



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sunny Hills High School	30665146028195		

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

First we will gather input from all of our stakeholders. We will hold meetings and send out surveys to ensure input is gathered from all stakeholders. Then we will see how that data aligns with our WASC Goals. Once we have all of this data and input, then we will align our SPSA with the Local Control and Accountability Plan. We will ensure that we are able to align resources with our goals, which we will monitor for progress throughout the year by gathering data and reviewing it as a school community.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Sunny Hills High School continues to make progress in critical areas for growth and regularly relies on feedback from its stakeholders. In an effort to gather information for the Single Plan for Student Achievement as well as ongoing data for the WASC Self Study process, Sunny Hills has actively sought input in the form of stakeholder surveys and utilized data as appropriate to continually better the school. In spring 2022, stakeholders (123 staff, 334 parents, and 1860 students) responded to an LCAP Survey that was generated by FJUHSD in collaboration with the District Advisory Committee. Additionally, Sunny Hills students complete End-of-Course surveys upon completion of both semester and year-long classes, and an Exit Survey is completed by seniors at the end of each school year. Throughout each school year, surveys are administered to the staff to address professional development needs for both instruction and technology usage. The data gathered from teachers in Leadership Team, department collaboration, and informal means has initiated and/or accelerated professional learning in CCSS instructional strategies, Google Classroom, Aeries.net, and necessary training to keep AP/IB teachers up-to-date with all new curriculum. As a school site with incredible parent involvement, Sunny Hills High School is able to gather ongoing input and feedback from stakeholders through meetings with PTSA, KPO, ELAC, SSC, and SHEF. Other valuable input and feedback are solicited from teachers, staff, students and community members/business partners as an ongoing effort to meet students' educational needs.

The common themes that arose from the consultation meetings impacted the formulation of the LCAP in several key areas:

Goal 1 - Students will be prepared for college and careers through standards-based instruction focusing on critical thinking, practical skills, reading and writing fluency, technology fluency, and the other twenty-first-century Skills (State priorities 4 and 8)

Actions/Services (specific actions and services are listed in the LCAP):

1. Staffing to improve and increase student and family engagement and academic outcomes
2. Equipment, supplies, and technology to improve instruction, foster technology literacy, and support digital instructional material platforms.
3. Services to provide academic guidance support and college exploration (a key feature based on stakeholder engagement from parents and students)

Goal 2 - all students will enjoy equity in access to courses, qualified teachers, and curriculum and instruction that is based on state standards; including English learners, foster youth, students with disabilities, and students from low-income families.

Actions/Services

1. Basic Staffing, salaries, and benefits to provide professional learning, and extended learning opportunities for all students
2. Equipment, supplies, and technology to ensure standards-based instruction and to maintain clean and safe learning environments
3. Equipment, supplies, and technology to provide educational technology primarily targeting the needs of English learners, foster youth, and students from low-income families
4. Services to provide training, educational technology, learning intervention strategies, and to provide interpreting services

Goal 3 - The District engages students and their families as partners to create a climate of support and success

Actions/Services

1. Staffing to provide oversight and support to unduplicated student populations and all students
2. Equipment, supplies, and technology to reduce suspensions and help students develop coping strategies
3. Services to support student success and contribute to building a climate of support (another key feature requested highly by stakeholders specifically in the area of mental health services and social/emotional learning. The District invested highly in appropriate mental health support providers to respond to student emotional needs coming out of the pandemic and now facing in-person instruction in the fall).

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Sunny Hills administrators have established a vision and core values with all faculty and staff that places great emphasis on the learning benefits of positive relationships, clear expectations, and professionalism. Administrators meet with teachers annually to discuss goals and opportunities for professional learning prior to formal observations in the classroom. They formally evaluate teachers at least two times during the school year in accordance with the agreed-upon FJUHSD/FSTO evaluation cycle and informally observe classrooms daily/weekly. When observing in classrooms, both formally and informally, administrators look for: high levels of student engagement, evidence of learning objectives that are aligned with the Common Core standards, checking for understanding, student-to-student communication, and learning opportunities that challenge students to transfer learning to deeper levels of knowledge and application. SHHS administrators also observe student/teacher relationships and the climate of the classroom environment to ensure that students feel comfortable asking questions when they struggle with concepts or skills, make mistakes by taking risks, and trust their teachers to guide them to skill and content mastery. These visits are documented through a shared Google form and the administration has detailed discussions about each observation in their weekly team meetings as well as through feedback shared from the data collected on the Google form.

The principal offers campus tours for parents, prospective students, and community members every Friday morning so they may preview the academic rigor that exists at Sunny Hills and get a feel for the spirited campus culture. The principal sends out a weekly newsletter, The Gold Standard, to all staff, students, and parents to ensure they are informed of the progress of the school, student achievements, and current information about school events.

Teachers appreciate the visibility in the classrooms and the administration has been able to observe the best practices of Sunny Hills' teachers. It is evident that, due to heightened visibility, teachers and program leaders are very comfortable with the administration's presence in their classrooms and continue to extend invitations to observe specific lessons/activities/presentations.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

#### Use of state and local assessments to modify instruction and improve student achievement (ESEA)

During the 2022/23 school year, Sunny Hills teachers and administration will continue to use all available assessment data (CAASPP, CAST, PSAT/SAT, AP, IB, ELPAC, Physical Fitness Test, and iReady Diagnostics) to drive instruction and make adjustments when necessary to increase student success. Teachers and administration also work collaboratively in Curriculum Committees with other FJUHSD school sites to share best practices, determine scope and sequence, and plan professional development opportunities accordingly.

Departments and curriculum teams use assessment data (i.e. CAASPP, EAP, Benchmark Assessments) to adjust and modify instruction. English and math departments look at the trend of CAASPP test scores to provide students with targeted support in an effort to improve instruction from year to year. In order for all students to be college ready, this entails looking at instructional practices to ensure they can demonstrate content/skill mastery on standardized tests whether in College Prep or Honors/AP/IB classes.

English and Math departments review proficiency test data to identify strengths and weaknesses of student performance and provide targeted interventions as appropriate. Specific interventions for math include academic readiness courses for Algebra 1 and Algebra 2 to bolster students math skills prior to taking the courses for credit during the school year. An academic readiness course in English was also offered to incoming freshmen whose skills indicated a need for remediation prior to taking English at the high school level. Student progress is also monitored in English using the CommonLit assessments to measure progress towards the standards during the freshmen year to guide instruction and ensure appropriate placement and again in the sophomore year to measure growth in reading levels from ninth to tenth grade. Beginning in 2017/18, freshmen students showing a large discrepancy in their reading scores are placed into an academic intervention class to help boost their reading skills. Additionally, beginning in 2020/21, students showing a large discrepancy in their math scores are placed into a Math Essentials course to help boost their math skills.

#### Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Sunny Hills teachers create assessments to monitor student progress and inform instruction. They vary from formative and summative assessments that range in nature from essays to lab reports, tests and quizzes, as well as projects and presentations. Teachers have been utilizing technology applications such as DeltaMath, Quizziz, Quizlet, Padlet and more to facilitate formative and summative assessments. Teachers analyze the results of these assessments to reteach as needed and review intervention strategies while also reflecting on their own instructional practices. In addition to formal assessments, teachers have focused on checking for understanding throughout lessons and class discussions to assess student learning before administering high stakes exams.

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

All teachers that are a part of the Sunny Hills High School staff are highly qualified.

#### Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Sunny Hills teachers are provided with instructional materials that are CCSS-based as well as District and Board approved. All teachers have professional development opportunities provided by the District in their specific content areas as well as staff development provided by the site Leadership Team in areas such as Google/Google Classroom, and department/PLC meetings to consider educational literature and best practices. Teachers new to instruction in an AP/IB course, or when AP/IB course syllabi have been updated, attend training specific to the content area. Teachers' professional development opportunities for 2021/22 included the following: NGSS, LTEL training, Mental Health training, Restorative Practices training, California Mathematics Council of Southern California, CETA, UC/CSU Counseling Conferences, Nationals Journalism Convention, and the Midwest Band Directors Conference to list a few. For 2022/23, teachers will be able to attend similar professional development opportunities as they have in previous school years pending the availability of in-person conferences and training.

#### Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Training will continue to be provided to Sunny Hills staff to increase proficiency in Google/Google Classroom, as well as highly effective classroom and instructional practices that develop students' skills in higher level thinking and student-to-student communication and learning. Teachers have made great progress with their use of Aeries.net, as well as continued training to become well-versed in instructional strategies that implement the use of technology and 21st Century skills in the everyday classroom. Teachers have also increased their focus on grading and grade distributions to address areas of concern through targeted interventions.

#### Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers engage in structured professional development that is conducted by content experts in the areas of math, English, science, social science, ELD, special education, and AVID. Professional development for NGSS continues throughout the school year with science teachers upgrading and/or modifying lessons accordingly. Math teachers have updated the sequencing of all units/lessons to ensure alignment with CCSS, and the Special Education department is working collaboratively to address the learning needs at SHHS. The EL TOSA and administration updated the process for the redesignation of English Learners to address appropriate placement and learning needs. The AVID TOSA continues to work with the Sunny Hills AVID Program to encourage students to enroll in higher-level coursework and provide targeted strategies to support their success. The Math, Social Science, Science, and English TOSAs continue to support both subject area teachers with specific instructional strategies that align with CCSS and the two departments are working diligently on common benchmark assessments to be administered quarterly. There has been the addition of a CTE TOSA, World Language TOSA, and Agriculture Education TOSA for these same purposes. Currently, one tech coaching stipend is also allocated to a more tech-savvy teacher to assist their fellow teachers in utilizing technology in the classroom more effectively. The District provided training in literacy within Special Education for all teachers and support providers. The focus of 2022/23 development and collaboration will be on increasing student engagement, achievement, and continuing to mitigate learning loss.

#### Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Site department teams meet regularly to collaborate on unit planning, pacing, best practices, and student data. For 2022/23, this includes 20 late-start days and four full staff development days that include time set aside for department and subject level professional learning communities. Discussions include strategies to support students struggling in academics and provide interventions as appropriate. Department leaders meet monthly in District Curriculum Committees and bring updated information back to department teams for discussion and planning. Over the past few years, Sunny Hills teachers from all academic areas have challenged themselves through book studies to further explore educators' impact on student learning. A district-wide emphasis on understanding the growth mindsets of adolescent learners has been focused on within the Math department. Release time will also be provided for teacher collaboration for Math and English to work on scope and sequence for new newly adopted curriculum. In 2022/23, the Social Science Department will work on the implementation of and ongoing training in using a newly adopted textbook publisher.

## Teaching and Learning

#### Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum and instructional materials are aligned to content and performance standards as evidenced by pacing guides, syllabi, teacher collaboration, and District curriculum team meetings. Vertical articulation occurs on many levels including administration and content teachers (Leadership Team members). The principal also attends monthly articulation meetings with elementary feeder schools/districts to streamline expectations for instruction and student learning.

#### Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Not Applicable

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

SHHS intervention courses for general education students include: AVID 1-4 classes to support students as they challenge themselves in higher-level coursework (Honors/AP/IB), one Academic Intervention class utilizing the Read 180 curriculum for students who are identified as behind in their reading skills, multiple Math Essentials, Algebra Foundations 1, and Algebra Foundations 2 with smaller class sizes to assist students who struggle with higher-level math concepts, as well as Business Finance and Advanced Algebra 2/Trig for seniors needing to boost their math proficiency levels before entering college. Math classes also will be able to utilize ALEKS online support curriculum as an intervention for struggling students. Sunny Hills also offers Learning Lab and Social Cognition courses to support students with disabilities across all core subject areas.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All Sunny Hills students have access to standards-based instructional materials meeting compliance standards for the Williams Settlement Act. This includes materials to support the implementation of CCSS and technology upgrades necessary to provide high-quality instruction. No Williams complaints were filed in regards to instructional materials and textbooks. Students are required (with parent consent) to sign up for a Google Apps for Education (GAFE) account and benefit from the use of regularly updated software on Chromebooks and all school computers. The 2017 implementation of 1:1 Chromebooks to further enhance the delivery of curriculum in all subject areas has continued each year.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Sunny Hills students have access to standards-based materials and all core courses are standards (CCSS for math and English, NGSS for science) aligned. Students have open access to Honors and Advanced Placement (AP) courses.

## **Opportunity and Equal Educational Access**

### Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students who do not show proficiency on ELA testing administered prior to 9th grade may be assigned to an Academic intervention class. Students who show deficits in English Language Arts according to performance indicators such as grades, test scores, and teacher recommendations may attend tutoring opportunities with teachers. Math students who do not show proficiency on the Algebra 1 proficiency test administered prior to the 9th grade year are counseled to enroll in an Algebra Foundations class. Other incoming 9th grade students are recommended for an Algebra Readiness course during the summer in order to be more successful in Algebra 1. In 2021/22, the math department started an Algebra Center after-school tutoring consisting of 48 volunteer student tutors currently excelling in advanced math courses who will rotate throughout the week to help tutor Foundations, Algebra 1, Geometry, and Algebra 2 students. This year, the Algebra Center has 70 trained peer tutors. AVID students receive tutoring during AVID tutorial time within the structure of the class. FJUHSD continues to support the Leaders in Resiliency program on the SHHS campus to assist any low-income and foster youth students needing academic tutoring.

Additionally, Sunny Hills High School provides an After School Student Support Program which provides after-school tutoring specifically geared toward at-risk students utilizing a combination of peer and adult tutors. The program tracks attendance and monitors the grades of our at-risk attendees as compared to similar students who are not participating in this learning loss mitigation program. The SH administrative team works directly with the program coordinator to develop a target student profile and the administrative team resources the coordinator with timely data on student progress in academic classes, updates on students' behavior, socio-emotional needs, and assistance with marketing, communication, and facilities. Additionally, the site principal periodically meets with students in the program to offer encouragement and to solicit feedback in order to improve the program and its outcomes. The administration works with the coordinator to report on the effectiveness of the program. Additionally, the administration monitors and assists in the implementation of the following work plan for the 2021-22 school year:

#### Work Plan

Sept/Oct-2022: The coordinator will reach out to community service clubs, e.g. Key Club, CSF, NHS, and GIVE to get student volunteers to provide tutoring. The coordinator will organize and manage teachers interested in providing after-school tutoring.

Begin after-school tutoring on Mondays-Fridays. One classroom for Math and one for other subjects. Use 1st quarter progress report grades to communicate with families via Aeries Communication to promote opportunity and encourage attendance. Use Google Forms to track student participation. Continue to recruit student volunteers to meet demand.

Nov-2022 through May 2023 Continue to invite students based on the existing list of attendees, teacher recommendations, and grading reports.

May 2023: Analyze results, make plans for next year.

Ongoing: Incentivize tutor retention through celebrations, rewards, etc.

### Evidence-based educational practices to raise student achievement

Sunny Hills students have open access to enroll in Honors/Advanced Placement (AP) courses. Teachers receive reverse verification lists to actively seek out students who could challenge themselves by enrolling in Honors/AP coursework. Administration consistently analyzes grade distribution reports for each grading period, addresses concerns of high D/F rates with individual teachers as appropriate, and provides suggestions for intervention and remediation to promote greater learning outcomes. Students are afforded the opportunity to take college preparation assessments including PSAT, SAT, and ACT. Sunny Hills also provides an Expository Reading and Writing Course (ERWC) for seniors to raise levels of performance, and AVID students continue to increase enrollment numbers in Honors level and AP/IB coursework. Students benefit from individual and/or small group meetings with counselors during their freshman, junior, and senior years to discuss four-year plans and ongoing progress/graduation checks.

