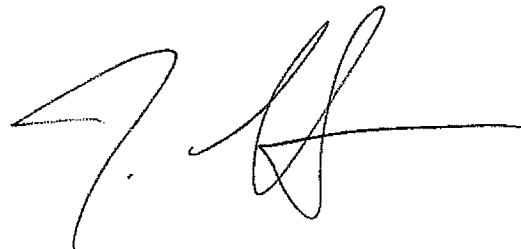


Sunnyside High School

10621661030675

Principal's Name: Tim Liles

Principal's Signature:

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

The Fresno Unified School District Board of Education approved this plan on: May 11, 2016

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		Needs Assessment
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B.2.	Social/Emotional Domain	Attendance/Suspensions/Expulsions
B.3.	Culture and Climate Domain	Goal 2 Engagement/Parent Involvement/EL Services
Budget and Governance Sections		
C.1.	Budget	Allocations and planned expenditures
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E.1.	Assurances	Consolidated Program Assurances
E.2.	School Site Council	Members list
E.3.	Required Signatures	Principal and SSC Chairperson
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District Goals	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

2016 - 2017 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	High	ELA (SBAC)	2- Standard Met/Exceeded	5926	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC	6/9	39.82 %
<input type="checkbox"/>	High	Advanced Placement (AP)	3- Course Retention	5938	Number and percentage of 10th-12th grade students who meet the AP Eligibility Pool Criteria who were appropriately placed in AP course(s), and completed the course(s) in the current year, plus 9th grade students enrolled in AP Human Geography and completed the course in the current year	6/8	76.9 %
<input checked="" type="checkbox"/>	High	Advanced Placement (AP)	2- Appropriate Course Placement	5937	Number and percentage of 10th-12th grade students who meet the AP Eligibility Pool Criteria and are appropriately placed in AP course(s) in the current year	6/9	76.27 %
<input checked="" type="checkbox"/>	High	Math (SBAC)	2- Standard Met/Exceeded	6169	Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	5/9	12.44 %
<input type="checkbox"/>	High	Math (SBAC)	1- Standard Not Met/Nearly Met	6160	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC	5/9	87.56 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	High	EL Redesignation	1- English Proficiency Growth	6017	Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments	8/9	19.78 %
			5- LTEL		Number and percentage of 9th-12th grade Long Term English Learner		

<input type="checkbox"/>	High	EL Redesignation	Graduation and A-G On-Track Status	6175	students who were continuously enrolled for 5 years prior to the start of their 9th grade year and are on-track for high school graduation and A-G requirements	6/9	18.54 %
<input checked="" type="checkbox"/>	High	EL Redesignation	3- Borderline to Redesignation Within 365 Days	5968	Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at the end of the spring semester of the previous academic year and are redesignated within 365 days	5/9	21.67 %

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	High	Linked Learning (LL)	1- Pathway Enrollment	5898	Number and percentage of 9th-10th grade students enrolled in a Linked Learning pathway	8/10	18.82 %
<input type="checkbox"/>	High	College-Going Culture	4- Eligible Applicants to Two 4-year IHE Segments	6016	Number and percentage of on-track, 12th grade students with a GPA of 3.0 and above who applied to 2 out of 3 segments of higher education, excludes State Center Community College District	7/9	38.05 %
<input type="checkbox"/>	High	Career Technical Education (CTE)	1- CTE Enrollment	6344	Number and percentage of 9th-12th grade students enrolled in a Career Technical Education (CTE)	7/10	25.96 %
<input checked="" type="checkbox"/>	High	College-Going Culture	1- 12th Grade A-G Competitive Eligibility	6014	Number and percentage of 12th grade students who meet A-G Competitive Eligibility criteria	6/9	63.46 %
<input type="checkbox"/>	High	Career Technical Education (CTE)	5- Post-CTE Careers	6359	Number and percentage of CTE graduates who pursued a postsecondary education or advanced training, or military service, or employment	6/9	85.95 %
<input type="checkbox"/>	High	College Enrollment	2- CSU SIR Rate	6289	Number and percentage of 12th grade students who submitted a Statement of Intent to Register (SIR) to the California State University (CSU)	6/9	79.23 %
<input type="checkbox"/>	High	Graduation	2- On-Track Retention Rate	6151	Number and percentage of 9th-12th grade students who were on-track for graduation at the beginning of the academic year, enrolled in the appropriate courses in the current academic year and remain on-track in the most recent quarter	5/9	80.58 %

<input type="checkbox"/>	High	A-G	3- On-Track Retention Rate	6023	Number and percentage of 9th-12th grade students who were on-track at the beginning of the academic year, are enrolled in the appropriate A-G courses in the current academic year and remain A-G on-track in the most recent quarter	5/9	77.39 %
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4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	High	Suspension	3- Appropriate Behavior Intervention	5951	Number and percentage of 9-12th grade students with one or more suspension incidents (on-campus and/or out of school) and have an appropriate ATLAS Portfolio entry or SAP counselor contact	7/10	18.12 %
<input checked="" type="checkbox"/>	High	Chronic Absenteeism	1- Chronic Absenteeism Rate	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	6/10	12.21 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	High	Student Engagement	4- Long Term Engagement	5948	Number and percentage of unique students engaged in any ongoing Goal 2 activities for 2 or more consecutive years.	8/9	11.43 %
<input checked="" type="checkbox"/>	High	Student Engagement	2- Overall Student Participation	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	8/9	66.06 %
<input type="checkbox"/>	High	Student Engagement	3- Disproportionality	5944	Number and percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively disproportionately represented	6/10	18.16 %

Instructional Superintendent Approval : No Yes | Approval Date :

[Due date has passed, no more changes.]

