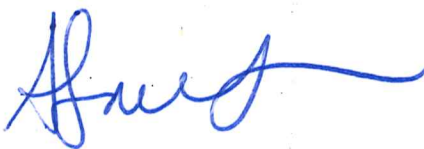



Required Signatures

School Name: Fresno High			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Amy Smith		4/3/24
SSC Chairperson	Rita Keledjian		4/3/24

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

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Fresno - 0185

ON-SITE ALLOCATION

3010	Title I	\$234,500 *
7090	LCFF Supplemental & Concentration	\$615,740
7091	LCFF for English Learners	\$106,808

TOTAL 2024/25 ON-SITE ALLOCATION

\$957,048

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$62,180
Remaining Title I funds are at the discretion of the School Site Council	\$172,320
Total Title I Allocation	\$234,500

Fresno High 2024-2025 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
Passed all semester 1 courses with C- grade or better			31.2 %	2023-2024	37.3 %
SBAC ELA - Average distance from standard	✓	0 pts	-78.8 pts	2023-2024	-63 pts
SBAC ELA - Average distance from standard (English Learner)	✓		-176 pts	2023-2024	-161 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✓		-218.6 pts	2023-2024	-203 pts
SBAC ELA - Average distance from standard (White)	✓		-95.2 pts	2023-2024	-80 pts
SBAC ELA - percentage of students met/exceeded standard	✓	29.2 %	37 %	2023-2024	34.1 %
SBAC Math - Average distance from standard	✓	0 pts	-163.1 pts	2023-2024	-148 pts
SBAC Math - Average distance from standard (English Learner)	✓		-226.8 pts	2023-2024	-210 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✓		-286.6 pts	2023-2024	-270 pts
SBAC Math - percentage of students met/exceeded standard	✓	10.54 %	10.7 %	2023-2024	15.8 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

SBAC ELA- percentage of students met/exceeded standard

SBAC ELA- Average distance from standard

The percentage of our students who met or exceeded standards for SBAC ELA was 37% and the average distance from the standard was -78.8. Fresno High School continues to offer after school tutoring everyday,

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

SBAC ELA- percentage of students met/exceeded standard

Compared to 56% of White students who met/exceeded standard in ELA, the percentage of African American students who met/exceeded standard in ELA was 8.3%. The percentage of Hispanic/Latino students who met/exceeded standard in ELA was 36.2%. The percentage of English learners students who met/exceeded standard in ELA was 0%. Students with Disabilities who met/exceeded standard in ELA was 0%.

as well as emphasizing the use of Tutor.com. Fresno High School implements RTI with a focus on 9th grade students who have a skill deficit. Fresno High School continues to develop a school-wide focus on inquiry-driven instruction. This approach focuses on best first instruction through Professional Learning, reinforcement of Professional Learning Communities', effective practices, and classroom supports. Professional learning focuses on effective PLCs and the use of common formative assessments, and assessment aligned to standards and established learning goal as a method to improve student results. In addition, professional learning also emphasizes MYP/IB unit planning based on inquiry-based instruction, authentic assessment, and RTI.

SBACMath- percentage of students met/exceededstandard

SBACMath- Average distance fromstandard

The percentage of our students who met or exceeded standards for SBAC Math was 10.7% and the average distance from the standard was -163.1. Fresno High School continues to implement mathematical supports for all students aligned to the Common Core State Standards with an emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus, coherence and rigor. Professional collaboration and professional learning are utilized in support of student learning of grade level standards through enhanced delivery of instruction such as blended learning strategies. Fresno High has a 0.75 FTE Computer Lab Paraprofessional who coordinates student access to online supports for mathematics. Fresno High continues to emphasize the use of Tutor.com for all students and math is the most frequent subject supported. Fresno High continues to emphasize the use of common formative assessments in the PLCs to identify students who need additional support. Students identified through common assessments who need support are referred a formal intervention program facilitated by the Intervention Coordinator. Teaching Fellows and after-school tutoring are available for additional support for students. PLC's collaborate to plan units, lessons, and share instruction and differentiating strategies.

Fresno High implemented lunchtime "will-a-torials "for students who did not complete specified targeted assignments. Students were referred to tutorials by teachers and not pulled-out based on grades or skilled deficits. RTI was focused on 9th grade. RTI needs to shift to all grades 9-12, students with skill deficit or grades of Ds and Fs.

For grades 10-12 the lunchtime tutorials and after school tutorial are voluntary and 9th grade students interventions are structured into the 9th grade schedule through the Push Schedule.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Differences between intended and actual implementation of actions and budget expenditures were relatively minor. We carried out major plans for professional learning, provided supplemental resources and technology to support instruction and did not shift budget priorities within the school year. Last year we allocated enough money to pay for substitutes for teacher release time for planning and professional learning. **We did not spend all the money allocated for professional learning as previously planned.** We will review our plan for professional learning opportunities, prioritize need versus want and allocate funds accordingly to send more teachers to professional learning for IB MYP and DP Programme and Professional Learning Communities. We also allocated enough money for supplemental contracts for lunchtime interventions for all grade levels to support student learning.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

The site will be more intentional

Fresno High School will continue to the pull-out PLC planning days and on-site IB peer walks, as well as on-site and off-site PL. We will also continue to allocate money for supplemental contracts to support interventions/tutoring for struggling students. Changes to be made include teacher referral process for lunch targeted interventions in order to increase the number of students that get Cs or better and their overall academic performance. Another

change includes, providing our staff with the opportunity to attend training in the PLC process to improve the effectiveness of PLC time thus impacting student achievement.

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

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

We utilized SBAC, iReady and California Dashboard data to share with the SSC. They were asked to provide input on current actions and suggestions to shifts in actions. We took SSC input in a SSC meeting in March.

- Having translated tests, assignments, classwork so that the translators don't have to overwork themselves.
- Saturday academic school for students with D's or F's until they reach C's or better Incentives for most improved.
- Provide opportunities for all teachers to attend IB trainings.
- Tutor.com in different languages
- Have more BIA's at least 3 with more hours.
- Weekly check-ins with advisor/counselor for D's & F's
- Mandatory contact with parents for D's & F's to make plans for work completion/help.

2 ELAC:

ELAC members were asked to provide input on current actions and suggestions to shift in actions. We used a paper survey with questions tied to each goal. ELAC members made the following suggestions:

- Have more academic fieldtrips.
- Increase Bilingual Instructional Aides (BIAs), from 2 to 3 to support EL Students in the classroom.
- Provide more technology, such as computers and portable translator devices.
- Increase BIA hours to 7 hours to support students the entire day (Per. 1- Per. 6).
- Increase bilingual staff.
- Increase the number of certified tutors to support with interventions.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Fresno High Staff members were asked to provide input on current actions and suggestions to shifts in actions. We took input from staff through a MS Form for suggested actions. Staff made the following suggestions:

- Mandatory after school and lunch tutoring for students that have Ds and Fs.
- Instructional coaching or professional development for new and veteran teachers to increase participation and engagement in the classroom.
- Add an additional BIA to support EL students in the classrooms.
- Targeted intervention for Math and ELA provided by teachers.
- Recruitment and connection with feeder Junior high students.

Action 1

Title: Mathematics

Action Details:

Mathematics: Fresno High School will implement mathematical supports for all students aligned to the Common Core State Standards with an emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus, coherence and rigor. Particular attention will be placed on Math Practice 1 ("Make sense of problems and persevere in solving them"). Supports will center on professional learning, with PLCs as the drivers, on MYP/IB unit planning based on inquiry-based instruction, the use of common formative assessments, performance tasks, and RTI.

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

Explain the Progress Monitoring and data used for this Action

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

Analysis of student work in Math Professional Learning Communities using common formative assessments to inform instruction. Review of # and % of students at defined achievement levels.

Owner(s):

Principal
 VP for Math Dept
 Math Lead Teachers and Math Professional Learning Communities.