## Parental Engagement



## Resources available from family, school, district, and community to assist under-achieving students (ESEA)

With the support of all stakeholders, including PTSA, KPO, SHEF, SSC, ELAC, Fullerton PD, and community/business partnerships, Sunny Hills students are afforded a wide variety of opportunities to raise achievement levels academically, behaviorally, and socially. Students have the opportunity to attend tutoring with teachers during break, lunch, and after school, as needed. AVID students receive tutoring through AVID tutorial time within the structure of the class. In 2020/21, teachers and counselors received additional training in mental health awareness as well as restorative practices to better address the needs of students suffering from mental health issues, academic stress, etc. In addition, a clinical psychologist and interns through Vista Community Clinic (VCC) and Phonenix House, outside agencies, are on campus weekly to provide additional mental health support. Also, the FJUHSD continues to provide a community liaison to strengthen relationships and communication with parents. In the 2022/23 school year, the district has provided Sunny Hills with a full time community liaison. FJUHSD provides Sunny Hills with backpacks/school supplies, clothing, toiletries, etc. and a Target gift card (for unexpected student needs) to address the personal needs of low-income and foster youth students. These efforts will allow these students to better focus on school work instead of worrying about basic essentials. FJUHSD continues to fund the Leaders in Resiliency program on the SHHS campus to assist low-income and foster youth students academically.

## Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Community and school representatives offer financial aid (FAFSA) workshops as juniors/seniors and parents prepare for the transition to college. Counselors attend UC/CSU/private university workshops annually to stay up to date with changes in admissions requirements, etc., hold registration workshops, and visit feeder schools to provide assistance with students transitioning to Sunny Hills High School. Sunny Hills also enjoys a healthy partnership with CSU Fullerton and Fullerton College as many SHHS students attend those institutions post-high school. Parent information nights are held to provide updates regarding the college application process, financial aid and PSAT results for juniors to name a few. Other avenues to disseminate information include Parent Information Nights, College Night/College Fair, ELAC, PTSA, SSC, DAC, the Remind App, ParentSquare App, Google Classrooms, Aeries Communication, and the Sunny Hills High School Guidance page on the school website. In 2022/23, the guidance technician and counselors will train students in a variety of online resources to better assist them in college and career exploration. They will present a general overview to all students through English classes and will continue with more in-depth individual/small group training throughout the school year. In addition, a dedicated College and Career Center is set up on campus for additional support for students.

## Funding

### Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds are used to provide AVID tutors, technology upgrades, AVID field trips to local universities and colleges, and certificated/classified support in meeting the needs of under-performing students and our EL population. EPIC (Engineering Pathway) and Agriculture utilize Perkins and CTEIG funds to provide educational field trips, entry to local competitions, and technology/equipment upgrades as needed. For 2022/23, Title III funding will be used to provide additional support in English for EL students struggling academically in their English classes as well as for translation services as needed to give non-English speaking parents greater opportunity to be involved in their student's education.

### Fiscal support (EPC)

Fullerton Joint Union High School District has provided Sunny Hills High School with a budget to meet the needs of all students and monitors expenditures accordingly.

## Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

Parents have the opportunity to be involved in the school by attending weekly school tours with the Principal, DELAC and ELAC Meetings, Facility committee meetings, and School Site Council to have input on how funds are allocated, programs and activities that we sponsor, and the SPSA. The school consults with the school administration, leadership team, School Site Council, and the

English Language Advisory Committee (ELAC) for the initial composition of the SPSA, then the administrative team presents the plan to the leadership team for approval. After their approval, then it goes to our School Site Council and English Language Advisory Committee for review. At any point if any of the stakeholders find a discrepancy, then it will be revised and updated for approval.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Not applicable.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.09%	0.1%	0.08%	2	3	2
African American	1.45%	1.4%	1.49%	34	34	36
Asian	38.8%	39.3%	40.46%	908	944	980
Filipino	5.81%	6.3%	5.78%	136	151	140
Hispanic/Latino	33.63%	34.1%	33.11%	787	819	802
Pacific Islander	0.3%	0.2%	0.21%	7	5	5
White	16.2%	14.0%	13.21%	379	337	320
Multiple/No Response	3.72%	4.4%	5.24%	87	106	127
	<b>Total Enrollment</b>			2,340	2,401	2422

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	601	613	626
Grade 10	643	600	611
Grade 11	566	629	586
Grade 12	530	559	599
<b>Total Enrollment</b>	2,340	2,401	2,422

### Conclusions based on this data:

1. The student enrollment by subgroup has remained consistent across the past three school years while our enrollment has been steadily increasing.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	135	140	144	5.8%	5.80%	5.9%
Fluent English Proficient (FEP)	941	943	965	40.2%	39.30%	39.8%
Reclassified Fluent English Proficient (RFEP)	26	28		21.8%	1.20%	

### Conclusions based on this data:

1. The number of students classified as English Learners has increased steadily over the past three school years. We brought back our ELD classes in the 2019-20 school year to be able to serve our ELD population with the highest language acquisition needs here at Sunny Hills High School.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	529	619	567	524	579	550	524	579	549	99.1	93.5	97.0
All Grades	529	619	567	524	579	550	524	579	549	99.1	93.5	97.0

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2640.	2652.	2648.	42.75	46.98	42.08	29.20	27.29	31.33	16.79	14.68	15.85	11.26	11.05	10.75
All Grades	N/A	N/A	N/A	42.75	46.98	42.08	29.20	27.29	31.33	16.79	14.68	15.85	11.26	11.05	10.75

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	44.27	38.75	38.43	39.50	52.94	51.18	16.22	8.30	10.38
All Grades	44.27	38.75	38.43	39.50	52.94	51.18	16.22	8.30	10.38

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	55.53	50.87	45.54	33.40	35.29	42.99	11.07	13.84	11.48
All Grades	55.53	50.87	45.54	33.40	35.29	42.99	11.07	13.84	11.48

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>Grade 11</b>	37.79	23.36	22.04	51.34	70.76	71.95	10.88	5.88	6.01
<b>All Grades</b>	37.79	23.36	22.04	51.34	70.76	71.95	10.88	5.88	6.01

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>Grade 11</b>	43.32	39.27	34.43	42.37	53.11	57.19	14.31	7.61	8.38
<b>All Grades</b>	43.32	39.27	34.43	42.37	53.11	57.19	14.31	7.61	8.38

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. The English Department will analyze their data to determine which strand they would have to improve/emphasize for the next testing year.
2. The English, World Language, and Social Science Department will continue to infuse literacy in their assessments and within their units of study.
3. The school will utilize pacing guides and scope and sequence guides that will address content literacy standards.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	529	619	567	525	579	549	524	578	549	99.2	93.5	96.8
All Grades	529	619	567	525	579	549	524	578	549	99.2	93.5	96.8

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2655.	2670.	2640.	34.92	40.48	29.87	23.66	23.18	24.23	21.76	21.11	23.32	19.66	15.22	22.59
All Grades	N/A	N/A	N/A	34.92	40.48	29.87	23.66	23.18	24.23	21.76	21.11	23.32	19.66	15.22	22.59

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	47.71	53.29	37.89	28.05	34.26	41.89	24.24	12.46	20.22
All Grades	47.71	53.29	37.89	28.05	34.26	41.89	24.24	12.46	20.22

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	33.78	34.95	28.96	45.23	48.79	55.37	20.99	16.26	15.66
All Grades	33.78	34.95	28.96	45.23	48.79	55.37	20.99	16.26	15.66

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>Grade 11</b>	38.36	36.68	28.60	48.47	53.98	58.83	13.17	9.34	12.57
<b>All Grades</b>	38.36	36.68	28.60	48.47	53.98	58.83	13.17	9.34	12.57

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. The overall CAASPP performance in Math for students meeting or exceeding the standard increased by four percent from the 2017/2018 to the 2018/2019 school year. Testing was suspended for the 2019/20 school year.
2. SHHS counselors will continue to ensure proper placement of students in math courses according to district guidelines.
3. The math department will continue their focus on structured communication (verbal & written) using academic vocabulary and their focus on explaining, proving and justifying answering (verbal & written) in lesson planning.