B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 1	<p><i>Detail the action:</i> Sunnyside High School will implement strategic mathematical supports for all students aligned with the Common Core State Standards. An emphasis will be on performance-based learning and mastery of conceptual mathematics that embed the eight mathematical practices as well as address focus, coherence and rigor. Teachers will engage in professional learning and collaboration in their AC’s centered on common formative assessments and performance-based tasks and responses to instruction. Students will be supported in math classes as well as in tutorials provided by math teachers before and after school throughout the year.</p>		
<p><i>SQII Element:</i></p> <p>Number and percentage of students scoring Standard Met or Standard Exceeded on the Math SBAC (#6169)</p>	<p><i>SQII Sub-element(s):</i></p>	<p><i>Site Growth Target:</i></p> <p>6% growth (from 12% to 18%) in Math SBAC</p>	<p><i>Vendor (contracted services)</i></p>
<input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going		<p><i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</p>	
<p><i>Write a SMART Goal to address each data point:</i></p> <p>By June 2017, SBAC data will show an increase of 6% in the percentage of students scoring Standards Met or Standard Exceeded on the Math SBAC.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <p>Math AC’s/Lead Teachers will:</p> <ul style="list-style-type: none"> monitor results on the Interim I, II Assessment for Algebra I, Geometry, and Algebra II. use district math adopted curriculum and materials to develop common formative and summative tasks/assessments. 		<p><i>Owner(s)</i></p> <p>Math teachers, Math Lead Teachers, Math VP</p>	<p><i>Timeline</i></p> <p>Ongoing, weekly, quarterly</p> <p>Interim assessment goals will be measured and monitored twice a year</p>

<ul style="list-style-type: none"> analyze student work using common formative and summative assessments to inform instruction. use Edgenuity as a tool when developing performance-based tasks and assessments. Use of digital assessment literacy through the Illuminate platform accessible through teacher and site reports. <p>Math VP will:</p> <ul style="list-style-type: none"> use walkthrough data to monitor this progress and inform next steps. attend AC meetings, new district math adopted textbook/curriculum trainings, Edgenuity trainings and other professional learning opportunities to support math department. 		<p>Common Formative and Summative Assessments will be on-going throughout the year</p> <p>Walkthrough data collection be on-going throughout the year</p> <p>SBAC Goals will be measured by June 2017</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> Teachers will contact students receiving a D or F in their math classes. Parents will be notified of math tutorials available via School Messenger, newsletter and website. 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> Math teachers will follow FUSD’s AC Foundations, PLC’s, <u>Learning by Doing</u> by Dufour et al. to plan and create common formative assessments and performance-based tasks Math teachers will engage in Professional Learning around district math adopted textbook/curriculum, Edgenuity, create performance-tasks and common formative assessments and providing remediation within the rigor of the grade level standard. Algebra II teachers will be receiving district-wide professional learning to support the new adopted CCSS aligned curriculum. 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> Teacher professional collaboration and learning will support student learning of grade level standards through enhanced delivery of instruction and through the review of data for the purpose of acceleration within the instructional sequence. Students will have the opportunity to master the content and repair in real time with the use of Edgenuity. 		
<p><i>Specify additional targeted actions for EL students:</i></p> <p>Teachers will support EL students individually and in small groups during math tutorials before and after school.</p>		

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<p>Action # 2</p>	<p><i>Detail the action:</i> Sunnyside High School will implement a comprehensive school-wide literacy program that will work to support grade level achievement as demonstrated on the ELA SBAC, DRP and English/Math EAP. This program will support and promote differentiated instruction to ensure that students scoring moderately below and significantly below California State Standards will achieve grade level standards. Instruction will be provided through the use of complex text/talk/task and guided reading strategies, close reading and independent approaches to reading instruction. The comprehensive literacy program will also work to eliminate the amount of students needing remedial English courses at the freshman college levels. During the 2016-17 school year, a Computer Lab Assistant will address technology needs of students and teachers throughout the year and during the administration of the ELA SBAC and DRP.</p>		
<p><i>SQII Element:</i></p> <p>Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC (#5926)</p> <p>Number and percentage of 2nd-12th grade students who demonstrated on-track annual growth on the more recent DRP (#3714)</p> <p>Number and percentage of 12th grade students scoring “Ready” on the Early Assessment Program for college level English (#430)</p> <p>Number and percentage of 12th grade students scoring “Ready” on the Early Assessment Program for college level Math (#2048)</p>	<p><i>SQII Sub-element(s):</i></p>	<p><i>Site Growth Target:</i></p> <p>6% growth (from 39% to 45%) on the ELA SBAC</p> <p>5% growth (from 43% to 48%) on the DRP</p> <p>5 % growth (deom 8% to 13%) on English EAP</p> <p>5% growth (from 1% to 6%) on Math EAP</p>	<p><i>Vendor (contracted services)</i></p>
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		<p><i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</p>	
<p><i>Write a SMART Goal to address each data point:</i></p> <p>By June 2017, SBAC data will show an increase of 6% in the percentage of students scoring Standards Met or Standard Exceeded on the ELA SBAC.</p>			

By June 2017, the DRP will show an increase of 5% in the percentage of students who demonstrate on-track annual growth on the most recent DRP.

By June 2017, the English EAP will show an increase of 5% in the percentage of 12th grade students scoring “Ready”.

By June 2017, the Math EAP will show an increase of 5% in the percentage of 12th grade students scoring “Ready”.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)

Owner(s)

Timeline

English AC’s/Lead Teachers will:

- monitor results on the Interim I, II Assessments
- analyze student tasks and common formative and summative assessments to inform instruction
- Use of digital assessment literacy through the Illuminate platform accessible through teacher and site reports
- goal setting and chats with students before each test administration
- Analyze DRP results and make instructional recommendations based on results

Core, Elective and PE Teachers will:

- plan and incorporate lessons building on literacy skills
- analyze student tasks and common formative and summative assessments to inform instruction

VP’s will:

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

Instructional Coach will:

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

VP’s, English AC’s, Lead Teachers, all Teachers, Instructional Coach, Computer Lab Assistant

Ongoing, weekly, quarterly
 Interim assessment goals will be measured and monitored twice a year
 Common Formative and Summative Assessments will be on-going throughout the year
 Walkthrough data collection be on-going throughout the year
 SBAC Goals will be measured by June 2017