Timeline:

On-going

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

Instructional Practice Guide (IPG) walkthrough data with an emphasis on Tenets 2 and 3 will be used to monitor this action and inform next steps.

Owner(s):

Principal
 VP for Math Dept
 Instructional Coach
 Instructional Support Team (WIST)
 All Math Teachers

Timeline:

On-going

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

SBAC IABs will be administered regularly to ensure students have exposure to Smarter Balance format, questions and demands. Test data will be analyzed by teachers to guide instruction and monitor student progress.

Owner(s):

Principal
 VP for Math Dept
 All Math Teachers

Timeline:

Quarterly

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

iReady diagnostic assessment will be used in Alg 1 through Alg 2 courses. Results will be reviewed to determine student growth. District Math benchmark assessments will be administered and results will be analyzed and used to guide instruction.

Owner(s):

Principal
 VP for Math Dept
 All Math Teachers

Timeline:

2 times per year

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

VP will monitor Math D/F rate, with the support of the Intervention coordinator and other staff.

Owner(s):

VP over Math
 Intervention Coordinator

Timeline:

Quarterly

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

- Professional collaboration and professional learning will support student learning of grade level standards through enhanced delivery of instruction and through the review of data for the purpose of remediation and acceleration within the instructional sequence.
- 0.75 FTE for Computer Lab Paraprofessional who coordinates student access to online supports for mathematics. This person also coordinates student access, PSAT/SAT on-line preparation workshops.
- Students will receive Tier 1 support from the district adopted curriculum and its supplemental supports which could include digital resources Big Ideas during all math classes.
- Students will receive Tier 2 support through the use small group instruction focused on gaps.
- Students will receive Tier 3 support through math tutorials with emphasis on African-American students with Ds/Fs and special education students as appropriate.
- Special Education and core English teachers will co-teach classes to provide support and differentiation for students with special needs in mainstream classes.
- Students will receive Interactive Notebooks that will serve as an instructional tool for students to process their learning.
- Teachers encourage and provide opportunities to on-line resources such as Tutor.com for after hours support.

- Students identified through common assessments who need support are referred to formal intervention program coordinated by the Intervention Coordinator.
- Resources to support African-American Advisory Committee mentoring.
- Provide funding for Edgenuity to support credit-recovery options for students.
- Provide funding for EdCite to provide access to supplemental standards aligned assessment resources in multiple content areas
- The Afterschool Program will provide academic tutoring through the use of Teaching Fellows, peer tutors, and staff.
- Interact Fellows in Math classes to support student learning.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of SBAC Math according to the California Dashboard.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by allocating monies for:

- Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters
- Technology to support instruction in the classroom
- Professional learning and Training
- Materials and supplies to support instruction of parents

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by allocating monies for:

- FTE for Computer lab assistant who coordinates access to online support for literacy and math
- FTE for Teacher on Special assignment- EL/Intervention Coordinator- to coordinate EL supports outside of the classroom, such as interventions, lunch tutorials and literacy and math workshops
- ELPAC assessors
- Instructional Resources such as books and other supplemental resources
- Materials and supplies to support instruction of parents

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Bilingual Instructional Aides will provide primary language support for Beginning and Intermediate EL students.
- EL students will benefit from an added emphasis on math discourse.
- All teachers will utilize best practices in support of academic language acquisition.
- Home School Liaisons support the EL program, parents and community members in connecting to school and supporting academic progress throughout the language acquisition process.
- Homeschool Liaison mileage to conduct home visits.
- Parent Center courses and resources will fluctuate to meet dynamic needs of English Learners and the community.
- Delivered Professional Learning On Literacy supports for our EL students.
- The Intervention Coordinator coordinates lunch intervention and tutorials for EL students that have Ds and

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

- Students with disabilities population is performing at the lowest level in SBAC ELA and SBAC Math according to the California Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support students with disabilities by allocating monies for:

- Supplemental contracts for teachers to tutor students
- Professional Learning and training for SPED teachers
- TSA and instructional support personnel
- Materials and supplies to support instruction and the use of technology

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support students with disabilities by allocating monies for:

- Supplemental staff and supplemental contracts to provide student intervention
- Supplemental contracts for teachers to collaborate and plan instruction
- Materials and supplies to support instruction in the classroom
- Student incentives for attending interventions and showing academic progress

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

Students with disabilities

- Students identified as SPED will have additional academic support provided to them through co-teaching and student access to online supports for mathematics, Tutor.com and After School Program.
- Monitor the ratio of students with disabilities enrolled in same regular education class sections as general-education students.
- To address disproportionality in student achievement for identified groups, management team meetings will include data on 1 or more elements of student achievement disaggregated by ethnicity and special education.
- SpEd teachers have an IEP/Case Management period to monitor and support students on their caseload.

Fs or need additional academic support.

- Deliver Professional Learning On Literacy supports for Students with disabilities.

Action 2

Title: Literacy

Action Details:

Fresno High School will continue to develop a school-wide focus on inquiry-driven instruction. This approach will center on best first instruction through Professional Learning, reinforcement of Professional Learning Communities' effective practices, and classroom supports and materials. Supports will center on professional learning, with PLCs as the drivers, on MYP/IB unit planning based on inquiry-based instruction, the use of common formative assessments, performance tasks, and RTI.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Analysis of student work in PLCs using common formative and summative assessments to inform instruction.
Review of # and % of students at defined achievement levels.

Owner(s):

Principal
Admin
Instructional Coach
ILT/Lead Teachers
All Teachers

Timeline:

On-going

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

Instructional Practice Guide (IPG) walkthrough data with an emphasis on Tenets 2 and 3 as well as Managebac will be used to monitor this action and inform next steps.

Owner(s):

Principal
Admin
Instructional Coach
ILT/Lead Teachers
All Teachers

Timeline:

On-going

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

Professional Learning Communities agendas and artifacts (especially analysis protocols) reviewed by VPs to ensure student performance is analyzed by teams and plans are made to follow up.

Owner(s):

Principal
Admin
Instructional Coach

Timeline:

On-going

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

iReady diagnostic assessment will be used in ELA 9 and 10 courses and for all EL students. Results will be reviewed to determine student growth.

Owner(s):

- Principal
- Admin
- Instructional Coach
- ILT/Lead Teachers
- All Teachers

Timeline:

2 times per year

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

- Professional collaboration and professional learning will support student learning of grade level standards through targeted teaching, enhanced delivery of instruction (including targeted technology use) and through the review of data for the purpose of remediation and acceleration within the instructional sequence. Subs for release time and supplemental contracts provided for planning.
- 0.75 FTE for Computer Lab Paraprofessional who coordinates student access to online supports for literacy. This person also coordinates student access, PSAT/SAT on-line preparation workshops.
- We will partially fund a teacher prep time/extra period to support implementation of the academic program.
- Students will receive Tier 1 support from the district adopted curriculum and its supplemental supports which could include digital resources from SpringBoard and use of Khan Academy and/or Tutor.com.
- Students will receive Tier 2 support through the use small group instruction focused on gaps.
- Students will receive Tier 3 support through noon-time tutorials which include an emphasis on students with Ds/Fs, special education students as appropriate, EL students and White students.
- Special Education and core English teachers will co-teach classes to provide support and differentiation for students with special needs in mainstream classes.
- Students will receive Interactive Notebooks that will serve as an instructional tool for students to process their learning.
- Students identified through common assessments who need support are referred a formal intervention program facilitated by the Intervention Coordinator.
- Students will utilize grade level appropriate materials such as academic articles as supplementary material.
- Insure sufficient technology is available to further provide access to tools such as Tutor.com, digital Springboard and ManageBac.
- Resources to support Writing Center.
- Provide funding for Edgenuity to support credit-recovery options for students.
- Provide funding for EdCite to provide access to supplemental standards aligned assessment resources in multiple content areas.
- Students and teachers will utilize Turn-It-In.com as a resource to support student learning.
- The Afterschool Program will provide academic tutoring through the use of Teaching Fellows, peer tutors, and staff.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of SBAC ELA according to the California Dashboard.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by allocating monies for:

- Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters
- Technology to support instruction in the classroom
- Professional learning and Training for teachers and support staff
- Materials and supplies to support instruction of parents

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

Students with disabilities population is performing at the lowest level in SBAC ELA according to the California Dashboard.