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	1599.7	1549.7	1556.0	1612.0	1543.5	1547.1	1587.1	1555.4	1564.4	30	42	54
10	1573.5	1559.1	1576.2	1577.0	1548.8	1568.9	1569.4	1568.9	1583.1	20	42	36
11	1606.0	1572.1	1570.9	1596.1	1554.7	1558.9	1615.4	1589.0	1582.4	23	24	30
12	1582.3	1585.9	1562.8	1564.7	1557.8	1554.8	1599.4	1613.5	1570.1	11	15	18
All Grades										84	123	138

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	40.00	4.88	20.37	30.00	53.66	37.04	30.00	34.15	27.78	0.00	7.32	14.81	30	41	54
10	30.00	21.95	27.78	40.00	34.15	41.67	25.00	31.71	22.22	5.00	12.20	8.33	20	41	36
11	47.83	21.74	13.33	26.09	34.78	53.33	13.04	30.43	26.67	13.04	13.04	6.67	23	23	30
12	18.18	30.77	5.88	54.55	30.77	52.94	18.18	30.77	29.41	9.09	7.69	11.76	11	13	17
All Grades	36.90	16.95	18.98	34.52	40.68	43.80	22.62	32.20	26.28	5.95	10.17	10.95	84	118	137

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	36.67	21.95	24.07	36.67	41.46	37.04	26.67	26.83	29.63	0.00	9.76	9.26	30	41	54
10	35.00	36.59	41.67	50.00	29.27	41.67	10.00	24.39	13.89	5.00	9.76	2.78	20	41	36
11	52.17	34.78	30.00	21.74	39.13	50.00	17.39	13.04	6.67	8.70	13.04	13.33	23	23	30
12	27.27	38.46	23.53	45.45	38.46	64.71	27.27	15.38	11.76	0.00	7.69	0.00	11	13	17
All Grades	39.29	31.36	29.93	36.90	36.44	44.53	20.24	22.03	18.25	3.57	10.17	7.30	84	118	137

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>9</b>	20.00	7.32	5.56	30.00	24.39	35.19	33.33	43.90	38.89	16.67	24.39	20.37	30	41	54
<b>10</b>	15.00	9.76	11.11	25.00	46.34	44.44	45.00	26.83	30.56	15.00	17.07	13.89	20	41	36
<b>11</b>	47.83	17.39	10.00	17.39	26.09	23.33	21.74	26.09	60.00	13.04	30.43	6.67	23	23	30
<b>12</b>	18.18	30.77	5.88	27.27	7.69	35.29	45.45	38.46	41.18	9.09	23.08	17.65	11	13	17
<b>All Grades</b>	26.19	12.71	8.03	25.00	30.51	35.04	34.52	33.90	41.61	14.29	22.88	15.33	84	118	137

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>9</b>	30.00	7.32	9.26	70.00	73.17	72.22	0.00	19.51	18.52	30	41	54
<b>10</b>	10.00	19.51	11.11	85.00	65.85	88.89	5.00	14.63	0.00	20	41	36
<b>11</b>	17.39	8.70	3.33	65.22	65.22	83.33	17.39	26.09	13.33	23	23	30
<b>12</b>	18.18	7.69	17.65	54.55	69.23	64.71	27.27	23.08	17.65	11	13	17
<b>All Grades</b>	20.24	11.86	9.49	70.24	68.64	78.10	9.52	19.49	12.41	84	118	137

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>9</b>	70.00	60.98	51.85	23.33	29.27	40.74	6.67	9.76	7.41	30	41	54
<b>10</b>	60.00	69.23	66.67	35.00	15.38	25.00	5.00	15.38	8.33	20	39	36
<b>11</b>	69.57	65.22	63.33	21.74	26.09	26.67	8.70	8.70	10.00	23	23	30
<b>12</b>	63.64	69.23	70.59	36.36	23.08	29.41	0.00	7.69	0.00	11	13	17
<b>All Grades</b>	66.67	65.52	60.58	27.38	23.28	32.12	5.95	11.21	7.30	84	116	137

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>9</b>	33.33	9.76	11.11	50.00	51.22	57.41	16.67	39.02	31.48	30	41	54
<b>10</b>	30.00	19.51	25.00	55.00	56.10	58.33	15.00	24.39	16.67	20	41	36
<b>11</b>	47.83	17.39	13.33	34.78	47.83	76.67	17.39	34.78	10.00	23	23	30
<b>12</b>	27.27	30.77	17.65	45.45	46.15	35.29	27.27	23.08	47.06	11	13	17
<b>All Grades</b>	35.71	16.95	16.06	46.43	51.69	59.12	17.86	31.36	24.82	84	118	137

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>9</b>	16.67	2.50	5.56	76.67	82.50	85.19	6.67	15.00	9.26	30	40	54
<b>10</b>	5.00	0.00	11.11	85.00	92.68	77.78	10.00	7.32	11.11	20	41	36
<b>11</b>	13.04	30.43	13.33	78.26	47.83	80.00	8.70	21.74	6.67	23	23	30
<b>12</b>	9.09	23.08	23.53	90.91	61.54	58.82	0.00	15.38	17.65	11	13	17
<b>All Grades</b>	11.90	9.40	10.95	80.95	76.92	78.83	7.14	13.68	10.22	84	117	137

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

- 1.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>2401</b>	<b>31.4</b>	<b>5.8</b>	<b>0.1</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	140	5.8
Foster Youth	3	0.1
Homeless	26	1.1
Socioeconomically Disadvantaged	755	31.4
Students with Disabilities	131	5.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	34	1.4
American Indian or Alaska Native	3	0.1
Asian	944	39.3
Filipino	151	6.3
Hispanic	819	34.1
Two or More Races	106	4.4
Native Hawaiian or Pacific Islander	5	0.2
White	337	14.0

### Conclusions based on this data:

1.






# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Graduation Rate</b>  Blue	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Blue		
<b>College/Career</b>  Yellow		

#### Conclusions based on this data:

1. The 2019 Fall Dashboard has several indicators that what teachers and students are doing at SHHS is working. While it appears that our College and Career readiness indicator is mediocre, looking at the actual data more closely reveals that our students are performing almost 30 percentage points higher than the state average. SHHS suspension rate is at 3.9% in 2019. Continued professional development in the area of restorative justice will support a downward trend in this area.

# School and Student Performance Data

## Academic Performance English Language Arts

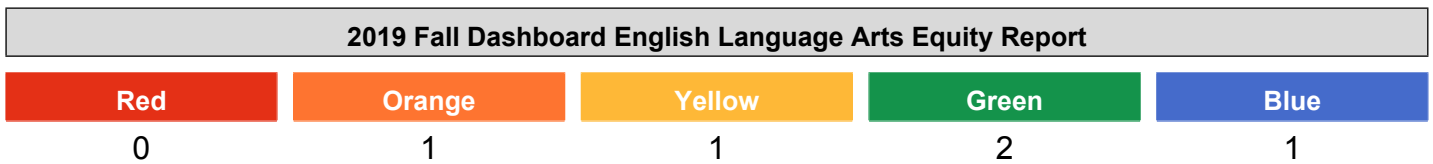
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>58.1 points above standard Maintained -2.7 points</p> <p>520</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>26.7 points below standard Maintained -1.3 points</p> <p>64</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>37.2 points above standard Increased ++14.5 points</p> <p>209</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>89.2 points below standard</p> <p>Increased Significantly ++17.7 points</p> <p>33</p>

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 7.3 points below standard 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 91.1 points above standard Declined -7.8 points 216	 No Performance Color 61 points above standard Declined Significantly -47.6 points 30
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 18.7 points above standard Maintained ++2.2 points 166	 No Performance Color 68.9 points above standard Declined -6.4 points 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 58.4 points above standard Increased Significantly ++10.3 points 78

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
47.8 points below standard Increased Significantly ++12.8 points 21	16.4 points below standard Declined -10.3 points 43	59.3 points above standard Maintained ++0.2 points 257

**Conclusions based on this data:**

- SHHS performed at 58.1 points above the standard. The English Learner and Hispanic student groups struggled in this category, however. The overall student performance is well above the state average of 2.5 points below the average. It is imperative that targeted support in the English Language Arts continue to be provided to our English Learner and Hispanic student groups to support their increased success and performance in this category.