<p>Computer Lab Assistant will:</p> <ul style="list-style-type: none"> • monitor and maintain mobile computer carts • support students and teachers with technology throughout the year and during the administrations of DRP and SBAC 		
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Parents will be notified of assessment significance, dates, and ELA SBAC and DRP Goal Setting via School Messenger, newsletter, website, coffee hours • Grade level parent meetings to discuss specific assessments and preparatory resources available for students 		
<p><i>Describe related professional learning:</i></p> <p>Staff Professional Learning regarding significance of DRP, DRP as criteria for EL Re-Designation and AP Placement, structure of DRP and ELA SBAC, significance of English Interim assessments as criteria for EL Re-Designation, lexile levels, complex text/talk/task, and disciplinary literacy strategies.</p>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • Students will engage in reading grade-level appropriate complex text, talk, and tasks provided by a balanced literacy approach to instruction. • Students will use technology equipment and supplemental materials to enhance learning and monitor progress. Computer Lab Assistant will support student use of technology and address computer lab needs. <p><i>Specify additional targeted actions for EL students:</i></p> <p>Students will be provided support via designated and integrated ELD. EL Tutorials will be provided to support students in building their literacy skills and awareness of the ELA SBAC and DRP significance/structure.</p>		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instructional Library, Media & Technology	Classified Support-Regular	Paraprof, Computer Lab Asst II	1.0000			56,839

2	1	Sup & Conc	Instruction	Non Capitalized Equipment				Non Capitalized Equipment	35,000
								Total	\$91,839

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 3	<p><i>Detail the action:</i> Sunnyside High School recognizes the importance of preparing and supporting students in meeting A-G Competitive Eligibility criteria (A-G on track, with at least 19 A-G courses and have a GPA of 3.0 or above). Meeting this criteria will help students be more competitive in college admissions (public and private) and eligible for scholarship programs. Counselors will continue to support and guide student during the course planning/selection and college admission process via individual conferences and class presentations. AVID coordinator and teachers will support students by having targeted presentations and conferences with students regarding the importance of being competitive in the college admissions process.</p>		
<p><i>SQII Element:</i> Number of 12th grade students who are A-G on track, with at least 19 A-G courses and have a GPA of 3.0 or above (#6014)</p> <p>Number of on-track, 12th grade students with a GPA of 3.0 and above who applied to 2 out of 3 segments of higher education, excludes State Center Community College District (#6016)</p>	<p><i>SQII Sub-element(s):</i></p>	<p><i>Site Growth Target:</i> 7% growth (from 63%-70%) on A-G on track with at least 19 A-G courses/3.0 GPA</p> <p>7% growth (from 38%-45%) on 3.0 GPA/apply to 2 out of 3 higher ed segments</p>	<p><i>Vendor (contracted services)</i></p>
<input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going		<i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<p><i>Write a SMART Goal to address each data point:</i></p> <p>By June 2017, we will have a 7% increase in the number of 12th grade students who are A-G on-track, with at least 19 A-G courses and have a GPA of 3.0 or above.</p>			

<p>By June 2017, we will have a 7% increase in the number of on-track 12th grade students with a GPA of 3.0 and above who apply to 2 out of 3 segments of higher education (UC, CSU and private), excludes State Center Community College District.</p>		
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <p>Counselors: -Counselors will work together with teachers regarding strategies on how to best support students by grade level -Counselors will continue to strategically guide students through pre-registration and college application process and scholarship opportunities.</p> <p>Teachers: -AC's will work together to support and prepare college and career ready graduates by implementing instructional strategies that address our Schoolwide Learner Outcomes.</p> <p>AVID Coordinator will: -coordinate UC personal statement completion for all AVID juniors and support non-AVID students with personal statement completion. -support high achieving students with Questbridge applications (junior year College Prep program, senior year National College Match program) and the Common Application for private school admissions. -collaborate with CTE Coordinator/Elective teachers as well as Men's & Women's Alliance instructors to support implementation of college & career academic habits as well as rigorous coursework in the elective classes.</p> <p>Schoolwide Opportunities: -increase number of A-G courses offered through master schedule -SAT Prep sessions starting in 10th grade after PSAT results are available.</p>	<p><i>Owner(s)</i></p> <p>Counselors, teachers, AVID Coordinator</p>	<p><i>Timeline</i></p> <p>On-going, weekly, Quarterly</p> <p>Weekly grade checks in AVID classes.</p> <p>Quarterly grade checks by counselors</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <p>-Grade level Parent Meetings (provided by site staff, Parent University) -Coffee Hour -Newsletter -9th grade family conferences in all 3 AVID cohorts (AVID, DA, PHS) at the beginning of the school year</p>		

-9th grade AVID family night

Describe related professional learning:
 -Staff Professional Learning regarding A-G requirements, college application process, Schoolwide Learner Outcomes
 -AVID Summer Institute and training for teachers on Cornell Note taking, binder checks, socratic seminars and other resources

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
 Students will be supported by teachers, counselors and staff to be college and career ready via instructional strategies/pedagogy, student individual conferences, grade-level presentations conducted by counselors in classes throughout the year.

Specify additional targeted actions 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.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Senior High	0.2000		Teacher, extra period	17,396
3	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Senior High	0.2000		Teacher, extra period	17,396
3	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Senior High	0.2000		Teacher, extra period	17,396
3	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Senior High	0.2000		Teacher, extra period	17,396
3	1	Title 1 Basic	Instruction	Teacher-Regular Salaries	Teacher, Senior High	0.4000			46,188
3	1	Title 1 Basic	Instruction	Non Capitalized Equipment				non-capitalized equipment	10,000

3	1	Title 1 Basic	Instruction	Direct Transportation (Dr)				transportation	6,000
3	1	Title 1 Basic	Instruction	Travel				travel/conference	18,000
3	1	Title 1 Basic	Instruction	Materials & Supplies				materials & supplies	24,707
								Total	\$174,479