White student population is performing at the lowest level in SBAC ELA according to the California Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support students with disabilities by allocating monies for:

- Supplemental contracts for teachers to tutor students

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by allocating monies for:

- computer lab assistant who coordinates access to online support for literacy
- FTE for Teacher on Special assignment- EL/Intervention Coordinator- to coordinate EL supports outside of the classroom, such as interventions, lunch tutorials and literacy and math workshops
- ELPAC assessors
- Instructional Resources such as books and other supplemental resources
- Materials and supplies to support instruction of parents
- Homeschool Liaison mileage to conduct home visits
- Food for parent classes and meetings.
- Interpreters and babysitters for parent classes and meetings

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Provide Bilingual Instructional Aides (BIAs) to support the comprehension and academic progress of EL students by working directly with students in SDAIE classrooms throughout the day.
- EL students will benefit from an added emphasis on academic discourse. Teachers will work with instructional coach to implement strategies to support EL students.
- All teachers will utilize best practices in support academic language acquisition
- Supplemental Books for EL students.
- Home School Liaisons support the EL program, parents and community members in connecting to school and supporting academic progress throughout the language acquisition process.
- Parent Center courses and resources will fluctuate to meet dynamic needs of English Learners and the community.
- EL/Intervention Coordinator will deliver Professional Learning on Literacy supports for EL students.
- We will have a Reclassification celebration in fall to honor students that have met the re-classification criteria.

- Professional Learning and training for SPED teachers
- TSA and instructional support personnel
- Materials and supplies to support instruction and the use of technology

With Title I funds we plan to support White students by allocating monies for:

- Supplemental contracts for teachers to tutor students
- Professional Learning for ELA teachers to support student learning
- TSA and instructional support personnel
- Materials and supplies to support instruction and the use of technology

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support students with disabilities by allocating monies for:

- Supplemental staff and supplemental contracts to provide student intervention
- Supplemental contracts for teachers to collaborate and plan instruction
- Materials and supplies to support instruction in the classroom
- Student incentives for attending interventions and showing academic progress

With 7090 or 7091 funds we plan to support White students by allocating monies for:

- Supplemental staff and supplemental contracts to provide student intervention
- Supplemental contracts for teachers to collaborate and plan instruction
- Materials and supplies to support instruction in the classroom
- Student incentives for attending interventions and showing academic progress

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

Students with disabilities

- Students identified as SPED will have additional academic support provided to them through co-teaching and student access to online supports for mathematics, Tutor.com and After School Program.
- Monitor the ratio of students with disabilities enrolled in same regular education class sections as general-education students.
- Students identified as SPED will have additional academic support provided to them through co-teaching and access to Tutor.com and Khan Academy.
- SpEd teachers have an IEP/Case Management period to monitor and support students on their caseload.
- Deliver Professional Learning On Literacy supports for Students with disabilities.
- Further supports will be identified in collaboration with FUSD Department of Special Education and FUSD School Leadership.
- To address disproportionality in student achievement for identified groups, management team meetings will include data on 1 or more elements of student achievement disaggregated by ethnicity and special education.

White students

- White students will be referred to lunch interventions/tutorials if they have Ds or Fs in their courses.

- Students will have access to online supports for ELA, Tutor.com and After School Program.
- To address disproportionality in student achievement for identified groups, management team meetings will include data on 1 or more elements of student achievement disaggregated by ethnicity and special education.
- Deliver Professional Learning On Literacy supports in the classroom.
- Social Emotional Team (COST) will meet regularly to work on Tiered supports for all students who were referred and suspended leading to increased missed instructional time. Resources Counseling Assistants will monitor students on their caseload with the goal preventing repeated behaviors that result in missed class time.

Action 3

Title: Ds/Fs

[Action Details:](#)

Fresno High School will further develop an academic Response to Intervention program as evidenced by on-going tutorials, learning labs, targeted interventions, classroom supports, and enrichment opportunities for students. Focus will be on decreasing the amount of Ds and Fs, and increasing the number of students on track for A-G course completion; thereby, increasing the amount of students who are college and career ready.

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

Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Monitoring of # and percentage of students receiving Ds and Fs.

Owner(s):

Principal
 Teachers/PLCs
 All Academic Counselors

Timeline:

On-going

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Monitoring of A-G course completion.

Owner(s):

Head Counselor
 Academic Counselor

Timeline:

On-going

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Monitoring of Students attending tutorials

Owner(s):

Admin
 Tutorial Teachers
 Intervention Coordinator

Timeline:

On-going

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

VP's will monitor D/F data during every grading period.

Counselors will monitor student grades and communicate with students and parents about tutorials and interventions. Counselors will monitor student attendance to interventions to ensure high risk students are receiving support services.

Academic referrals to academic counselors will be done by teachers for students failing to complete assignments or engage in lessons for additional support .

Owner(s):

Principal
Vice Principal
Counselors

Timeline:

Bi-quarterly

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

Monitoring of student progress in credit recovery courses weekly.

Counselors will strategically meet with those students not meeting course progress goals.

Owner(s):

Principal
Vice Principal
Counselors

Timeline:

On-going

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

- Tier 1: All students will receive instruction that is generated from an MYP unit planner or aligned to DP rubric reflecting required skills.
- Tier 2: Students who are struggling in class will be provided after school tutorial assistance.
- Tier 3: Students will receive strategic support from teacher, counselor, and staff which could include noon-time intervention.
- Continue the intervention model for 9th grade students using the biology, ELA and Global Humanities teachers to create a rotating RTI team. Tier 3 students are priority followed by Tier 2 students.
- 0.6 FTE for Intervention TSA to coordinate and support intervention efforts with 9th grade RTI, ELD and Diploma Programme internal assessment completion.
- Students will receive academic counseling to promote academic success. Counselors will meet with 9th-12th grade students who are credit deficient at the end of the first semester to map out plan for credit recovery or alternative education placement.
- Use of Edgenuity to support credit recovery of credit deficient students.
- Resources to support the following:
 - Academic Counseling will coordinate College Signing Day to promote College and Career Readiness.
 - IB Coordinator will facilitate IB Commitment Day for students who are pursuing the full IB Diploma.
 - Academic Counseling and Campus Culture Director will coordinate and facilitate, Honor Roll recognition, Principal's Awards, GPA Hero Awards and other Academic Awards.
 - 9th Grade Students who have made academic progress will receive incentives such as certificate, academic letter and other items.
- Re-engagement Center team (including Resource Counseling Assistants) will monitor and counsel case-load students on grades and behavior.
- Resources to support African-American Advisory Committee mentoring.
- 0.125 FTE to support student success and engagement specifically targeted for students receiving special education services.
- 2.0 FTE for Home/School Liaison to communicate directly with parents to support student success.
- Supplemental contracts to support interventions/tutoring which includes, lunch interventions and the after school Writing Center.
- Provide funding for EdCite to provide access to supplemental standards aligned assessment resources in multiple content areas
- Provide PL and training opportunities to examine and implement standards based grading using **Grading From the Inside Out and/or Grading for Equity** text.
- Utilize resources to allow opportunity for subs to provide planning days and on-site and IB peer class walks, as well as on-site or off-site PL.
- The 9th grade Success Team will monitor 9th grade students to keep them on track for graduation.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of ELA SBAC and Math SBAC.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by allocating monies for:

- Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters
- Technology to support instruction in the classroom
- Professional learning and Training
- Materials and supplies to support instruction of parents