# School and Student Performance Data

## Academic Performance Mathematics

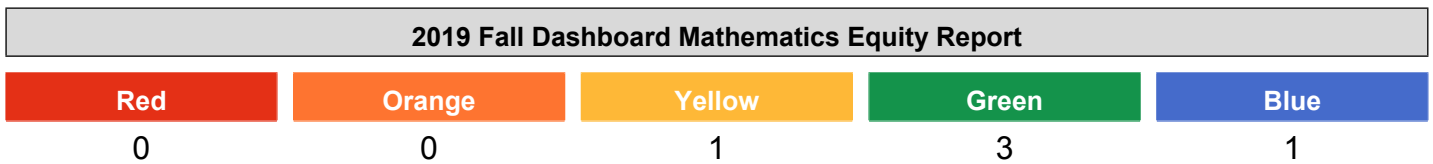
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> Blue 27.7 points above standard Increased Significantly ++16 points 521	<p><b>English Learners</b></p> Green 51 points below standard Increased Significantly ++20.6 points 64	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p><b>Socioeconomically Disadvantaged</b></p> Green 2.8 points below standard Increased Significantly ++20.1 points 210	<p><b>Students with Disabilities</b></p> No Performance Color 170.2 points below standard Increased Significantly ++20.5 points 34



### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 48.6 points below standard 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 103.2 points above standard Increased Significantly ++25.8 points 216	 No Performance Color 26.3 points above standard Declined Significantly -20.1 points 30
Hispanic	Two or More Races	Pacific Islander	White
 Green 46.4 points below standard Increased Significantly ++20.8 points 166	 No Performance Color 51.9 points above standard Increased Significantly ++20.3 points 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 12.8 points below standard Declined -3.7 points 79

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
83 points below standard Increased ++7.2 points 21	35.3 points below standard Increased Significantly ++20.8 points 43	14.7 points above standard Increased ++6.1 points 258

#### Conclusions based on this data:

- SHHS measured 27.7 points above the standard for students meeting grade-level standards on the Mathematics assessment. This well above the state average of 33.5 points below standard. The Math Department should continue vertical and horizontal collaboration in planning curriculum and scope and sequence to continue the strong support for student achievement in mathematics.

# School and Student Performance Data

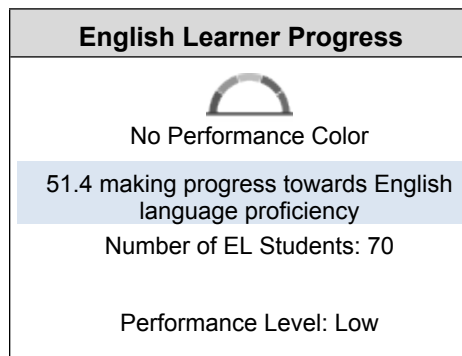
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.5		7.1	44.2

#### Conclusions based on this data:

1. SHHS brought back the ELD program to campus in 2019 to be able to support our English Learners here at their school of residence. With 51.4% of English Learners making progress towards English language proficiency, SHHS is performing above the state average of 48.3%. SHHS should continue to provide the targeted support to these students through the intensive ELD program.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	557	100
<b>African American</b>	6	1.1
<b>American Indian or Alaska Native</b>	1	0.2
<b>Asian</b>	221	39.7
<b>Filipino</b>	36	6.5
<b>Hispanic</b>	200	35.9
<b>Native Hawaiian or Pacific Islander</b>	1	0.2
<b>White</b>	76	13.6
<b>Two or More Races</b>	16	2.9
<b>English Learners</b>	43	7.7
<b>Socioeconomically Disadvantaged</b>	270	48.5
<b>Students with Disabilities</b>	31	5.6
<b>Foster Youth</b>	2	0.4
<b>Homeless</b>	19	3.4

<b>Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	195	35
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	123	55.7
<b>Filipino</b>	12	33.3
<b>Hispanic</b>	31	15.5
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	21	27.6
<b>Two or More Races</b>	5	31.3
<b>English Learners</b>	2	4.7
<b>Socioeconomically Disadvantaged</b>	74	27.4
<b>Students with Disabilities</b>	1	3.2
<b>Foster Youth</b>		
<b>Homeless</b>	4	21.1

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

<b>International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	30	5.4
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	18	8.1
<b>Filipino</b>	3	8.3
<b>Hispanic</b>	2	1
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	4	5.3
<b>Two or More Races</b>	2	12.5
<b>English Learners</b>	1	2.3
<b>Socioeconomically Disadvantaged</b>	5	1.9
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>	0	0

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	118	21.2
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	35	15.8
<b>Filipino</b>	6	16.7
<b>Hispanic</b>	55	27.5
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	19	25
<b>Two or More Races</b>	3	18.8
<b>English Learners</b>	4	9.3
<b>Socioeconomically Disadvantaged</b>	48	17.8
<b>Students with Disabilities</b>	4	12.9
<b>Foster Youth</b>		
<b>Homeless</b>	3	15.8

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	399	71.6
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	187	84.6
<b>Filipino</b>	26	72.2
<b>Hispanic</b>	124	62
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	49	64.5
<b>Two or More Races</b>	10	62.5
<b>English Learners</b>	20	46.5
<b>Socioeconomically Disadvantaged</b>	174	64.4
<b>Students with Disabilities</b>	3	9.7
<b>Foster Youth</b>		
<b>Homeless</b>	8	42.1

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	86	15.4
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	27	12.2
<b>Filipino</b>	5	13.9
<b>Hispanic</b>	38	19
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	14	18.4
<b>Two or More Races</b>	2	12.5
<b>English Learners</b>	4	9.3
<b>Socioeconomically Disadvantaged</b>	31	11.5
<b>Students with Disabilities</b>	1	3.2
<b>Foster Youth</b>		
<b>Homeless</b>	2	10.5

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>	1	0.2
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	0	0
<b>Filipino</b>	0	0
<b>Hispanic</b>	1	0.5
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	0	0
<b>Two or More Races</b>	0	0
<b>English Learners</b>	0	0
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>	0	0

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>	1	0.2
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	0	0
<b>Filipino</b>	0	0
<b>Hispanic</b>	1	0.5
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	0	0
<b>Two or More Races</b>	0	0
<b>English Learners</b>	0	0
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>	0	0

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

<b>Earned the State Seal of Biliteracy – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	92	16.5
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	57	25.8
<b>Filipino</b>	5	13.9
<b>Hispanic</b>	17	8.5
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	10	13.2
<b>Two or More Races</b>	2	12.5
<b>English Learners</b>	4	9.3
<b>Socioeconomically Disadvantaged</b>	28	10.4
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>	0	0

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

1. The "prepared" level on the College/Career Indicator declined 4.3% in 2019. However, it remains far above the state average of 44.1% at 68.9% for Sunny Hills Graduates. SHHS should continue to provide open access to Honors and AP classes, continue to support and grow the AVID program for first generation college bound students, and continue to provide after school tutoring to support at-risk students.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

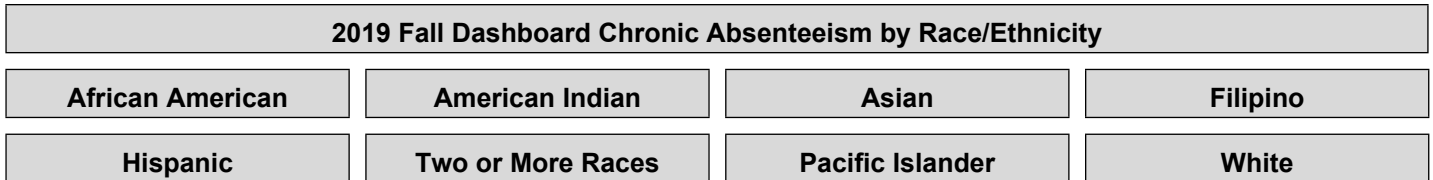
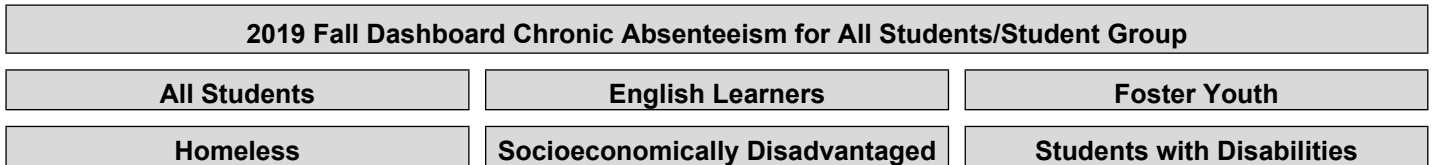
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	557	537	0	96.4
English Learners	43	40	0	93
Foster Youth	2		0	
Homeless	19	17	0	89.5
Socioeconomically Disadvantaged	270	260	0	96.3
Students with Disabilities	31	24	0	77.4
African American	6		0	
American Indian or Alaska Native	1		0	
Asian	221	215	0	97.3
Filipino	36	34	0	94.4
Hispanic	200	193	0	96.5
Native Hawaiian or Pacific Islander	1		0	
White	76	73	0	96.1
Two or More Races	16	15	0	93.8