Domain	<input checked="" type="checkbox"/> <i>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</i>	<input type="checkbox"/> <i>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</i>	<input type="checkbox"/> <i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</i>
Action # 4	<p><i>Detail the action:</i> Through the commitment of promoting a college-going environment on campus, Sunnyside High School will put in place a strategic plan that includes raising awareness of the SAT and offering SAT Prep sessions throughout the year. By raising awareness and preparing students for the SAT, students are more likely to register for and do well on the SAT. SAT Prep sessions will be available to students starting in 10th grade after PSAT results are available in the Spring semester. For increased student participation in prep sessions and growth in SAT results, student incentives will be provided throughout the year. These incentives will be determined by the time commitment and progress of students on Khan Academy SAT Prep.</p>		
<i>SQII Element:</i>	<i>SQII Sub-element(s):</i>	<i>Site Growth Target:</i>	<i>Vendor (contracted services)</i>
Number and percentage of on-track/subject borderline, 11 th grade students with a 2.3 GPA or above, and have not registered for the SAT/ACT (#553)		5% reduction (from 20% to 15%)	
<input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i>		<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>	
<p><i>Write a SMART Goal to address each data point:</i></p>			

<p>By June 2017, the number and percentage of on-track/subject borderline, 11th grade students with a 2.3 GPA or above, and have not registered for the SAT/ACT will decrease by 5%.</p>		
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <p>SAT Prep Teachers:</p> <ul style="list-style-type: none"> • will understand and analyze PSAT results. • will support and guide students through the various resources available on Khan Academy. • will have knowledge of the SAT structure and analyze SAT results. • take attendance during SAT Prep sessions • Attend Khan Academy and College Board trainings. <p>VP/Counselor:</p> <ul style="list-style-type: none"> • will coordinate SAT Prep Schedule for the entire year. • ensure computers and technology needs are addressed. • attend Khan Academy and College Board trainings. 	<p><i>Owner(s)</i></p> <p>SAT Prep Teachers, VP/Counselor</p>	<p><i>Timeline</i></p> <p>Ongoing, PAST results in the fall, SAT results after the administrations</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> Ongoing communication via coffee hours, newsletter, Parent University grade level sessions, website, School Messenger and SAT Parent Meeting.</p>		
<p><i>Describe related professional learning:</i> SAT Prep Teacher Professional Development on SAT structure, Khan Academy and College Board websites. Via these trainings teachers will gain valuable information on how to best support students.</p>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <p>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.</p>		
<p><i>Specify additional targeted actions for EL students:</i> EL students will have support of the EL Specialist and will be invited to attend SAT Prep sessions.</p>		

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<p>Action # 5</p>	<p><i>Detail the action:</i> Sunnyside High School teachers will meet weekly in Accountable Communities (AC). When they meet, AC’s will answer the four foundational guiding questions: 1. What do we want students to learn? 2. How will we know they learned it? 3. How will we respond when they didn’t learn it? 4. How will we respond when they already know it? Particular focus will be on questions 3 & 4 utilizing common assignments and assessments (formative and summative). VP’s will have on-going reflective conversations with Lead teachers regarding the four guiding questions after AC meetings, walkthrough observations, and impact on student learning.</p>		
<p><i>SQII Element:</i> Number and percentage of students scoring Standard Met or Standard Exceeded on the Math SBAC (#6169)</p> <p>Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC (#5926)</p>	<p><i>SQII Sub-element(s):</i></p>	<p><i>Site Growth Target:</i> 80% of AC’s will be designed as “sustaining”</p> <p>80% of AC’s will answer questions 3 & 4 100% of the time</p>	<p><i>Vendor (contracted services)</i></p>
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		<p><i>Reasoning:</i> <input type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context</p>	
<p><i>Write a SMART Goal to address each data point:</i> By June of 2017, 80% of Accountable Communities will be designated as “Sustaining” on the Professional Learning Communities at Work Continuum: Effective Communication from <u>Learning By Doing</u>, by DuFour et al. By June of 2017, 80% of Accountable Communities will answer foundational guiding questions 3 & 4 100% of the time.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <p>Every AC will:</p> <ul style="list-style-type: none"> • Establish goals and targets • Participate in Smart Goal Conferences with department VP, • Develop Common Assignments and Assessments • Analyze Assessment results 		<p><i>Owner(s)</i> Principal, VP’s, Lead Teachers, all teachers</p>	<p><i>Timeline</i> Weekly, Monthly, Quarterly</p>

<ul style="list-style-type: none"> • Discuss DRP, EL Re-designation Goal Setting Reports and Interim Assessments <p>Lead Teachers:</p> <ul style="list-style-type: none"> • Email AC meeting notes to department VP and Principal • Attend planning days <p>VP's:</p> <ul style="list-style-type: none"> • Through classroom observations will provide specific feedback to teachers on implementation of strategies in the classroom • Work collaboratively with teachers to ensure greater rigor is present in lessons and appropriate support is provided to students. • Have reflective conversations with teachers throughout the year regarding classroom walkthroughs, common assessments and student learning. 		
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Parent Coffee Hour, Weekly Principal Parent Update via School Messenger 		
<p><i>Describe related professional learning:</i></p> <p>Teachers will engage in the following professional learning around:</p> <ul style="list-style-type: none"> • <u>Learning by Doing</u> by DuFour, et al., PLC's • Lead Teacher Meetings (site & region) • California Standards for the Teaching Profession (CSTP) #5 – Assessment • CSTP #6 – Developing as a Professional Educator • Proficiency-based Learning (tasks, assessments) • Common formative and summative assessments (formal and informal) 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <p>Differentiated instruction based on results of assignments or assessments. Lessons may include use of frontloading strategies, re-engagement, re-teaching, or enrichment strategies.</p> <p><i>Specify additional targeted actions for EL students:</i></p> <p>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.</p>		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	1	Sup & Conc	Instruction	Travel				Travel/Conference	30,000
								Total	\$30,000

