside High School (Locked)

### G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Instruction	Direct Trans			College visits and industry experiences. Also for G3A1 & G3A2	10,000.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	1.0000		124,856.00
G2A1	Sup & Conc	Instruction	Fuel			: Fuel for CTE Van	1,000.00
G2A1	Sup & Conc	Instruction	Direct-Maint			: CTE Van Maintenance - Oil Change	500.00
G2A1	Sup & Conc	Instructional Supervision & Admin	CI&Tech-Reg	Assistant, School Program	1.0000		69,942.00
G2A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts	59,860.00
G2A2	Sup & Conc	Instruction	Direct Trans			College trips	2,500.00

**\$268,658.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		10.5 %	2020-2021	8.5 %
Suspensions students with 1 or more		0.06 %	2020-2021	0.06 %
Chronic Absenteeism (Students with Disabilities)		19.56 %	2020-2021	17.56 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Chronic Absenteeism**

As of 2020-2021 per Power BI:

- In 2019-2020, 14.3% of our students were chronically absent. Currently, 10.7% of our students are chronically absent which shows a decrease in the number of students chronically absent
- 20.7% of SWD are chronically absent, a 1.9% decrease from the previous year

**Key Factors**

- Utilization of our Advocates through Teaching Fellows has been helpful but likely requires a stronger protocol to complete check-ins and follow ups.
- Coordination of 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
- The drop in Chronic Absenteeism could be attributed to the ease of logging into a computer rather than physically having to arrive on campus

**Suspensions students with 1 or more**

As of 2019-2020, per Power BI:

- Last year we had a suspension rate of 8.27 suspension per 100 students. Currently we have 0.06 suspensions per 100 students.
- Last year, African American students were suspended at a rate of 18.75 per 100 students. Currently, the suspension rate for our African American students is at 0.53 per 100 students.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

**Chronic Absenteeism**

Our lowest performing subgroups in this area:

As of 2019-2020 per Power BI:

- 17.7% of our African American students are chronically absent
- 20.7% of SWD are chronically absent
- 63.6% of Homeless students are chronically absent

**Key Factors:**

- Lack of Cultural Responsive 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+
- Lack of connectivity to the internet by Homeless student

**Suspensions students with 1 or more**

Our lowest performing subgroups in this area:

As of 2019-2020, per Power BI:

- 2019-2020 data indicates 18.75 suspensions per 100 students of African American students. Despite of the decrease, our African American students are still disproportionately suspended
- 2019-2020 data indicates 16.77 suspensions per 100 students of SWD. Despite of the decrease, our SWD students are still disproportionately suspended
- 2019-2020 data indicates 23.36 suspensions per 100 students of White students

- Last year, SWD were suspended at a rate of 16.77 per 100 students. Currently, the suspension rate for our SWD is at 0 per 100 students.

Key Factors:

- Covic19 restrictions have created outlier data as school years 2019-2020 and 2020-2021 were greatly affected as students participated in distance learning
- 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 last 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.
- EQ Learning Academy was established January 2020 as an alternative to suspensions for ED code violations 48900 c, f, h, i, j or k.

**Chronic Absenteeism (Students with Disabilities)**

As of 2020-2021 per Power BI:

- 20.7% of SWD are chronically absent, a 1.9% decrease from the previous year

Key Factors

- Utilization of our Advocates through Teaching Fellows has been helpful but likely requires a stronger protocol to complete check-ins and follow ups.
- Coordination of 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
- The drop in Chronic Absenteeism could be attributed to the ease of logging into a computer rather than physically having to arrive on campus

Key Factors:

- Lack of Cultural Responsive Training and Professional Learning
- Disproportionate in disciplinary consequences (Suspensions and expulsions)
- Lack of community support for African American (AA) parents and students

**Chronic Absenteeism (Students with Disabilities)**

Our lowest performing subgroups in this area:

As of 2019-2020 per Power BI:

- 20.7% of SWD are chronically absent

Key Factors:

- Lack of Cultural Responsive 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+
- Lack of connectivity to the internet by Homeless student

**Step 2:** For the current year, 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 as that percentage has had small improvements. We will also add support for our Culturally Responsive Team as they will learn and train others about cultural proficiency to help create an inclusive and equitable environment for all students.