### Conclusions based on this data:

1. The graduation rate declined 1.4% to 97.9% in 2019, yet still remains far above the state average of 85.9%. SHHS needs to continue to implement early interventions with at-risk students to support their efforts towards graduation.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

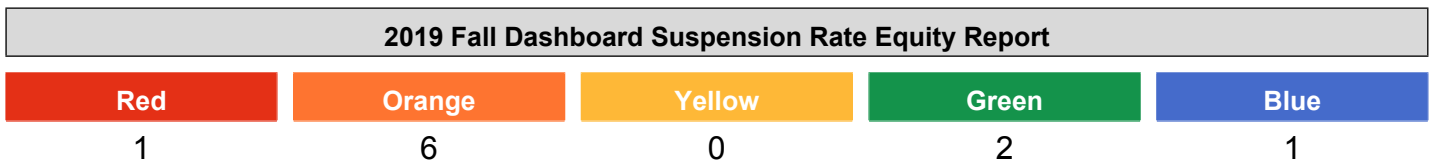
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> Orange 3.9 Increased +0.5 2387	<p><b>English Learners</b></p> Orange 6.2 Increased +1.8 129	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not 4
<p><b>Homeless</b></p> Orange 8.8 Increased +0.5 34	<p><b>Socioeconomically Disadvantaged</b></p> Orange 5.4 Increased +1.5 915	<p><b>Students with Disabilities</b></p> Red 15.9 Increased Significantly +4.7 157

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 5.7 Increased +5.7 35	 No Performance Color Less than 11 Students - Data 4	 Green 2.4 Declined -0.3 945	 Blue 0 Declined -0.9 126
Hispanic	Two or More Races	Pacific Islander	White
 Orange 5.2 Increased +1.7 804	 Orange 2.8 Increased +1.2 72	 No Performance Color Less than 11 Students - Data 8	 Green 5.9 Declined -0.4 393

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.4	3.9

**Conclusions based on this data:**

1. The suspension rate increased .5% from 2018 to 2019. A suspension rate of 3.9% of students (or approximately 117 students out of a total enrollment of 2,397 students) being suspended at least once is .4% percentage points higher than the state average. This indicates that efforts towards implementing restorative practices is a continued need.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

LCAP Goal 1: Students will be prepared for college and careers through standards-based instruction focusing on critical thinking, practical skills, writing literacy, technology fluency, and the other twenty-first-century-skills. (State Priorities 4 and 8)

## Goal 1

During the 2022/23 school year, all Sunny Hills High School students will be prepared for college and careers through standards-based instruction focusing on critical thinking, practical skills, writing literacy, technology fluency, and the other twenty-first-century skills necessary for post-secondary college and career opportunities.

This school goal directly relates to Board Priorities: A (Preserve Core Programs), E (Common Core Standards), F (Technology Plan), and H (At-Risk Students). This goal aligns with SHHS WASC goal 1 as well.

## Identified Need

Additional training for our teachers on most effective instructional strategies, additional collaboration time for our teachers to calibrate their lessons on the most effective instructional strategies needed to reach our students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
* Introduction of instructional strategies to meet the needs of our students as measured through data collection in classroom walk-throughs and observations.	Current "D" and "F" rates	* At least four additional instructional strategies that are needed to reach our students.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Incorporate necessary instructional strategies into staff/professional development to address the learning needs of all students. Additional resources will be used specifically to address the needs of EL, SWD, FY and LI students.

Align placement criteria with student needs for placement in Math and Reading Intervention classes.

Collaborate on curriculum alignment and instructional materials with other FJUHSD teachers.

Provide time for ongoing teacher and department PLC to articulate the most-effective instructional strategies needed to reach our at-risk and EL students.

Collaboration between intervention classes (Academic Intervention and SAI classes) and core curricular areas to support standards-based instruction.

Collaboration between the English Department and other content areas to incorporate ways to increase literacy across the curriculum school-wide.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,000	LCFF - Base
1,000	Title III
4,000	LCFF - Base
	District Funded
8,000	LCFF - Base
2,000	LCFF - Base
2,000	LCFF - Base

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Continue to provide science teachers with professional development opportunities to align units/lessons for NGSS.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Counselors and coordinators will monitor student performance levels and make recommendations for all students to have greater access to Honors/AP/IB level courses.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Articulation with feeder campuses to gather data and analyze in a timely manner to appropriately place students in English and math classes.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students enrolling in AVID require additional supports to help them challenge their skills in higher level coursework (Honors/AP/IB). The program continues to expand to accommodate their educational needs.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,100	LCFF - Supplemental
27,000	LCFF - Supplemental
2,000	LCFF - Supplemental
3,000	LCFF - Supplemental
600	LCFF - Supplemental
1,000	LCFF - Supplemental
9,000	LCFF - Supplemental
5,480	LCFF - Base
22,300	LCFF - Base
6,500	LCFF - Base

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

#### Strategy/Activity

Analyze ELPAC data to ensure the appropriate placement and reclassification of EL students. Document accordingly in AERIES.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	LCFF - Base

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Ensure proper course placement of incoming freshmen students:

\*Utilize iReady and READ 180 Inventory assessments to determine if the students need a reading intervention course. This will also provide substitute teachers to implement this plan.



\*Utilize Mathematics Diagnostic Testing Project (MDPT) assessment for all incoming 9th graders to ensure proper mathematics placement. This will also provide substitute teachers to implement this plan.

\*Administer Honors Entrance tests to incoming 9th graders as well as current ninth and tenth grade English classes to assist with proper placement and measure reading skills from ninth to tenth grade school years.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

LCFF - Base

District Funded

### **Strategy/Activity 8**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Analyze CAASPP scores and use findings to inform instruction and appropriate placement.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

### **Strategy/Activity 9**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Promotion of school programs/initiatives that prepare students for college and career by staffing and promoting the College and Career Center for all students.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5,500	LCFF - Base
2,500	LCFF - Base
500	LCFF - Base
1,000	LCFF - Base
4,000	LCFF - Base
100,000	District Funded

### Strategy/Activity 10

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Summer School courses offered for academic remediation and advancement.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
26,505	LCFF - Supplemental
1,872	LCFF - Supplemental
600	LCFF - Supplemental
2,881	LCFF - Supplemental
804	LCFF - Supplemental

### Strategy/Activity 11

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Program for International Student Assessment (PISA) examination administration.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified

### Strategy/Activity 12

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Subscriptions for online platforms including DeltaMath, Padlet, Quizziz, Quizlet, NoRedInk, Membean, Albert.io, EdPuzzle and more to facilitate and enrich learning through the use of the various technology platforms.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
30,000	LCFF - Base
3,000	LCFF - Base
500	LCFF - Base
236	Title III
500	Title III
150	Title III

## Annual Review

**SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

There were more students who were assessed for READ 180, therefore more accurately placed in an English support class. Our students were more accurately placed in math classes. While Sunny Hills students achieve higher than average levels of college and career readiness, a need for improving college and career readiness levels for all student groups still exists. State and local assessments, WASC focus group findings, home group findings, and school-wide data support this need.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

None



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

LCAP Goal 2: All students will enjoy equity in access to courses, qualified teachers, and curriculum and instruction that is based on state standards; including English learners, foster youth, students with disabilities, and students from low-income families (State Priorities 1 and 7).