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by allocating monies for:

- FTE for Compute Lab assistant who coordinates access to online support for literacy
- FTE for Teacher on Special assignment- EL/Intervention Coordinator- to coordinate EL supports outside of the classroom, such as interventions, lunch tutorials and literacy and math workshops
- ELPAC assessors
- Instructional Resources such as books and other supplemental resources
- Materials and supplies to support instruction of parents
- Homeschool Liaison mileage to conduct home visits
- Food for parent classes and meetings
- Interpreters and babysitters for parent classes and meetings
- Incentives to recognize academic achievement and improvement
- Food for academic awards recognition

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Continued quarterly monitoring of EL and RFEP students.
- Bilingual Instructional Aides will provide primary language support for Beginning EL students in strategic core classes.
- EL/Intervention Coordinator will do grade checks to determine which students will be targeted for lunch intervention/tutorials.
- EL students will benefit from an added emphasis on academic discourse. Teachers will work with instructional coach to implement strategies to support EL students.
- All teachers will utilize best practices including the integrated ELD supports and SDAIE/SIOP strategies embedded in instruction to support academic language acquisition.
- Adopted curriculum in primary language and primary language support, and interventions and incentives will be offered for the purpose of increasing the percentage of students at Fresno High School that are re-designated as English proficient.
- Parent Center courses and resources will fluctuate to meet dynamic needs of English Learners and the community

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The students with disabilities population is performing at the lowest level in areas of SBAC ELA and SBAC Math.

The White student population is performing at the lowest level in the area of SBAC ELA.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support students with disabilities by allocating monies for:

- Supplemental contracts for teachers to tutor students
- Supplemental contracts to support instruction and provide intervention
- Software and technology for students to support instruction
- Materials and supplies to support instruction and the use of technology for instruction
- PL and training for SPED teachers

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support students with disabilities by allocating monies for:

- Supplemental contracts for teachers to tutor students
- Subs for SPED teachers to collaborate and plan instruction
- Technology to support instruction
- Online-subscriptions
- Materials and supplies to support instruction
- Student incentives to recognize academic achievement and improvement
- Food for academic awards recognition

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Students with disabilities will be monitored and those receiving multiple Ds/Fs will be referred to tutorials and receive additional academic counseling.
- To address disproportionality in student achievement for identified groups, management team meetings will include data on 1 or more elements of student achievement disaggregated by ethnicity and special education
- EL/Intervention Coordinator will do grade checks to determine which students will be targeted for lunch intervention/tutorials.
- SpEd teachers have an IEP/Case Management period to monitor and support students on their caseload.
- FTE .125 Additional for SpEd student engagement.

Action 4

Title: EL- Redesignation

[Action Details:](#)

Fresno High School will continue to implement teacher professional learning around strategies and supports for teaching English Learners (EL) with a focus on supporting re-designation for all EL students within five years. Professional Learning will include academic language acquisition within an inquiry-based content area classroom, literacy skills, writing development and using EL data indicators to inform instruction. Additionally, classroom supports including Bilingual Instructional Assistants, interventions, and incentives will be offered for the purpose of increasing the percentage of students at Fresno High School that are re-designated as English proficient for the 2024-2025 school year. Extension learning for parents of English Learners will also be offered through Parent University and Fresno High School's Home School Liaisons. By June of 2025, the number of English Learner students making adequate progress towards reclassification will grow by 5% (49.6% to 52.08%) using the CASchool Dashboard ELPI (English Learner Progress Indicator).

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Ds/Fs Monitoring

[Owner\(s\):](#)

Principal
VP for EL
All VPs
Head Counselor
ELD Teacher
EL Intervention Coordinator

[Timeline:](#)

Bi-quarterly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

RFEP Monitoring via Elevation monitoring tool

[Owner\(s\):](#)

Principal
VP for EL
PLCs
EL Intervention Coordinator

[Timeline:](#)

Quarterly

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

iReady diagnostic assessment will be administered to all EL students until they are re-designated. Results will be reviewed to determine student growth.

Owner(s):

Principal
VP for EL
All VPs
PLCs
EL Intervention Coordinator

Timeline:

2 times per year

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

Performance on ELPAC

Owner(s):

Principal
VP for EL
All VPs
Head Counselor
ELD Teacher
EL Intervention Coordinator

Timeline:

Annually

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

2.0 FTE for Bilingual Instructional Assistants who will be strategically placed in classes with a significant number of English Learners. They will help explain directions and/or instruction and monitor student progress of classwork and their understanding of the homework. EL VP will work on placing Bilingual Instructional Aides in classes of need at the beginning of the academic school year.

ELD language teacher will receive additional supplemental resources which include class sets of books and magazine subscriptions.

EL students in need of additional academic supports will participate in lunch and/or after school tutorials.

Teachers will integrate the CAELD standards in all core content areas and engage in professional learning that will provide them with the latest research on effective English language development.

EL students will receive targeted instruction aligned to the CAELD Standards daily through integrated and designated ELD instruction.

0.6 FTE for EL Intervention TSA to coordinate and support intervention efforts with 9th grade RTI, ELD and Diploma Programme internal assessment completion.

Continue intervention model for 9th grade students (including EL) using the biology, ELA, and Global Humanities teachers to create a rotating RTI team. Tier 3 students are priority followed by Tier 2 students.

Incentives for improvement or redesignation on the ELAPAC.

Data chats will be held with EL students prior to ELPAC assessment.

ELPAC, and other workshops will be offered for students on early release days.

Provide substitutes for ELPAC testing to create optimal testing conditions for students.

EL VP, EL/Intervention Coordinator and Counselors will monitor Ds/Fs quarterly.

Resources to celebrate student re-designation and academic progress.

2.0 FTE for Home/School Liaisons to communicate directly with parents to support student success.

Technology to support instructions, computer carts to support ELPAC testing and portable translators.

Books/Supplies to support language acquisition.

Provide resources to take EL students on educational fieldtrips.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of SBAC ELA and SBAC Math.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by allocating monies for:

- Fund Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters
- Technology to support instruction in the classroom
- Professional learning and Training
- Materials and supplies to support instruction of parents
- Supplemental contracts for teachers and support staff to tutor students and provide ELPAC preparation workshops

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by allocating monies for:

- FTE for Computer lab Assistant who coordinates access to online support for literacy and math
- FTE for Teacher on Special assignment- EL/Intervention Coordinator- to coordinate EL supports outside of the classroom, such as interventions, lunch tutorials and literacy and math workshops
- ELPAC assessors
- Instructional Resources such as books and other supplemental resources
- Materials and supplies to support instruction of parents
- Homeschool Liaison mileage to conduct home visits
- Student Incentives to increase EL students' engagement and reclassification
- Study trips for students

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- EL/Intervention Coordinator works with counseling department to make sure EL students are properly placed.
- ELPAC chats EL Coordinator/Support Staff/Teacher/Admin/Counselor- goal setting with students.
- ELPAC Assessors
- EL/Intervention Coordinator will do grade checks to determine which students will be targeted for lunch intervention/tutorials.
- EL students will benefit from an added emphasis on academic discourse. Teachers will work with instructional coach to implement strategies to support EL students.
- All teachers will utilize best practices including the integrated ELD supports and SDAIE/SIOP strategies embedded in instruction to support academic language acquisition.
- Adopted curriculum in primary language and primary language support, and interventions and incentives will be offered for the purpose of increasing the percentage of students at Fresno High School that are re-

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The Student with disabilities population is performing at the lowest level in areas of SBAC ELA and SBAC Math according to the California Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support Students with disabilities by allocating monies for:

- Fund Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters
- Supplemental contracts for teachers to tutor students
- Software for students
- Professional learning and Training
- Materials and supplies to support the use of technology for instruction
- Materials and supplies to support instruction

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support Students with disabilities by allocating monies for:

- FTE for Computer lab Assistant who coordinates access to online support for literacy and math
- FTE for Teacher on Special assignment- EL/Intervention Coordinator- to coordinate EL supports outside of the classroom, such as interventions, lunch tutorials and literacy and math workshops
- Materials and supplies to support instruction of parents
- Homeschool Liaison mileage to conduct home visits
- Student Incentives to increase EL students' engagement and reclassification
- Study trips for students

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- EL/Intervention Coordinator works with counseling to make sure EL Students are properly placed.
- ELPAC chats EL Coordinator/Support Staff/Teacher/Admin/Counselor- goal setting with students.
- ELPAC Assessors
- EL/Intervention Coordinator will do grade checks to determine which students will be targeted for lunch intervention/tutorials.
- EL Students with disabilities will benefit from an added emphasis on academic discourse. Teachers will work with instructional coach to implement strategies to support students.
- To address disproportionality in student achievement for students with disabilities, management team meetings will include data on 1 or more elements of student achievement disaggregated by ethnicity and special education
- SpEd teachers have an IEP/Case Management period to monitor and support students on their caseload.

designated as English proficient.