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 6	<p><i>Detail the action:</i> Sunnyside High School will provide a comprehensive academic support program for students of all grade levels. This includes teacher content tutorials before and after school. AVID tutors will support students during their AVID classes as well as be available during lunch for all students. These efforts will support struggling students as they work to successfully complete all their courses with a C or higher thus promoting college and career readiness. Tutorials will be announced and promoted via the school website, newsletter, social media, broadcast and announcements.</p>		
<p><i>SQII Element:</i></p> <p>Number and percentage of 9th-12th grade students with 1 or more D’s or F’s in most recent grading period (#3626)</p> <p>Number and percentage of students enrolled in a Linked Learning Pathway who received 1 or more D/F in most recent grading period (#4007)</p>	<p><i>SQII Sub-element(s):</i></p>	<p><i>Site Growth Target:</i></p> <p>6% reduction (from 56% to 50%) 9th-12th grade students with 1 or more D/F</p> <p>10% reduction (81% to 71%) Linked Learning Pathway students with 1 or more D/F</p>	<p><i>Vendor (contracted services)</i></p>
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context	
<p><i>Write a SMART Goal to address each data point:</i></p>			

<p>By June 2017, the percentage of students who successfully complete courses with a C or higher will increase by 6%.</p>		
<p>By June 2017, the percentage of Linked Learning Pathway students who successfully complete courses with a C or higher will increase by 10%.</p>		
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <p>VP's will:</p> <ul style="list-style-type: none"> pull D/F data during every grading period: progress report, quarterly have follow up conversations with students and teachers regarding grade trends <p>Content Teachers providing Tutorials will:</p> <ul style="list-style-type: none"> monitor progress of students who attend content tutorials, identify students' specific needs <p>Counselors will:</p> <ul style="list-style-type: none"> inform students and parents about tutorials available when speaking to them about academic supports available on campus <p>AVID Teachers/Coordinator will:</p> <ul style="list-style-type: none"> continue to closely monitor student grades via grade checks discuss academic concerns with students, parents and fellow teachers monitor student tutorial participation 	<p><i>Owner(s)</i></p> <p>VP's, teachers, counselors, AVID teachers and Coordinator</p>	<p><i>Timeline</i></p> <p>Ongoing, Quarterly</p> <p>AVID weekly grade checks</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> Atlas Parent Portal, EduText Coffee Hour Newsletter Grade-level Parent meetings Weekly Principal Parent Update Website 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> Staff /AC Professional Learning regarding PLC's, common grading practices, common assignments/assessments, proficiency based learning AVID training for teachers and tutors 		

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

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

Specify additional targeted actions for EL students:
 EL students will be provided with the opportunity to attend content tutorials and/or EL Tutorials.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	1	Sup & Conc	Instructional Supervision & Administration	Clerical, Technical & Office-Reg	Assistant, School Program	1.0000			55,817
6	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Teacher Substitutes	9,140
6	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Certificated Supplemental	69,744
6	1	Sup & Conc	Instruction	Instr Aide-Supplemental				Classified Supplemental	11,744
6	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Teacher Substitutes	3,429
6	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Certificated Supplemental	23,248
6	1	Title 1 Basic	Instruction	Other Classified-Supplemental				AVID Tutors	35,232
6	1	Sup & Conc	Instruction	Materials & Supplies				Materials & Supplies	73,491

6	1	Sup & Conc	Parent Participation	Materials & Supplies				Parent Newsletter	18,000
6	1	Sup & Conc	Parent Participation	Direct-Food Services (Dr)				Direct Food	3,000
								Total	\$302,845

Domain	<input type="checkbox"/>	1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 7	<p><i>Detail the action:</i> Sunnyside High School will continue to focus on how to strategically address absenteeism. During the 2016-2017 academic school year, Sunnyside High will put in place a multi-tiered system of interventions for attendance, including providing four part-time positions “Advocates” one for each University Office to support the needs of all students. Interventions will be strategically designed for those who are identified as chronically absent. Sunnyside will also continue the monthly attendance parent meetings that provide parents and students with information regarding attendance and strategies to support the improvement of attendance as well as resources available.</p>					
	<p><i>SQII Element:</i> Number and percentage of students who are chronically absent (attendance rate of 90% or less) (#5942)</p>		<p><i>SQII Sub-element(s):</i></p>		<p><i>Site Growth Target:</i> 2% reduction (from 12% to 10%)</p>	<p><i>Vendor (contracted services)</i> Teaching Fellows</p>
<input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i>		<p><i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i></p>				
<p><i>Write a SMART Goal to address each data point:</i></p> <p>By June 2017, the percentage of 9th-12th grade students who attend 90% of the time or more will increase from 88% to 90%.</p>						
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p>					<p><i>Owner(s)</i> Principal,</p>	<p><i>Timeline</i> On-going, Daily, Weekly</p>

<p>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:</p> <ul style="list-style-type: none"> • 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. <p>Advocates will:</p> <ul style="list-style-type: none"> • generate weekly list of chronically absent students in collaboration with the Attendance Team. • closely monitor and follow-up with students on their caseload regarding attendance, academic and social-emotional • work with teachers, VP’s, counselors and parents regarding students on their caseload. • document attendance, academic and social-emotional interventions including parent conferences, home visits and resources provided. <p>Restorative Practice Counselor & Teacher:</p> <ul style="list-style-type: none"> • will collaborate with Advocates to strategically identify supports for students. • will facilitate restorative circles and other provide other services with students when needed. 	<p>Attendance Team VP, Advocate, Counselors and Attendance Clerk in each University Office, Home School Liaison and Resource Counseling Assistant)</p>	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Monthly Attendance Parent Meetings — providing parents with information regarding our attendance policy, strategies for improvement of attendance, and resources available. • On-going parent phone calls notifying parents of missed class periods Attendance Clerks and follow-ups by Advocates, Home School Liaison and Resource Counseling Assistant. 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Staff Professional Learning regarding attendance procedures and interventions, stressing the importance of taking accurate attendance everyday, communication with parents and consulting with school attendance team. • Attendance Team Professional Learning regarding interventions, resources in the community. 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • Students will receive on-going notifications of their attendance. 		

- Students will meet with their assigned advocate to discuss various resources and strategies.
- Students will attend Attendance Parent Meetings.