We did notice a drop in those that were chronically absent but wonder how much of that is due to being able to access school from home in the digital learning format as there is no need to get to the physical location of the school. Also the suspension rate has significantly dropped due to school being in a 100% distance learning format.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

We continue to stay focus on the action items and goals from our previous year since our data is a bit skewed due to the pandemic and us being in a distance learning format. 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, iReady will be used to support SEL skill development, enhance classroom engagement and improve academic success.

**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 not much change in graduation rate
- suspensions seemed to have declined, but the disproportion of African American and SWD suspended remains
- truancy and absences for SWD have declined but still remain our lowest performing subgroup.

#### 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.
- Could Teaching Fellows (?) will follow up with phone calls home to EL students' parents regarding D's and F's
- Award students who have been RFEF'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.
- Shared the need for more Social-Emotional learning support for students

#### 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.
- recognized the work of our RCA and connections made with students
- noticed the work of the RP team and some teachers have reached out to use the circle process to repair relationships with students

## Action 1

**Title:** Chronic Absenteeism

### Action Details:

*Per Power BI, currently 10% of our students are considered chronically absent. Students have been online in a distance learning model. By June 2022, the percent of students who are considered chronically absent will decrease by 2%. Currently 20% of our SWD students are chronically absent. By June of 2022, our SWD who are chronically absent will improve by 2%.*

Sunnyside High School will continue to focus on how to strategically address absenteeism. During the 2021-2022 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. Sunnyside will continue encourage participation in and monitor student engagement in arts, activities and athletics as we believe if students are involved in extracurricular and co-curricular activities, it will improve the attendance. We will continue to encourage and provide opportunities for our chronically absent students to get involved in arts, athletics and activities to build connections to 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

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.

Home School Liaison and RCA:

- provide weekly parent meetings about various programs and resources
- conduct home visits as needed

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

Counselors, Teachers

- monitor academic progress
- share knowledge of the variety elective course offerings

Coaches/Club Sponsors:

#### 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

- will promote student participation in sports and clubs via personal via personal conversations with students
- plan and coordinate enrichment activities and field trips
- enter Student Engagement Data for their respective club or sport in atlas
- roster and 4 events (club meetings count) will be entered for each club by 10/31 and 8 events by first semester
- will promote activities, Music, Art, Drama and athletic involvement opportunities via broadcast, website, school

**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.
- Students will be encouraged to participate and informed of all extra and co-curricular opportunities to be involved into improve connections to the school.

**Specify enhanced services for EL students:**

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

**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
- HSL will make home visits as needed

**Action 2**

**Title:** Relationship Centered Support - SEL

**Action Details:**

*Due to distance learning, our current rate of suspension per 100 students is less than 1. In 2019-2020 we had a rate of suspension of 8 per 100 students. Utilizing the 2019-2020 data, our goal is to reduce the rate of suspensions by 1%. In addition, by June 2022, the percent of students who feel like they "are part of this school" per our school climate survey results, will increase by 7%.*

To decrease our suspension rate and improve student's sense of being "part of this school", 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 professional learning around areas of levels of misbehaviors, cultural awareness, and the referral process to best support social-emotional competencies in the classrooms. We will continue to utilize a Resource Counseling Assistant to assist the RP team in supporting students' SEL. Student sub-groups with the highest need, including African American, SWD and LGBTQIA+ students will be monitored and supported as needed. In addition, we will utilize Link Crew and homeroom to help 9<sup>th</sup> grade students transition to high school. Sunnyside will continue encourage participation in and monitor student engagement in arts, activities and athletics in an effort to build connection and sense of importance for our students. Sunnyside High School will increase 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 communication to families and staff of the many offerings available.