- Parent Center courses and resources will fluctuate to meet dynamic needs of English Learners and the community
 - Provide ELPAC workshops for students to prepare for the exam.
 - PL for teachers to support EL students.
 - Teachers will complete monitoring forms in Elevation quarterly, to ensure that students are making adequate progress towards one ELPI level growth each year and be reclassified on time.
 - 2 Bilingual Instructional Assistants will be strategically placed in classes with a significant number of Beginning and intermediate EL students. They will help explain directions and/or instruction and monitor student progress of classwork and their understanding of the homework.
 - Create celebration to recognize students that achieve reclassification.
- Parent Center courses and resources will fluctuate to meet dynamic needs of English Learners and the community
 - Provide ELPAC workshops for students to prepare for the exam.
 - PL for teachers to support EL students.
 - Adopted curriculum in primary language and primary language support, and interventions and incentives will be offered for the purpose of increasing the percentage of students at Fresno High School that are re-designated as English proficient.
 - Teachers will complete monitoring forms in Elevation quarterly, to ensure that students are making adequate progress towards one ELPI level growth each year and be reclassified on time.
 - 2 Bilingual Instructional Assistants will be strategically placed in classes with a significant number of Beginning and intermediate EL students. They will help explain directions and/or instruction and monitor student progress of classwork and their understanding of the homework.
 - Create celebration to recognize students that achieve reclassification.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0185 Fresno High School (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support instruction. Also supports G1A2, G2A2, G5A1	135,669.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Ext			Library extra time	2,070.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Teachers' Subs for planning and training	57,654.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: Books. Electronic Licenses & Subscriptions	20,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support instruction	10,000.00
G1A2	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst II	0.5000	Isabella Vidrio 1083886	43,039.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			Planning and Student tutoring supplementals	7,356.00
G1A2	LCFF: EL	Instruction	Bks & Ref			Instructional Resources, Subscriptions, Licenses	4,703.00
G1A2	LCFF: EL	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst II	0.2500	Isabella Vidrio 1083886	21,518.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			Materials and Supplies to support instruction of Parents	6,464.00
G1A4	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Support Student Learning	66,731.00
G1A4	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500		59,492.00
G1A4	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Liaison, Home/School Spanish	0.2500		21,856.00
G1A4	LCFF: EL	Attendance & Social Work Servic	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500		65,567.00

\$522,119.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
CCI - percentage of students who are Prepared			36.2 %	2023-2024	41.3 %
CCI - percentage of students who are Prepared (Students w/ Disabilities)	✓		0 %	2023-2024	5.1 %
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	71 %	69.4 %	2023-2024	72.5 %
Graduation Rate	✓	88.57 %	89.9 %	2023-2024	91 %
Graduation Rate (Students w/ Disabilities)	✓		63.3 %	2023-2024	64.4 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered realworld learning experience

Work-based learning opportunities for students at Fresno High consist of Career Exploration, Career Readiness, Certification, Job Shadowing, and Offsite Industry visits. 69.9% of students who responded to the survey responded favorably to student-centered real-world experiences. That is an increase of 3.9% from the previous year's survey. Our goal continues to be to expand learning opportunities and engage students with relevant experiences.

- Student with disabilities: Students with services are allowed to take a IB/DP course if desired and appropriate for the learner. If needed, paraprofessional support can be used to support the student in the IB/DP course setting.

Graduation Rate

Fresno High School graduation rate for the class of 2023 was 89.9% compared to FUSD rate of 86.5% and 84% statewide. The rate increased from the 2022 school year for Fresno High. Our goal continues to be to provide opportunities to recover for students who are credit deficient.

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

Student-centered realworld learning experience

In the Climate and Culture Student Survey 49% of all student responded favorably to the question: My school prepares me for life with real-world experiences. 71% of English Learner experiences compared to 49% of all students who responded favorably. 48% African American and 49% of Hispanic students had favorable responses compared to 34% of White students. Our goal continues to be to expand learning opportunities and engage all students with relevant experiences.

Graduation Rate

The overall graduation rate increased from 87.5% in 2022 to 89.9% in 2023. Graduation rate for African American students was 79.4% 27/34 graduating in 2023 compared to a rate of 71.4% in 2022. The graduation rate for Hispanic students was 91.6% exceeded the overall rate at 89.9%. Our English learner graduation rate in 2022 was 78.8%. There was an increase 14% to 89.9 in 2023. The graduation rate for our Students with disabilities maintained in the lowest performance group with 63.3 graduation rate. Our students with disabilities were also in the lowest performance group for prepared level on the College/career indicator on the California Dashboard. Our goal continues to be to provide opportunities to recover for all students who are credit deficient and increase our overall graduation rate.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Differences between intended and actual implementation of actions and budget expenditures were relatively minor. We carried out major plans for professional learning, provided supplemental resources and technology to support instruction and did not shift budget priority within the school year. We budgeted enough monies to provide substitutes for teacher release time for planning and professional learning. We did not use all our monies for PL. However, we will continue to review our plans for professional learning opportunities and prioritize our needs and allocate funds accordingly. We will send more teachers to different PL.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

We have budgeted to allow us the opportunity to allocate monies for subs to provide planning days and on-site and IB peer class walks, as well as on-site or off-site PL

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

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

We utilized Climate and Culture Survey Data, California Dashboard data to share with the SSC. They were asked to provide input on current actions and suggestions to shifts in actions. SSC provided input at a March meeting.

- Having more advertisement in Class Meetings about different programs.
- Having more opportunities for zero period classes.
- Personal finance courses for students.
- Job fairs with job recruiters and job opportunities.
- More college program presentations and internships to show options available.
- Expand internship to all students 9th grade volunteer 10-12 paid work in desired field.
- To continue with the shadowing programs.
- Invite guest speakers to target students with specific needs.
- Invite community members to share their education/career paths.
- Additional talent search programs other than different colleges.

2 ELAC:

- Have more fieldtrips to visit different Universities and business.
- Have different workshops that teach real- life skills (cooking, budgeting, sewing,etc).
- Take students on more educational fieldtrips.
- Opportunities for students to go out to the community to have first hand experiences.
- More job fairs.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

- Career focused fieldtrips and guest speakers with experts at their field.
- Provide students opportunities to engage in real-world inquiry projects and community outreach.
- Expose students to more careers by having lunch activities where students can interact with different community members, have a career week that ends with a career fair.
- Provide more mentorship for students.