Specify additional targeted actions 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.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg Hmng	1.0000			55,790
7	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	1.0000			61,213
7	2	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Teaching Fellows	Teaching Fellows	47,000
7	2	Title 1 Basic	Parent Participation	Materials & Supplies				Materials & Supplies	2,646
7	2	Title 1 Basic	Attendance & Social Work Services	Local Mileage				local mileage	1,200
Total									\$167,849

Domain	<input type="checkbox"/>	<i>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</i>	<input type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</i>	<input checked="" type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</i>

<h2>Action # 8</h2>	<p><i>Detail the action:</i> Sunnyside High will have a targeted focus on supporting English Learners (EL) and increase the Re-designation Rate. A strategic EL support system will be put in place during the 2016-2017 school year including, providing one full-time EL Specialist to support the needs of EL students but will focus on our Long Term English Learners (LTEL's). The EL Specialist will provide interventions to LTEL based on the EL Re-designation Goal Setting tool and teacher observations, provide EL Tutorials (raise awareness on criteria- CELDT, DRP and interim assessment cut points, provide literacy and academic intervention) with targeted groups of 9th grade students at the beginning of the school year and throughout. EL Summer Program will also be provided for LTEL's students (provide academic and literacy support and intervention, raise awareness on re-designation criteria- CELDT, DRP and interim assessment cut points). Student incentives will be provided with the intent of increasing the re-designation rate. EL Specialist will also be responsible for RFEP monitoring and documentation. Staff Professional Learning will also be provided regarding strategies and supports for teaching EL students, focusing on re-designation. Professional Learning topics will include: ELA/ELD framework, disciplinary literacy, academic language, EL program (integrated and designated) and using EL data to inform instruction.</p>		
<p><i>SQII Element:</i> Number and percentage of English Learner students who have been continuously enrolled for 5 years or more and were re-designated in the current year (#6338)</p>	<p><i>SQII Sub-element(s):</i></p>	<p><i>Site Growth Target:</i> 10% growth (from 13% to 23%)</p>	<p><i>Vendor (contracted services)</i></p>
<p><input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i> <i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i></p>			
<p><i>Write a SMART Goal to address each data point:</i></p> <p>By June 2017, the percentage of Long Term English Learners (LTELs) who are re-designated will increase by 10%.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <p>EL Specialist will:</p> <ul style="list-style-type: none"> • provide interventions to LTEL based on the EL Re-designation Goal Setting tool and teacher observations. • provide EL Tutorials (raise awareness on criteria- CELDT, DRP and interim assessment cut points, provide literacy and academic intervention) with targeted groups of 9th grade students at the beginning of the school year and throughout. • support all teachers by providing strategies and resources on teaching EL students, focusing on re-designation. 		<p><i>Owner(s)</i></p> <p>Principal, EL VP, EL Specialist</p>	<p><i>Timeline</i></p> <p>Ongoing, Quarterly</p>

<ul style="list-style-type: none"> • facilitate professional learning for teachers and staff on ELA/ELD framework, disciplinary literacy, academic language, EL program (integrated and designated) and using EL data to instruction. <p>EL Specialist will analyze and develop a strategic plan to support LTEL students based on the following:</p> <ul style="list-style-type: none"> • CELDT results • DRP • ELA SBAC • ELA Interim Assessments • Quarterly academic/grade monitoring • RFEP monitoring tool 		
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <p>During ELAC meetings, parents will be notified of intervention plan, strategies to support language, opportunities for student support: EL Tutorial, EL Summer Program, re-designation criteria and dates, and notification of CELDT, DRP and Interim Assessment administrations</p>		
<p><i>Describe related professional learning:</i></p> <p>Staff Professional Learning will be provided on strategies and supports for teaching EL students, focusing on re-designation. Professional Learning topics will include: ELA/ELD framework, disciplinary literacy, academic language, EL program (integrated and designated) and using EL data to inform instruction.</p>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • LTEL students needing additional support will be involved in EL Tutorial and the EL Summer program where they will receive literacy and academic support as well as increase their awareness of re-designation criteria/dates. • All EL students will be involved in CELDT and DRP chats prior to administration of test. • By teachers using EL data to inform instruction and implementing EL strategies in classrooms across the board, EL students will be more supported. <p><i>Specify additional targeted actions for EL students: (see above)</i></p>		
<p>Budgeted Expenditures</p>		

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
8	3	EL	Instruction	Instr Aide- Regular Salaries	Paraprof, Bilingual Hmong	0.7500			42,086
8	3	EL	Instruction	Teacher- Regular Salaries	Teacher, Spec Assgn	1.0000			105,171
8	3	Sup & Conc	Attendance & Social Work Services	Classified Support-Extra Time				Classified Extra Time	3,133
8	3	Sup & Conc	Attendance & Social Work Services	Classified Support- Overtime				Classified Overtime	10,439
8	3	EL	Instruction	Teacher- Substitute Salaries				Teacher Substitute	2,284
8	3	EL	Instruction	Teacher- Supplemental Salaries				Teacher Supplemental	4,069
8	3	EL	Parent Participation	Classified Support-Extra Time				Classified Support Extra Time	2,088
8	3	EL	Parent Participation	Classified Support- Supplemental				Classified Support Supplemental	1,762
8	3	EL	Instruction	Direct-Other (Dr)				CELDT Assessors	10,000
8	3	EL	Parent Participation	Direct-Food Services (Dr)				Direct Food	1,500
8	3	EL	Instruction	Travel				Travel/Conference	2,500
8	3	EL	Instruction	Direct Transportation (Dr)				Transportation	2,000

8	3	EL	Instruction	Materials & Supplies			Materials & Supplies	7,896
							Total	\$194,928