<b>Reasoning for using this action:</b>	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
---	--	---	---

**Explain the Progress Monitoring and data used for this Action**

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

**Quantify:**

**Timeline:**

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 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
- Will Facilitate EQL on Saturday as a learning opportunity
- Will support RJ students in the implementation of student ran restorative practices processes on low level conflicts
- Will collaborate with SSW team
- Conduct proactive check in's in collaboration with SSW from previous school year data

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
- Will support students with 1 or more misbehaviors
- Will support EQL on Saturdays

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 2020 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.

Owner(s):

Teachers

Restorative Team (Counselor, teacher, RCA)

VPs

Social Workers

Psychologist

Therapist

Nurse

Counselors

Climate & Culture Team

Culturally Responsive Team

Custodial and Office Staff

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

- 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 2020 Buyback and throughout the year at staff meetings regarding school wide policies.

Culturally Responsive Team:

- will attend trainings to learn about being culturally proficient to support all students
- will train staff on various interventions to support all students through the use of the book Culturally Proficient Instruction by Nuri-Robins, Lindsey, Lindsey and Terrell.

School Program Assistant:

- will support the structures put in place by the CCT by creating passes, fliers and/or posters to support policies that promote inclusion, equity and fairness for all
- assists with orders/purchases, vendor apps assist with RQS, SRQs and POs

Campus Culture Director and Athletic Director:

- 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

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 Student Engagement Data for their respective club or sport into atlas
- roster and 4 events (club meetings count) will be entered for each club by 10/31 and 8 events by first semester
- will promote activities, Music, Art, Drama and athletic involvement opportunities via broadcast, website, school messenger, social media, newsletter and Peachjar

Custodial Team and other Classified staff:

- support evening and weekend events in support of increasing student participation in arts, athletics, and other activities, both co- and extra-curricular

[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 9<sup>th</sup> grade transition
- 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
- 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.
- 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.
- Continued marketing of various opportunities of extra- and co-curricular activities will be done through our Wildcat video broadcasts, social media and Peachjar fliers.

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0421 Sunnyside High School (Locked)

### G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows - Advocates	53,196.00
G3A1	One-Time School	Instruction	Mat & Supp			: supplies and materials	40,000.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		60,747.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ovr			Classified overtime	15,572.00

**\$169,515.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Goal - Site Defined		0 %	2020-2021	2 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Staff Goal - Site Defined**

PLC at Work Continuum

- Each lead teacher will rate their team in a series of rubrics in the Learning by Doing book by Dufour, DuFour, Eaker Many and Mattos.
- Our goal is to have 2 teams in developing by June of 2022 in all areas.
- Due to the pandemic, we did not review these scores nor have our teams rate themselves

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

**Staff Goal - Site Defined**

PLC at Work Continuum

- Each lead teacher will rate their team in a series of rubrics in the Learning by Doing book by Dufour, DuFour, Eaker Many and Mattos.
- Due to the pandemic, we did not review these scores nor have our teams rate themselves

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

We allocated funds for travel in hopes the pandemic would have ended sooner giving us the opportunity to send various staff members to Solution Tree Professional Learning Institutes.

Sub release days were still provided so Professional learning teams (PLT) could plan and prepare together. Supplemental contracts were also supplied for those teams that chose to work outside of the school day. We also provided Lead teacher stipends for content areas that are not covered through district funds.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

We will continue to fund travel for this year as we anticipate restrictions to loosen. We will also be a host site for the summer Solution Tree PLC institute, which will contribute to staff focus and recommitment to professional learning communities. The Learning by Doing Book and other publications will be used to further encourage professional learning around the PLC process for the 2021-2022 school year. We will also continue to fund subs for release days and supplemental contracts so that teachers in their PLT can plan together. We will continue to fund lead teacher contracts for content areas above the district allotted amount.

**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:

- Understood the reason for the lack of travel and professional learning opportunities and therefore agreed to necessary transfers to used allocated funds in other areas.