Action 1

Title: MYP/IB/CP

Action Details:

Fresno High School will further develop its IB Middle Years Programme (MYP) and IB Diploma Programme through the development of a guaranteed curriculum, unit planning, professional learning, vertical articulation and alignment of courses. Fresno High will continue the development of the IB Careers Programme in support of rigorous career-technical education (CTE) coursework. Fresno High will further develop the IB/MYP Personal Projects for all 10th grade students, and increase academic supports for students through inquiry-based, internationally minded, and service-based learning opportunities; thereby offering all Fresno High School students equitable access to a rigorous curriculum so that all students have the greatest number of post-secondary options upon graduation. Additionally, Fresno High School will further support its IB programs by providing support for Internal Assessments, Extended Essays, Theory of Knowledge, Personal and Professional Skills.

During the 2019 - 2020 school year a small section of 9th graders representing a cross section of students were selected to participate in opportunities around civic engagement and service learning. For the 2024-25 school year, the continued goal is for all students to engage in one service learning project per semester during the school year leading toward students earning the State Seal of Civic Engagement. Students are expected to capture their learning in ManageBac.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

Student performance on Internal Assessments and reduction of N's.

Completion percentage of the Extended Essay and Theory of Knowledge.

Planned MYP/DP/CP Units, capture of student work and evidence of common assessments aligned with external assessments and the subject-specific Aims and Objectives.

Feedback provided by BQC on IB units submitted.

Number and percentage of students who complete the 10 Grade MYP Personal Project.

Number of 9th grade students that complete a service reflection in ManageBac.

Number and Percentage of Students who complete an IB course.

Number and Percentage of students receive a college-qualifying score on the IB exam for each respective subject.

Number of students who are designated as a Diploma candidate.

Number of students who receive an IB Diploma.

Owner(s):

All Teachers

Principal

VP's over DP, CP and MYP

MYP/DP Coordinator

CP Coordinator

Timeline:

On-going

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

- Access for all students to a rigorous curriculum framework and student-centered classrooms
- Access for all students to World Language curriculum and coursework including supplemental textbooks.
- Opportunity for all 10th grade students to engage in real-world inquiry-based projects based on their personal interest. Allotment of resources will be provided for MakerSpace, student materials for Personal Projects and resources to support Personal Project Showcase. 0.125 FTE to coordinate Personal Projects and Makerspace and work with teachers and students. Supplemental pay contracts to facilitate Personal Projects.
- Fund a teacher 0.125 FTE to support implementation of service learning in the MYP and assisting DP students with the completion of CAS.
- We will partially fund 2 teachers at 0.125 FTE each to support implementation of the academic program including Theory of Knowledge
- Support of student growth in social-emotional learning through IB Approaches to Learning, Personal and Professional Skills, International Mindedness, and Theory of Knowledge (Metacognition).
- Supplemental pay contracts and sub release days for planning.

- Provide resources including supplemental contracts to support implementation of Internal Assessments, IB Core, Personal and Professional Skills
- IB tutorials and Writing Center
- Celebrate student success on IB exams.
- Resources for Recruitment of students (DP/CP/MYP).
- Technology for students for Internal Assessment Uploads including 5-8 dedicated laptops to be located in the IB Office. Additional supplies to support Internal Assessments.
- **Materials and supplies to support IB Summer Bridge Program for incoming 9th graders.**
- Student access to Turn-it-In.com.
- Teacher, student and parent access to Managebac.
- Resources to support student connection between CP and industry partners.
- Resources to support African-American Advisory Committee mentoring.
- Provide funding for Edgenuity to support credit-recovery options for students.
- Provide sub release days for collaboration around IB instruction, unit planning, and assessments.
- Provide supplemental contracts for summer planning and professional learning.
- Provide opportunities for current 9th grade students that would allow access to higher level IB math classes in the 11th and 12th grade.
- Site based Art gallery where IB Art
- Students facilitate a show of their work as part of curriculum.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of SBAC ELA and SBAC Match according to the CA Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support EL students by allocating monies for:

- Fund Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters
- Technology to support instruction in the classroom
- Professional learning and Training for teachers and support staff
- Materials and supplies to support instruction of parents

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support EL students by allocating monies for:

- FTE for computer lab assistant who coordinates access to online support for literacy
- FTE for Teacher on Special assignment- EL/Intervention Coordinator- to coordinate EL supports outside of the classroom, such as interventions, lunch tutorials and literacy and math workshops
- Instructional Resources such as books and other supplemental resources
- Supplemental contracts or extra time for staff to support students
- Materials and supplies to support instruction of parents
- Homeschool Liaison mileage to conduct home visits
- Food for parent classes and meetings.
- Interpreters and babysitters for parent classes and meetings
- Travel funds for IB conferences and training
- Resources and Incentives for recruitment for students to participate in CP/DP programs.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

Students with disabilities population is performing at the lowest level in graduation rate and college and career readiness according to the CA Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support students with disabilities by allocating monies for:

- FTE for SWD leadership
- Supplemental contracts for teachers to tutor students
- Professional Learning and training for SPED teachers
- TSA and instructional support personnel
- PL on instructional strategies
- Supplemental materials and books
- Materials and supplies to support instruction and the use of technology
- Materials and supplies to support instruction of parents

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support students with disabilities by allocating monies for:

- Supplemental staff and supplemental contracts to provide student intervention
- Supplemental contracts for teachers to collaborate and plan instruction
- Materials and supplies to support instruction in the classroom
- Student incentives for attending interventions and showing academic progress
- Travel funds for SPED teachers to attend IB conferences and trainings
- Resources and incentives for recruitment for students to participate in DP/CP programs.
- Food for parent classes and meetings.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Fresno High’s IB Language Policy supports for EL students: Students are supported in their development of language in the classroom through the use of several instructional strategies, including, but not limited to: the instruction, discussion and use of language registers that are appropriate to activity.
- The use of academic sentence frames with varying complexity and freedom depending on the need of the individual student.
- The use of groups/collaborative work to insure that every student speaks, writes, reads and listens in each class.
- PL and training for instructional strategies to best support EL students in literacy, language development, speaking and listening.
- Take students on study/academic trips to expose students to different universities and career oppurtinities.
- Provide classes in Spanish and Hmong for parents of EL students to inform/teach them about the MYP, DP and CP programs.
- Targeted effort to increase EL student participation in CTE/CP.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- 10th grade students with disabilities will participate in Personal Projects.
- Targeted efforts to increase SPED participation in CTE/CP.
- Continue inclusion practices throughout the educational program and campus culture at FHS.
- To address disproportionality in student achievement for identified groups, management team meetings will include data on 1 or more elements of student achievement disaggregated by ethnicity and special education
- SpEd teachers have an IEP/Case Management period to monitor and support students on their caseload.
- Take students on study/academic trips to expose students to different universities and career oppurtinities.
- Targeted effort to increase Student with disabilities participation in CTE/CP.

Action 2

Title: College and Career Readiness

Action Details:

All students will be provided a relevant and rigorous instructional program that provides access to college and career readiness. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student’s four-year academic plan as elective courses. Fresno High School’s IB Career-related Program (CP) has implemented certiciacions and instructional content support for all 9th-12th grade CP students that embeded CA CTE Standards Worked-based learning (WBL), ATL’s and the Learner Profile. All CTE courses offered are A-G credits for UCs. Fresno High offers programs that promote leadership, develop job -related skills, provide on-the-job experience, and increase interest in school including Career Technical Education Courses such as General Internship. There are also Career Program Sequences (Concentrator & Capstone course sequence) including Digital Media – Video Production and Broadcast (IB Film 1&2, Video Production 1&2, Video Production & Broadcasting); Building Construction Trades –(Computer-aided Design and Drafting (CADD), Construction Technology, Interior & Exterior Residential & Commercial Construction, Introduction to HVAC); and Military Sciences (JROTC 1, 2, 3, 4). The Career Program currently has two (2) dual enrollment courses with Fresno City College: Videography (VPB) and HVAC 50 (Intro to HVAC). Fresno High offers CTE industry certifications in Multi-craft Core Curriculum (MC3); OSHA 10; CPR/First Aid & Stop the Bleed; EPA Levels 1, 2; Adobe Premiere and Photoshop; Cyber Safety; Employability Skills. Fresno High School also offers 7th period dual enrollment courses in collaboration with Fresno City College. In the Fall of 2024, we would like to implement a pilot for Warrior Health. Warrior Health will address two needs in the valley, Medical Translation and Interpretation and Community Health Worker.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