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 9	<p><i>Detail the action:</i> Sunnyside High School will continue to identify, implement and document strategic social emotional supports for students who demonstrate at-risk behaviors. Tier 1 will focus on schoolwide processes and supports developed by the Sunnyside Climate and Culture team. Tier 2 and 3 supports will receive targeted interventions with the emphasis on mediating behavior and the restoration of the learning process. Teachers will engage in professional learning around CHAMPS, levels of behavior, referral process, social-emotional supports and services available and on-going restorative practice training.</p>		
<p><i>SQII Element:</i> Number and percentage of 9-12th grade students with one or more suspension incidents (on-campus and/or out of school) and have an appropriate ATLAS Portfolio entry or SAP counselor contact. (#5951)</p>	<p><i>SQII Sub-element(s):</i></p>	<p><i>Site Growth Target:</i> 10% growth (from 18% to 28%)</p>	<p><i>Vendor (contracted services)</i></p>
<p><input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going</p>		<p><i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context</p>	
<p><i>Write a SMART Goal to address each data point:</i></p> <p>By the end of the 2016-2017 school year, the percentage of interventions and appropriate ATLAS Portfolio entries will increase from 18% to 28% for students with one or more suspension incidents (on-campus and/or out of school).</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <p>Teachers:</p> <ul style="list-style-type: none"> 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 schoolwide policies (behavior, dress code, etc) as developed by the Sunnyside Climate and Culture team. 		<p><i>Owner(s)</i></p> <p>Teachers, Restorative Practice Counselor and Teacher, VP's, SAP Counselor,</p>	<p><i>Timeline</i></p> <p>Ongoing, Daily, weekly, quarterly</p>

<p>Restorative Practice Counselor and Teacher:</p> <ul style="list-style-type: none"> • will support students regarding behavioral concerns per Vice Principal referral (facilitate circles as mediation between students as a preventative measure as well as after a conflict to prevent future incidents, contact parents, collaborate with teachers and staff regarding specific students, help facilitate restorative practice staff training sessions) • will collaborate and support teachers with specific class behavioral concerns upon request (facilitate circles) • will collaborate and work closely with Vice Principals • will document supports to students on ATLAS. <p>VP's:</p> <ul style="list-style-type: none"> • will refer students to Restorative Practice Counselor and Teacher based on situation. • will collaborate with teachers regarding student behavior and referral step process. • will follow schoolwide policies (behavior, dress code, etc) as developed by the Sunnyside Climate and Culture team. • will document supports to students on ATLAS. <p>SAP Counselor, Psychologist, Therapists, Nurse, Counselors:</p> <ul style="list-style-type: none"> • will be present in August 2016 Buyback regarding social-emotional supports and services available as well as referral process. • will provide support to students and families upon request and/or referral. • will document services to students on ATLAS, REA or appropriate database. <p>Climate and Culture Team:</p> <ul style="list-style-type: none"> • 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 2016 Buyback and throughout the year at staff meetings regarding schoolwide policies. 	<p>Psychologist, Therapists, Nurse, and Counselors, and Climate and Culture Team</p>	
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Explain the Targeted Actions for Parent Involvement (required by Title I):

- Parent will receive information on social-emotional and positive behavior supports via Coffee Hour on Wednesdays, ELAC, parent
- Parent be will notified by phone or in person when a student receives a conduct referral.
- Parent conferences will be schedule to address student behavior concerns.
- Home Visits will be scheduled for students who exhibit repeated misbehaviors.

Describe related professional learning:

- Teachers, VP's, counselors and staff will engage in on-going Restorative Practice trainings.
- Sunnyside Culture and Climate team will engage in on-going training.
- Teachers will engage in training regarding CHAMP's, Discipline in the Secondary Classroom, levels of behaviors, referral process and ATLAS documentation, social-emotional supports and services available.

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

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

Specify additional targeted actions 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 Coffee Hour meetings on Wednesdays.

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 10	<i>Detail the action:</i> Sunnyside High School will increase Goal 2 participation by improving our outreach strategies and providing access to a variety of extracurricular activities throughout the year via athletics, clubs and visual/performing arts activities.		
<i>SQII Element:</i> Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics) (#2080)	<i>SQII Sub-element(s):</i>	<i>Site Growth Target:</i> 9% growth (from 66% to 75%)	<i>Vendor (contracted services)</i>
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>		
<i>Write a SMART Goal to address each data point:</i> By the end of the 2016-2017 school year, the number and percentage of unique students who are engaged in any Goal 2 activities will increase by 9%.			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> Campus Culture Director and Athletic Director: <ul style="list-style-type: none"> will promote activity and athletic involvement opportunities via Broadcast, website, school messenger and newsletter enter and monthly monitor of Goal 2/Student Involvement Data guide and connect students Pathway Coordinator/Job Developer: <ul style="list-style-type: none"> plan and coordinate career, field based field trips coordinate guest speakers from various fields throughout the year coordinate and promote showcases, such as Agriscience and Techonolgy Student Expo Night. Coaches/Club Sponsors: <ul style="list-style-type: none"> will promote student participation in sports and clubs via personal via personal conversations with students. plan and coordinate enrichment activities and fieldtrips 		<i>Owner(s)</i> Campus Culture Director/Athletic Director, Pathway Coordinator/Job Developer, Coaches/Club Sponsors, Afterschool Program Coordinator, Vice Principals and Counselors	<i>Timeline</i> On-going, Weekly, quarterly

<ul style="list-style-type: none"> enter Goal 2 Student Engagement Data for their respective club or sport <p>Afterschool Program Coordinator:</p> <ul style="list-style-type: none"> will plan and coordinate enrichment activities and fieldtrips promote student involvement opportunities via Broadcast, website, social media and newsletter. <p>Vice Principals and Counselors:</p> <ul style="list-style-type: none"> will promote student engagement via personal conversations with students and parents regarding clubs, sports, events and programs available. will promote Summer Bridge Program designed to transition incoming freshmen, leading to higher levels of engagement during the comprehensive school year. 		
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> 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. 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> Teachers will engage in professional learning on culturally responsive teaching to increase teacher cultural competence and develop skills necessary for teacher in a cross culture setting. Teachers and staff will engage professional learning around Pathway and Linked Learning. Technology trainings will be offered to coaches and club sponsors designed to streamline Goal 2 Student Engagement documentation in ATLAS. 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> Students will be invited to guest speak presentations based on their interests and goals. Field trips will be available for targeted students providing enrichment opportunities. Summer Bridge will be available to incoming freshmen as a proactive approach in reaching students leading to higher levels of engagement during the comprehensive school year. 		
<p><i>Specify additional targeted actions for EL students:</i></p> <p>EL students will have the opportunity to attend summer bridge, field trips and guest speaker presentations throughout the year. They will also have targeted presentations and fieldtrips based on their needs, interests and goals.</p>		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
10	3	Sup & Conc	Instruction	Direct Transportation (Dr)				transportation	3,000
								Total	\$3,000

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

D.1. Centralized Services - No Centralized Services are utilized at this time.