**2** ELAC:

- Understood the reason for the lack of travel and professional learning opportunities
- Wondered how these professional learning communities impacted EL learners and how it helped their literacy skills

**3** Staff:

- Understood the reason for the lack of travel and professional learning opportunities
- Appreciated the opportunities for online professional learning
- Would prefer to attend in person professional learning when allowed.
- Appreciate the sub release days for planning as a team
- Recognize the need for additional lead teacher

### Action 1

**Title:** Professional Learning Teams

[Action Details:](#)

*During the 2020-2021 school year, our Professional Learning Teams (PLT) focused on lesson design and development to meet the needs of distance learning. Our teams did not rate themselves on the PLC at Work Continuum. Teams will rate themselves in August of 2021 and by June of 2022, PLT 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 Professional Learning Teams (PLT). When teams meet, PLT'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. PLT's will also use learning from professional development in culturally proficient instruction provided by our CRT team to build more inclusive lessons and assessments that reflect our diverse student population.

**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

PLT'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 PLT's and teachers to ensure greater rigor is present in lessons and appropriate support is provided to students.
- Have reflective conversations in PLT'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 PLT 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

Culturally Responsive Team:

- will attend trainings to learn about being culturally proficient to support all students
- will train staff on various interventions to support all students through the use of the book Culturally Proficient Instruction by Nuri-Robins, Lindsey, Lindsey and Terrell.

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- **Student Academics:**
- 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
- PLTs will develop common grading practices to increase equity .

Owner(s):

Principal

VPs

Lead Teachers

All Teachers

Timeline:

Weekly

Monthly

Quarterly

- **Student Centered and Real-World Learning:**
- 
- **Student Engagement:**
- 
- Lesson design to include more disciplinary literacy and higher level questioning to promote student thinking
- 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)
- Professional learning opportunities through Solution Tree and other companies will be offered to assist teachers in developing quality lessons, CFAs and RTI models.

#### Specify Professional Development or Staff Services to support 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 PLT's to ensure proper implementation of ELD CCSS
- EL Support Teacher will provide PD to PLT groups focused on integrated/designated ELD strategies
- Academic Counselors, Social Workers, School Psychologist, and our Re-Engagement Center will provide support for our EL students who may be economically disadvantaged and/ or foster students
- Quarterly RFEP monitoring and teacher feedback by PLT
- create SDAIE PLT team to work with EL support teacher
- expand Pre-AP mentoring to include EL/RFEP students

#### Specify Professional Development or Staff Services to support low-performing student groups:

- 9th Grade CTE teachers will form a PLT and integrate AVID strategies such as time management, note taking, and/or organization
- CTE PLT will develop literacy based CFAs
- 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 PLT meetings to gain further understanding of literacy skills and align rigor. Co-teachers will also be given opportunities for PL around literacy standards

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0421 Sunnyside High School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Instruction	Teacher-Subs			Substitutes (no IEPs)	11,710.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Substitute teachers	1,173.00
G4A1	Sup & Conc	Instruction	Travel			Travel expenses for professional learning for teachers	30,000.00

**\$42,883.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		92.24 %	2019-2020	94.24 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Family Goal - Site Defined**

Over the past few years our survey responses by families have been minimal. With the surveys moving to a digital format, we have noticed even less participation. This year only 219 families responded. Our goal is to increase participation in the survey

**Parent Survey - Respected and welcomed**

Of those families who did respond, 93% of our families responded favorably to the school staff treats me with respect. Our goal is to increase this to 95%.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

**Family Goal - Site Defined**

- Lack of access to digital format of the survey.
- Lack of connection to the survey results and its immediate impact

**Parent Survey - Respected and welcomed**

- Small response rate doesn't give valid results.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

In terms of the goals listed above we don't have any information on intended vs the actual implementation. We will continue to utilize a Home school Liaison, a Resource Counseling Assistant and a School program assistant to share information through social media, parent coffee hours, and PeachJar. We will increase communication about the climate and culture survey as well as.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

In an effort to meet our goals, we will increase communication about and importance of the climate and culture survey. We will also provide opportunities for parents to use technology onsite to complete the survey both in the computer labs and in the main office. We will hold learning sessions for parents around the use of technology.