## Goal 2

For the 2022/23 school year, Sunny Hills High School will support the overall student learning environment and increase student opportunities by encouraging and guiding students to take a broad course of study including fine arts, CTE, courses meeting students in “a–g” requirements, AP and/or IB courses. Students who challenge themselves in advanced courses will receive the necessary support needed from highly trained teachers.

This school goal directly relates to Board Priorities: A (Preserve Core Programs), C (Employee and District Excellence), E (Common Core Standards), F (Technology Plan), and H (At-Risk Students). This goal relates to District Goal 1 (High quality programs with sufficient breadth and depth will be provided so that students, upon graduation, will have reached or surpassed District achievement standards and will have a satisfactory level of knowledge and skills to continue their formal education and/or enter a productive occupation), District Goal 2 (Students will meet District standards in attendance and personal behavior), District Goal 4 (Sound management of District resources will be provided), District Goal 5 (There will be effective internal and external communications), District Goal 7 (Parents, staff members, and students will be satisfied with the support, the quality, and the characteristics of the schools/school district). This goal aligns with SHHS WASC goal 2 as well.

## Identified Need

Student Involvement and Retention within our CTE Programs

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student enrollment and retention	Student enrollment and retention	Additional student involvement at a higher rate of retention

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Support the continued growth of the CTE Pathway program for Agricultural Sciences.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,200	Agriculture Vocational Incentive
8,000	Perkins
3,467	Perkins
1,700	Perkins
10,000	Perkins
7,689	Agriculture Vocational Incentive
500	Perkins
	District Funded

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Support the continued growth of the CTE Pathway program for Engineering (EPIC).

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000	LCFF - Base
2,000	Perkins
21,5000	LCFF - Base
5,000	Perkins
1,500	LCFF - Base
3,700	Perkins
2,500	Perkins
7,467	Perkins
3,000	Perkins

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Support the implementation of the Coding & Gaming classes to CTE Pathway program status.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5,500

LCFF - Base

6,000

LCFF - Base

District Funded

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Support the NOCROP program for Video Production.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

30,000

CTEIG

District Funded

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Support the NOCROP program for Automotive Technology to assist in the increase of enrollment.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

20,000

CTEIG

District Funded

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Student transportation for class field trips, athletic contests, and performing arts competitions.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

72,000

LCFF - Base

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Continued increase of participation rate on AP exams.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

30,000

District Funded

5,000

LCFF - Base

20,000

LCFF - Base

LCFF - Base

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Continue to provide support to COFA through collaboration opportunities, instructional activities, COFA Council, professional development, and VAPA exhibitions.

#### Proposed Expenditures for this Strategy/Activity



List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	LCFF - Base
6,000	LCFF - Base
20,000	LCFF - Base
3,000	LCFF - Base
25,000	LCFF - Base
	District Funded

### Strategy/Activity 9

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Support the growth of NOCROP program for Medical Careers and Sports Medicine.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

### Strategy/Activity 10

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Analyze data to identify students requiring additional academic counseling and support to achieve higher proficiency and pass rates on CAASPP as well as completion of UC/CSU a-g requirements.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,000	LCFF - Base
10,000	LCFF - Supplemental
	District Funded

## Strategy/Activity 11

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Purchase additional and replacement textbooks/rebinding of those with cover damage to ensure compliance under Williams Settlement, as well as supplemental instructional materials.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

30,000

Source(s)

LCFF - Base

District Funded

## Strategy/Activity 12

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Maintain site accident reports.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

## Strategy/Activity 13

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Continually update and improve upon emergency preparedness procedures: fire, lockdown, and earthquake drills. Continue conversations with local emergency personnel regarding emergency evacuation procedures.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded
4,500	LCFF - Base

### Strategy/Activity 14

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Maintenance of facility to ensure proper cleanliness and safety conditions for all stakeholders.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	LCFF - Base
5,000	LCFF - Base
	District Funded
2,000	LCFF - Base
2,000	LCFF - Base
500	LCFF - Base

### Strategy/Activity 15

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Maintain computer systems and upgrade software necessary for instructional and student use according to technology survey feedback as well as regular maintenance.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,000	LCFF - Base
15,000	LCFF - Base
20,000	LCFF - Base
20,000	LCFF - Base

## Strategy/Activity 16

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Support the continued development of the Coding and Gaming level 1 and 2 classes as a part of a new Computer Science pathway.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

10,000

LCFF - Base

3,000

LCFF - Base

15,000

LCFF - Base

## Strategy/Activity 17

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Enrollment in AP courses and number of AP tests taken increased, CTE pathway enrollment has increased, and a-g completion rates are above the state average. The a-g rates at Sunny Hills has steadily increased over the past three school years from 65% in 2018/19, to 70% in 2019/20, to most recently 75% in 2021/22. Enrollment has also steadily increased with current 2022/23

enrollment at 2,430 students up from 2,340 in 2020/21. Sunny Hills offers open access to a broad range of course options to all students. WASC focus group findings, home group findings, and other school-wide data support this need.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

None

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

LCAP Goal 3: The District engages students and their families as partners to create a climate of support and success.

## Goal 3

In 2022/23, Sunny Hills High School administration will hire and retain high-quality teachers who are committed to helping students learn. Professional development and collaboration opportunities for teachers will continue in the areas of implementing state standards, integrating best instructional practices, and using technology as both a learning and teaching tool.

This school goal directly relates to Board Priorities: A (Preserve Core Programs), C (Employee and District Excellence), E (Common Core Standards), F (Technology Plan), and H (At-Risk Students). It also relates to SHHS WASC goal 3.

## Identified Need

While self-study findings indicate that Sunny Hills hires high-quality teachers, a need to continue offering multiple opportunities for both professional development and collaboration across all curricular areas still exists. Focus group findings, home group findings, and school-wide data support this need.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Test scores, feedback from student/staff/parent surveys, and the evaluation of teacher performance in the classroom.	School calendar, professional development records, common assessments and related data	Maintain or increase time for inter- and intra-department collaboration through at least 8 late start and 4 full-day professional development days as well as with targeted subject area release time as needed each year. Continue to support high-quality professional development. Establish a systemic support program for new teachers.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Teachers will continue to be highly qualified by providing them with staff and professional development opportunities/training.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,000	LCFF - Base
11,000	LCFF - Base
3,000	LCFF - Base
	District Funded
2,000	LCFF - Base
2,000	LCFF - Base
7,000	LCFF - Base

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Provide teachers, administrators and staff with opportunities to attend conferences/training in the use of technology: Aeries, Google Classroom, Formative, etc. to increase use of data to guide instruction.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3500	LCFF - Base
	District Funded

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Findings indicate that Sunny Hills hires high-quality teachers, a need to continue offering multiple opportunities for both professional development and collaboration across all curricular areas still exists. WASC focus group findings, home group findings, and school-wide data support this need.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

None



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

LCAP Goal 3: The District engages students and their families as partners to create a climate of support and success.

## Goal 4

Sunny Hills High School administration and staff members will continue to provide excellent internal and external communication to all stakeholders with a focus on breaking down language and cultural barriers to families of English Learners through increased personal contact and by building positive relationships throughout the school year.

This school goal directly relates to Board Priorities: A (Preserve Core Programs), C (Employee and District Excellence), H (At-Risk Students), and I (Enhance District Communication). This also directly relates to WASC goal #4.