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2016/17

Sunnyside - 0421

ON-SITE ALLOCATION

3010	Title I	\$226,440 *
7090	LCFF Supplemental & Concentration	\$557,144
7091	LCFF for English Learners	\$181,356
		\$964,940
TOTAL 2016/17 ON-SITE ALLOCATION		\$964,940

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$59,636
Remaining Title I funds are at the discretion of the School Site Council	\$166,804
Total Title I Allocation	\$226,440

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.

2016-2017 Budget for SPSA/School Site Council

State/Federal Dept 0421 Sunnyside High School (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
2	1	Sup & Conc	Instruction	Nc-Equipment			Non Capitalized Equipment	35,000.00
2	1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst II	1.000		56,839.00
3	1	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Senior High	0.400		46,188.00
3	1	Title 1 Basic	Instruction	Mat & Supp			materials & supplies	24,707.00
3	1	Title 1 Basic	Instruction	Nc-Equipment			non-capitalized equipment	10,000.00
3	1	Title 1 Basic	Instruction	Travel			travel/conference	18,000.00
3	1	Title 1 Basic	Instruction	Direct Trans			: transportation	6,000.00
3	1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.200	Teacher, extra period	17,396.00
3	1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.200	Teacher, extra period	17,396.00
3	1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.200	Teacher, extra period	17,396.00
3	1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.200	Teacher, extra period	17,396.00
5	1	Sup & Conc	Instruction	Travel			Travel/Conference	30,000.00
6	1	Title 1 Basic	Instruction	Teacher-Subs			Teacher Substitutes	3,429.00
6	1	Title 1 Basic	Instruction	Teacher-Supp			Certificated Supplemental	23,248.00
6	1	Title 1 Basic	Instruction	Oth Cls-Supp			AVID Tutors	35,232.00
6	1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitutes	9,140.00
6	1	Sup & Conc	Instruction	Teacher-Supp			Certificated Supplemental	69,744.00
6	1	Sup & Conc	Instruction	Ins Aide-Sup			Classified Supplemental	11,744.00
6	1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	73,491.00
6	1	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Reg	Assistant, School Program	1.000		55,817.00
6	1	Sup & Conc	Parent Participation	Mat & Supp			Parent Newsletter	18,000.00
6	1	Sup & Conc	Parent Participation	Direct-Food			Direct Food	3,000.00
7	2	Title 1 Basic	Parent Participation	Mat & Supp			: Materials & Supplies	2,646.00
7	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Hmng	1.000		55,790.00
7	2	Title 1 Basic	Attendance & Social Work Service	Local Mileag			: local mileage	1,200.00
7	2	Sup & Conc	Instruction	Cons Svc/Oth			Teaching Fellows : Teaching Fellows	47,000.00
7	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.000		61,213.00
8	3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Classified Extra Time	3,133.00
8	3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ovr			Classified Overtime	10,439.00
8	3	EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.000		105,171.00
8	3	EL	Instruction	Teacher-Subs			Teacher Substitute	2,284.00
8	3	EL	Instruction	Teacher-Supp			Teacher Supplemental	4,069.00
8	3	EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Hmong	0.750		42,086.00
8	3	EL	Instruction	Mat & Supp				7,000.00

8	3	EL	Instruction	Mat & Supp	: Materials & Supplies	7,896.00
8	3	EL	Instruction	Travel	Travel/Conference	2,500.00
8	3	EL	Instruction	Direct Trans	Transportation	2,000.00
8	3	EL	Instruction	Direct-Other	CELDT Assessors	10,000.00
8	3	EL	Parent Participation	Cls Sup-Ext	Classified Support Extra Time	2,088.00
8	3	EL	Parent Participation	Cls Sup-Sup	Classified Support Supplemental	1,762.00
8	3	EL	Parent Participation	Direct-Food	Direct Food	1,500.00
10	3	Sup & Conc	Instruction	Direct Trans	: transportation	3,000.00
						\$964,940.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$226,440.00
Sup & Conc	7090	\$557,144.00
EL	7091	\$181,356.00
Grand Total		\$964,940.00

Domain Totals	Budget Totals	
Academic	\$599,163.00	
Culture & Climate	\$197,928.00	
Social/Emotional	\$167,849.00	
Grand Total		\$964,940.00

E.1. Assurances

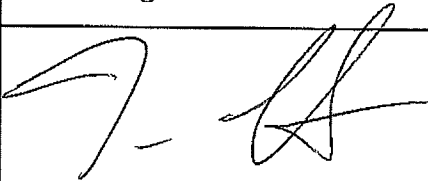

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

E.2. School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Tim Liles	X				
2. Chairperson - Paul Magarity		X			
3. Jeff Shaffer		X			
4. Addison Lyons		X			
5. Adalia Alvarez		X			
6. Angelica Reynosa			X		
7. Bud Klassen				X	
8. Juanita Gonzales				X	
9. Sunny Xiong				X	
10. Samantha Valdez					X
11. Danny Vang					X
12. Jocelyn Pacheco					X
13.					
14.					
15.					
X ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

Title I School Site:
<input type="checkbox"/> This site operates as a non-Title I school.

E.3. Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance and consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Tim Liles		3/31/16
SSC Chairperson	Paul Magarity		3/31/16

E.4. Addendum – Attach Site Parent Involvement Policy/Compact/SSC Bylaws