**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:

- Recognize lack of participation by families in SSC, surveys, etc
- Time that the coffee hour is held was brought up as a potential barrier to access.
- Appreciated the 4 university offices structure as families feel comfortable with doing all business in one office.

**2** ELAC:

- Appreciate the weekly coffee hours and that they are translated in Spanish
- Getting answers during the pandemic was difficult due to a rotation of site staff.

**3** Staff:

- Noticed calls from parents about getting answers during the pandemic was difficult due to a rotation of site staff.
- Recognized the need for training for parents around the use of email and other technology to keep in contact with school .

### Action 1

**Title:** Family Engagement

[Action Details:](#)

As of Spring of 2021, we had less than 10% of our families respond on the climate and culture survey. Our goal is to increase participation on the survey by 10% in the Spring of 2022 to have a better sense of our families needs. Of those who did respond in 2021, 92% felt respected and welcomed by our school. Our goal is to increase this by 2% in the 2022 survey. Sunnyside will continue to host weekly meetings for parents coordinated by our Home School Liaison (Spanish speaking) and Resource Counseling Assistant (Hmong speaking). We will continue to use our social media platforms, website, school messenger and PeachJar to communicate regularly with our families. In effort to support survey participation, we will offer evening times during the survey administration for families to use computers or laptops onsite. Tablets will also be available in the main office for parent use for online surveys. We will explore the use of the online program Thought Exchange to gain more insight from parents and families on how better to support their individual needs.

We will also explore the use of other communication platforms such as Thought Exchange, Remind or Talking Points to increase communication with parents and families.

To improve participation in their student's academic success, we will continue to hold "Parent Nights" by grade level to meet the varying needs of each grade. We will support senior parents with FAFSA completion.

**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**

Principal:

- send weekly communication through school messenger and / or parent emails.
- utilize social media platforms to celebrate students and share necessary information with families.
- use other communication platforms such as Thought Exchange, Remind or Talking Points to increase communication with parents and families

Home School Liaison - Spanish / RCA (Hmong)

- assists with monitoring attendance
- monitors student progress and contacts parents
- runs workshops for parent night
- holds weekly parent meetings to keep them informed
- use other communication platforms such as Thought Exchange, Remind or Talking Points to increase communication with parents and families

VPs/Counselors/APIC

- conduct parent meetings
- conduct parent nights
- discuss A-G course work, college entrance expectations

CTE/Job Developer/AMD Teachers

- conduct various evening events to inform parents of various programs
- include parents in various student celebrations

Club Advisors/Athletic Coaches/Band Director and Orchestra Director

- conduct various evening events to inform parents of various programs
- include parents in various student celebrations

**Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:**

- **Student Academics:**
- **We will provide learning opportunities for families on the use of email, atlas, Edutext, and Microsoft Teams so parents can better monitor student progress and increase communication with teachers and counselors.**
- **Student Centered and Real-World Learning:**
- **Provide opportunities for families to be involved in student centered Career Fairs and conferences, including our annual HEAL conference**
- **Student Engagement:**
- **To increase student engagement, we will continue to communicate to families about various events through school messenger, PeachJar, on our website and our social media platforms**
- 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 Direct Service and Opportunities for parents and families to support EL students:**

Home School Liaison - Spanish / RCA (Hmong)

- assists with monitoring attendance
- monitors student progress and contacts parents
- runs workshops for parent night
- holds weekly parent meetings to keep them informed

**Owner(s):**

HSL / RCA

VPs

Counselors

CTE

Job Developer

Club Advisors

Athletic Coaches / Band and Orchestra

**Timeline:**

Ongoing

**Specify Direct Service and Opportunities for parents and families to support low-performing student groups:**

- SWD Case managers will monitor academic progress of SWD and share the various co- and extra-curricular activities opportunities with parents while in IEPs
- Homeroom teachers will encourage and provide information on the wide array of activities available to students
- We will also explore the use of other communication platforms such as Thought Exchange, Remind or