## Identified Need

Sunny Hills has made considerable improvement in both internal and external communication with all stakeholders. The need for maintaining this excellent communication with all groups remains an area of focus for all staff.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All families Non-English speaking families EL students	Maintain or increase lines of communication with non-English speaking families. Increase and improve use of Community Liaison as verified by participation by liaison at ELAC, EL Roundtables, professional development days, and ILPs. Increase proficiency rates of EL students on CAASPP by 1% each year.	Improved family involvement of non-English speaking families. Improved grades of EL students. Improved standardized test scores of EL students. Improved A-G rates of EL students.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue to update school website on a consistent basis with current information that is organized for easy reference, and utilize other communication tools as appropriate.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,500	LCFF - Base
	District Funded
500	LCFF - Base

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue to subscribe to Turnitin.com and NoRedInk.com for school-wide use.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Ensure the translation of information and notifications to parents in Spanish and Korean.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded
500	LCFF - Base
1,000	LCFF - Base

2,000

LCFF - Base

#### **Strategy/Activity 4**

##### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

##### Strategy/Activity

Ensure accuracy of information in morning announcements, written bulletins, and emails to all stakeholders.

##### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

#### **Strategy/Activity 5**

##### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

##### Strategy/Activity

Incorporate feedback from parent/stakeholder meetings for continued support of students.

##### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

#### **Strategy/Activity 6**

##### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

##### Strategy/Activity

Continue to support teachers in the use/training of Aeries and Google Classroom to keep updated information about student progress consistently available to parents.

##### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	LCFF - Base
	District Funded

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Continue updates regarding school events through Facebook page, Instagram, Twitter, Tik Tok and Linkin accounts to maintain access to school information. Continue with the weekly newsletter, The Gold Standard, sent out to all students and parents/guardians through Constant Contact with a personalized weekly principal's message and important school updates.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Schedule quarterly meetings and additional meetings as needed for SSC to discuss school programs and related expenditures.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The implementation of the weekly newsletter, The Gold Standard, has been positively received by our school community. The newsletter has provided a new platform for the principal to communicate school updates and opportunities with students and families on a regular and consistent basis. WASC focus group findings, home group findings, and school-wide data support this area of need.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

None

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

LCAP Goal 3: The District engages students and their families as partners to create a climate of support and success.

## Goal 5

For 2022/23, Sunny Hills High School will continue to include social-emotional in its overall educational program and provide its students with mental health, restorative practices, social/emotional, and interpersonal relational skills training in addition to traditional academic supports.

This school goal directly relates to Board Priorities: A (Preserve Core Programs) and H (At-Risk Students). This also directly relates to WASC goal #5.

## Identified Need

There has been measured growth in the implementation and utilization of mental health support services and restorative practices as an integral part of the larger educational environment supporting Sunny Hills student success. Continued implementation and training represents a on-going need for growth.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> <li>Intervention records</li> <li>Assertive discipline records</li> <li>Saturday School attendance records</li> <li>Suspension rates</li> <li>Expulsion rates</li> <li>Counseling notes</li> <li>Think Again! and Leaders in Resiliency data</li> <li>SIT referrals</li> <li>Student extra-curricular involvement data</li> </ul>	<p>Sunny Hills High School has recognized that increasing interventions for students must continue as an area of focus and will evaluate progress through data analysis of suspensions, expulsions, attendance, and participation in restorative practice intervention methods. Sunny Hills will also monitor referrals for SITs, referrals to counseling services, and continue to document these interventions in AERIES. The learning from on-going restorative practices training has been and will continue to be shared with all staff to continue to develop campus-wide skills in providing appropriate interventions and support for struggling and at-risk students. Additional</p>	<ul style="list-style-type: none"> <li>Maintain low suspension and expulsion rates through continued use of restorative practices.</li> <li>Maintain positive campus culture.</li> <li>Maintain campus safety as verified by staff, parent, and student surveys.</li> </ul>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	resources to provide support for the increased mental health needs of our students and families continue to be provided.	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Continue site plan for stakeholders to provide feedback to school administration regarding levels of support and qualities of characteristics at school.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Recognize and celebrate students, parents, and staff members for high levels of involvement through service to the school through committees and/or volunteerism for specific events.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2,000

LCFF - Base

500

LCFF - Base

8,000

LCFF - Base

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Support of students, specifically FY, LI, and EL students to access curriculum. Sunny Hills High School will provide after-school tutoring specifically geared toward at-risk students utilizing a combination of peer and adult tutors. The expenses for this plan include a program coordinator stipend, adult tutor pay, peer tutor rewards and incentives, snacks, sign-in kiosk stands, and ipads for sign-in and data management. We will grade the success of this plan by tracking attendance and monitoring the grades of our at-risk attendees as compared to similar students who are not participating in the learning loss mitigation program.

Additional class sets of collaborative student furniture will take the place of traditional classroom furniture. Traditional classroom furniture, think rectangular desk attached to a chair, was created to direct the student’s attention towards the instructor. Most traditional classroom furniture promotes a passive learning environment, while collaborative furniture options promote student participation. Arc-shaped desktops and trapezoidal furniture allow students the flexibility to work together on projects or separate for individualized study. The expenses for this plan include four class sets of collaborative student furniture.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20,932	LCFF - Base
40,000	LCFF - Base
	District Funded

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase staffing to support student mental health needs. Develop a plan to provide and create a wellness center on campus for students to utilize during the school day. The wellness center will be a safe, calming place for students. The space will also be used for individual check ins and small group counseling sessions.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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	District Funded
6000	LCFF - Supplemental

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continued implementation of Saturday School Leaders in Resiliency programs for tobacco, vaping, marijuana, and cyber-bullying as alternatives to suspension.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
250	LCFF - Base
	District Funded

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Positive interventions to encourage student participation in school activities (i.e. 5 Star App, Link Crew, ASB campaigns, etc.).

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000	LCFF - Base

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Student referrals for interventions and supports (RTI). FJUHSD has increased offerings of self-referral supports to all students and their families through the online program Care Solace to link students and families to mental health providers, a Virtual Calming Room to help students deal with stress, anxiety, and other difficult stressors, and online self-help tools. These self-referrals are

considered Tier 1 supports. FJUHSD has also increased offerings of site-based referral supports, considered Tier 2 supports. These include Pheonix House and Tasha Training and Consulting services that address lower-level social/emotional issues affecting current levels of functioning. Students can benefit from participation in group sessions targeting identified topics and issues. The most intensive, or Tier 3, supports include Vista Community Clinics, Congruent Lives, and Seneca services. These also require a site-based referral and address social/emotional issues that cause severe impairment in functioning or academic progress. These include student and family needs that require individualized attention with possible safety concerns involved.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

### **Strategy/Activity 8**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implementation of district suicide prevention policy and training to all staff and mental health specialists to assist with ongoing training and support for both staff and students.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

### **Strategy/Activity 9**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Athletics program support to support student extracurricular involvement and student safety including providing a full-time athletic trainer on site, protective athletic gear, and other program materials. Research shows that team sport participation may be a vehicle to support adolescent mental health and has been shown to decrease anxiety, depression, and withdrawal.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
28,125	LCFF - Base
5,535	LCFF - Base
10,000	LCFF - Base
10,000	LCFF - Base

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

None

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,156,093.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Perkins	\$47,334.00
Title III	\$1,886.00

Subtotal of additional federal funds included for this school: \$49,220.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Agriculture Vocational Incentive	\$8,889.00
CTEIG	\$50,000.00
District Funded	\$100,000.00
LCFF - Base	\$853,622.00
LCFF - Supplemental	\$94,362.00

Subtotal of state or local funds included for this school: \$1,106,873.00

Total of federal, state, and/or local funds for this school: \$1,156,093.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Craig Weinreich	Principal
Sarah Murrietta (non-voting coord.)	Other School Staff
Lindsay Safe	Classroom Teacher
Matthew Acosta	Classroom Teacher
Brian Kim	Classroom Teacher
Sergio Dorrego	Classroom Teacher
Yolanda Rosales	Other School Staff
Tharway Ahmad	Parent or Community Member
Anita Axe	Parent or Community Member
Christine Hahm	Parent or Community Member
Sukhi Lee	Secondary Student
Kastuv Aryal	Secondary Student
Nakul Bhatt	Secondary Student
Sierra Chavez	Secondary Student
Pierre Guerrero	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**





English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11/3/2022.

Attested:

Principal, Craig Weinreich on 11/3/2022

SSC Chairperson, Nakul Bhatt on 11/3/2022