Evaluation of this goal will be based on CDE guidance as required for the Local Control Accountability Plan (LCAP) and Fresno High School (FHS) priorities and are as follows:

- Pass rate on industry certifications
- Graduation rates
- Dropout rates
- Chronic absenteeism
- National Education Technology Standards (NETS)

Owner(s):

Principal
Career Programme/CTE Coordinator
VP over CP/CTE
CTE Teachers
Counselors

Timeline:

On-going

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

- A-G credits earned
- percentage of prepared students according to College and Career

Owner(s):

Principal
Career Programme/CTE Coordinator
VP over CP/CTE
Counselors

Timeline:

Semester

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

- CTE enrollment and retention disaggregated by ethnicity and gender
- Percentage of CTE pathway completion
- Students meeting criteria via A-G completion disaggregated by sub groups

Owner(s):

Principal
Career Programme/CTE Coordinator
VP over CP/CTE
CTE Teachers
Counselors

Timeline:

On-going

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

Students will receive Project-Based Learning.

Student will showcase their work in an Exhibition.

Students will benefit from career-focused field trips, job shadowing, apprenticeships through school provided transportation.

The Internship Coordinator, Job Developer, CP/CTE Coordinator, and Counseling team will support students through:

- work permits
- work-based learning experiences
- industry guest experiences
- resume workshops
- paid and unpaid internships
- career interest inventories
- volunteer and service learning information and opportunities
- college and career-readiness grade level presentations
- ASVAB testing
- college application support

- FAFSA/Dream Act support
- Fresno Adult School presentations and support
- personal statement workshops
- SAT/ACT registration
- scholarship information and support
- career fairs
- college and industry visits
- College Night
- Career Program Night
- Technical program visits

8th grade students will receive information and presentations to understand the role of the IB Career Program and make selections.

Parent engagement will be essential in the increase participation of the underserved youth enrolling and completing career programs. Strategic and targeted campaigns will begin in Spring 2024, continuing throughout the 2024-2025 school year and beyond.

Tier 1 All students will receive instruction from a CP teacher that aligns with expectations of the IB Career Program. Tier 2 Students who are struggling in CP class will be provided with lunch or after school tutorial assistance. Resource Counseling Assistants will also monitor and counsel CP students to provide social-emotional support as needed. Tier 3 Students will receive strategic support from CP teacher, counselor, and staff.

[Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.](#)

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the low range in the College/Career Indicator according to the CA Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support EL students by allocating monies for:

- Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters
- Technology to support instruction in the classroom
- Professional learning and Training for teachers and support staff
- Materials and supplies to support instruction of parents
- Babysitters and translators to help support during meetings/classes for EL Parents

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support EL students by allocating monies for:

- FTE for a Computer Lab assistant who coordinates access to online support for literacy
- FTE for Teacher on Special assignment- EL/Intervention Coordinator- to coordinate EL supports outside of the classroom, such as interventions, lunch tutorials and literacy and math workshops
- Instructional Resources such as books and other supplemental resources
- Materials and supplies to support instruction of parents
- Homeschool Liaison mileage to conduct home visits
- Food for parent classes and meetings.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

[Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.](#)

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

The Students with disabilities student population is performing at the lowest level in graduation rate and in the College/Career Indicator according to the CA Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support Students with disabilities by allocating monies for:

- FTE for SWD leadership
- Supplemental contracts for teachers to tutor students
- Professional Learning and training for SPED teachers
- TSA and instructional support personnel
- PL on instructional strategies
- Supplemental materials and books
- Materials and supplies to support instruction and the use of technology
- Materials and supplies to support instruction of parents

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support Students with disabilities by allocating monies for:

- Supplemental contracts for teachers to tutor students
- Subs for SPED teachers to collaborate and plan instruction
- Technology to support instruction
- Online-subscriptions
- Materials and supplies to support instruction
- Student incentives to recognize academic achievement and improvement
- Food for academic awards recognition

- Monitoring of ELL student enrollment and success in Career Programs.
- We will continue to use HSL/Spanish and ELD courses to communicate the benefits of CTE program as part of college and career readiness.
- Vertical recruitment starting in 8th grade during IB parent nights. We will provide interpreters for non-English speaking parents.
- Have industry guest speakers that speak Spanish and can share their experiences and journey with our EL student population.
- Fresno Adult School presentations and support.
- Targeted college and industry visits for EL students.
- CTE Coordinator presentation at ELAC with topic of CTE pathways options.
- To address disproportionality in student achievement for identified groups, management team meetings will include data on 1 or more elements of student achievement disaggregated by ethnicity and special education.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Monitoring of students with disabilities enrollment and success in Career Programs.
- CP Coordinator collaborates with Special Education staff to identify special needs students who would benefit from participation in Career Programs.
- CP Coordinator collaborates with Special Education staff to monitor need accommodations and services to allow special needs students to be successful.
- To address disproportionality in student achievement for identified groups, management team meetings will include data on 1 or more elements of student achievement disaggregated by ethnicity and special education.
- Vertical recruitment starting in 8th grade during IB parent nights.
- Invite targeted Students with disabilities to listen to industry guest speakers.
- Fresno Adult School presentations and support.

Action 3

Title: Seal of Biliteracy

[Action Details:](#)

Seal of Biliteracy: Fresno High School will continue to develop our students to be graduates who have achieved a high level of literacy and fluency in one or more language(s) in addition to English. This approach will center on best first instruction through Professional Learning and effective practices, in addition to reflective PLC processes. Supports will center on professional learning, on MYP/IB unit planning based on inquiry-based instruction, the use of common formative assessments, performance tasks, and RTI. Fresno High School will continue to implement teacher professional learning around strategies and supports for teaching English Learners (EL) with a focus on supporting students efforts to demonstrate English proficiency on the ELPAC. During the 2023 school year 28 students earned the State Seal of Biliteracy. English proficiency is measured with a 3 or better on SBAC ELA as well as showing proficiency in a language other than English. This can be measured by a score of 3 on AP Spanish or score of 4 of IB Spanish HL or SL.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Student completion of all English language arts requirements for graduation with an overall grade point average (GPA) of 2.0 in those classes.

Number of students who scored "Standard Met" or higher on the ELA Smarter Balanced Summative Assessment.

Number of students demonstrate proficiency in one or more languages, other than English, through one of the following methods:

- Pass a world language International Baccalaureate (IB) examination with a score of 4 or more.
- Completion of a four-years in a world language with an overall GPA of 3.0 or higher and demonstration of oral proficiency in the language comparable to that required to pass the IB examination.