Talking Points to increase communication with parents and families

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0421 Sunnyside High School (Locked)

### G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Home visits	600.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent participation and inclusion	25,000.00
G5A1	Sup & Conc	Parent Participation	Direct-Food			FUSD food services	1,000.00
G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	1.0000		71,059.00

**\$97,659.00**



# 2021-2022 Budget for SPSA/School Site Council

## State/Federal Dept 0421 Sunnyside High School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts - credit recovery (winter session and after school), lead teachers, AVID coordinator (no IEPs) Supports all actions in Goals 1-3.	47,888.00
G1A1	Sup & Conc	Instruction	Mat & Supp			supplies and materials	75,902.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst II	1.0000	Lab assistant	69,738.00
G1A3	Title 1 Basic	Instruction	Oth Cls-Supp			Classified AVID Tutors	57,062.00
G1A3	Title 1 Basic	Instruction	Bks & Ref			turnitin.com, Edgenuity	25,000.00
G1A3	Title 1 Basic	Instruction	Mat & Supp			materials and supplies (no food or incentives)	5,532.00
G1A3	Title 1 Basic	Instruction	Travel			AVID Institute	8,000.00
G1A3	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			AVID : AVID membership	4,500.00
G1A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Translation for parent meetings, home visits and parent connection (no translation for mandatory items such as IEPs and ELAC)	76,408.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.4000	also for G2A2	35,133.00
G1A3	Sup & Conc	Instruction	Ins Aide-Sup			Classified support	10,144.00
G1A3	Sup & Conc	Instruction	Nc-Equipment			technology, projectors, computers, etc	45,000.00
G1A3	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Over			Overtime	7,268.00
G1A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Extra time	5,709.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000		133,651.00
G1A3	One-Time School	Instruction	Nc-Equipment			: technology, furniture	12,400.00
G1A4	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500		47,697.00
G1A4	LCFF: EL	Parent Participation	Mat & Supp			Supplies / materials for EL students and parents	3,349.00
G1A4	LCFF: EL	Parent Participation	Direct-Food			: Parent coffee hours, ELAC meetings	700.00
G2A1	Title 1 Basic	Instruction	Direct Trans			College visits and industry experiences. Also for G3A1 & G3A2	10,000.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	1.0000		124,856.00
G2A1	Sup & Conc	Instruction	Fuel			: Fuel for CTE Van	1,000.00
G2A1	Sup & Conc	Instruction	Direct-Maint			: CTE Van Maintenance - Oil Change	500.00
G2A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Reg	Assistant, School Program	1.0000		69,942.00
G2A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts	59,860.00
G2A2	Sup & Conc	Instruction	Direct Trans			College trips	2,500.00
G3A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows - Advocates	53,196.00
G3A1	One-Time School	Instruction	Mat & Supp			: supplies and materials	40,000.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		60,747.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ovr			Classified overtime	15,572.00

G4A1	Title 1 Basic	Instruction	Teacher-Subs	Substitutes (no IEPs)	11,710.00
G4A1	Sup & Conc	Instruction	Teacher-Subs	Substitute teachers	1,173.00
G4A1	Sup & Conc	Instruction	Travel	Travel expenses for professional learning for teachers	30,000.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Local Mileage	Home visits	600.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp	Parent participation and inclusion	25,000.00
G5A1	Sup & Conc	Parent Participation	Direct-Food	FUSD food services	1,000.00
G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng 1.0000	71,059.00
					\$1,249,796.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$299,896.00
Sup & Conc	7090	\$759,800.00
LCFF: EL	7091	\$137,700.00
One-Time School	7099	\$52,400.00
<b>Grand Total</b>		<b>\$1,249,796.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$671,081.00
G2 - Expand student-centered and real-world learning experiences	\$268,658.00
G3 - Increase student engagement in their school and community	\$169,515.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$42,883.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$97,659.00
<b>Grand Total</b>	<b>\$1,249,796.00</b>