Number of EL students who demonstrate English proficiency on the ELPAC

Owner(s):

- Principal
- VP over EL
- All Counselors

Timeline:

On-going

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

- Professional learning will support student learning of grade level literacy standards through targeted teaching, enhanced delivery of instruction (including targeted technology use) and through the review of data for the purpose of remediation and acceleration within the instructional sequence.
- Students will receive support from the district adopted curriculum and its supplemental supports which could include digital resources from SpringBoard and IB DP ELA curriculum
- Support of student growth in social-emotional learning through IB Approaches to Learning, Personal and Professional Skills, International Mindedness, and Theory of Knowledge (Metacognition).
- IB tutorials, use of Tutor.com.
- Resources to support African-American Advisory Committee mentoring.
- Provide sub release days for collaboration around IB instruction, unit planning, and assessments.
- Special Education and core English teachers will co-teach classes to provide support and differentiation for students with special needs in mainstream classes.
- Students will utilize grade level appropriate materials such as academic articles as supplementary material
- Data chats and ELPAC workshops will be held with EL students prior to ELPAC assessment.
- Incentives for improvement or re-designation on the ELAPAC.
- EL students in need of additional academic supports will participate in lunch and/or after school tutorials.
- Technology to support instruction.
- Resources to support Writing Center.
- Students and teachers will utilize Turn-It-In.com as a resource to support student learning.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 2 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support EL students by allocating monies for:

- Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters
- Technology to support instruction in the classroom
- Professional learning and Training for teachers and support staff
- Materials and supplies to support instruction of parents
- Babysitters and translators to help support during meetings/classes for EL Parents

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support EL students by allocating monies for:

- computer lab assistant who coordinates access to online support for literacy
- FTE for Teacher on Special assignment- EL/Intervention Coordinator- to coordinate EL supports outside of the classroom, such as interventions, lunch tutorials and literacy and math workshops
- Instructional Resources such as books and other supplemental resources
- Materials and supplies to support instruction of parents
- Homeschool Liaison mileage to conduct home visits
- Food for parent classes and meetings.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

The students with disabilities population is performing at the lowest level in graduation rate and in the College/Career Indicator according to the CA Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support Students with disabilities by allocating monies for:

- Supplemental contracts for teachers to tutor students
- Supplemental contracts to support instruction and provide intervention
- Software and technology for students to support instruction
- Materials and supplies to support instruction and the use of technology for instruction
- PL and training for SPED teachers in
- Parent training

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support students with disabilities by allocating monies for:

- Supplemental contracts for teachers to tutor students
- Subs for SPED teachers to collaborate and plan instruction
- Technology to support instruction
- Online-subscriptions
- Materials and supplies to support instruction
- Student incentives to recognize academic achievement and improvement
- Food for academic awards recognition

- EL students will benefit from an added emphasis on academic discourse. Teachers will work with instructional coach to implement strategies to support EL students.
- All teachers will utilize best practices in support academic language acquisition.
- Supplemental Books for EL students.
- Home School Liaisons support the EL program, parents and community members in connecting to school and supporting academic progress throughout the language acquisition process.
- Students are supported in their development of language in the classroom through the use of several instructional strategies, including, but not limited to: the instruction, discussion and use of language registers that are appropriate to activity.
- The use of academic sentence frames with varying complexity and freedom depending on the need of the individual student.
- The use of groups/collaborative work to insure that every student speaks, writes, reads and listens in each class.
- EL/Intervention Coordinator and BIA will have after school workshops for ELPAC practice, math, reading, writing and communication skills on early release days.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Students with disabilities will have additional academic support provided to them through co-teaching and access to online resources.
- Students are supported in their development of language in the classroom through the use of several instructional strategies, including, but not limited to: the instruction, discussion and use of language registers that are appropriate to activity.
- Monitor the number of special education student enrolled in the regular education class sections.
- To address disproportionality in student achievement for identified groups, management team meetings will include data on 1 or more elements of student achievement disaggregated by ethnicity and special education
- Lunch or After School tutorial attendance

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0185 Fresno High School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Instruction	Teacher-Supp			Planning and Student Support	30,313.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Ryan Job	13,598.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Prep Buy out CAS Coordinator- Jamie Anthony	13,598.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Prep Buy out - DP Core Claudia Nieto	13,598.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Prep Buy Out DP Core- Walker	13,598.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Planning and Student Support	61,422.00
G2A1	Sup & Conc	Instruction	Travel			Training and PL	28,248.00
G2A1	Sup & Conc	Instruction	Travel			Travel for PL	30,313.00
G2A2	Sup & Conc	Instruction	Direct Trans			In support of student engagement	8,000.00

\$212,688.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		32.8 %	2023-2024	27.2 %
Suspension Rate - Semester 1	✓	8.72 %	9 %	2023-2024	6.67 %
Suspension Rate - Semester 1 (African American)	✓		25.4 %	2023-2024	20.07 %
Suspension Rate - Semester 1 (English Learner)	✓		6.3 %	2023-2024	3.97 %
Suspension Rate - Semester 1 (Hispanic)	✓		7.3 %	2023-2024	4.97 %
Suspension Rate - Semester 1 (Socioeconomically Disadvantaged)	✓		9.6 %	2023-2024	6.27 %
Suspension Rate - Semester 1 (Students w/ Disabilities)	✓		13.1 %	2023-2024	10.77 %
Suspension Rate - Semester 1 (Two or More Races)	✓		13.2 %	2023-2024	10.87 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

Fresno High had a rate of chronic absenteeism of 32.8% for semester 1 of 2023-2024. This was an improvement. Last year in 22-23 we had a 36.3% for semester 1. We will continue to implement the different strategies that help improve attendance rates. This year we utilized our Home School Liaisons and Attendance Clerks to make home visits and make dialy phone calls regarding attendance. The attendance team held bilingual A2 meetings twice a month to inform parents about student attendance and provide them with resources.

Suspension Rate

Semester 1 Suspension rate per 100 for semester 1 of 23-24 was 9%. This remained consistent from 22-23 rate 9% in our third full year of face to face instruction. Suspension rate was slightly above the our current target of 8.72%. This year our suspension rate for semester stayed consistent. Many of the suspension were repeat offenders. It would be beneficial to have more tier 3 interventions and use our REC team to support and target those students. Repeat offenders can be atomatically be added to a caseload for weekly check-ins with the COST team. We will continue to do re-entry meetings when returning from suspensions

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

Chronic Absenteeism

Fresno High African American students current rate of chronic absenteeism in 23-24 is 42.1%, this is improvement over the 22-23 rate of 44.9%. Fresno High Hispanic students rate of chronic absenteeism in 23-24 is 28.03% and is an improvement from 22-23 of 35.7%. Fresno High rate of chronic absenteeism for students with disabilities is 35.3% and is higher than the all student chronic absenteeism rate of 32.8%. For 2023-24 other groups has significant rate of chronic absenteeism. The chronic absenteeism rate for EL students is 26.6% which is less compared to all students at 32.8%. Student of two or more races have a rate of 38%.

Suspension Rate

Semester 1 African-American students suspension rate for semester 1 of 2023-24 was 25.4%. This is an increase from 2022-23 rate of 23.9%. Hispanic students suspension rate for semester 1 of 2023-24 was 7.1 % compared to 7.8% from last year. Fresno High English Learners suspension rate for semester 1 in 2023-

to review expectations, available resources and create a behavior plan upon students' return back to campus.

2024 was 6.3% compared to 7.5% in 2022-2023. Suspension rate decreased for Hispanic and EL student populations. Fresno High suspension rate of students with disabilities in 2023-2024 Semester 1 was at 13.1% compared to 11.8% in 2022-2023. For Semester 1 of 2023-2024, students of two or more races had a suspension rate of 13.2 and our socially economically students had a suspension rate of 9.6%. Our African American students had the highest suspension rate for Semester 1 of 2023-24.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Differences between intended and actual implementation of actions and budget expenditures were relatively minor. We carried out major plans for professional learning, provided supplemental resources and technology to support instruction and did not shift budget priority within the school year. We continued to do Warriors of the Month celebrations. We will bring back the attendance recognition. We will continue to review our plans for opportunities to improve culture around attendance and engagement and prioritize our needs and allocate funds accordingly.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

We have budgeted to allow us the opportunity to allocate monies for staff training and planning around strategies to improve tier one instruction with the goal of improved student attendance and aligned feedback through standards based grading in school as well as Incentives for students to promote student connection to school.

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

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

We utilized Climate and Culture Survey Data, California Dashboard data to share with the SSC. They were asked to provide input on current actions and suggestions to shifts in actions. SSC provided input at a March meeting.

- Free tickets to sporting events for all students.
- Bus services for away sports for all students.
- Continue to highlight students who are consistently performing well.
- Establish volunteer opportunities at school.
- Post opportunities on social media accounts.
- Field trips to museums ex: Museum of Tolerance.
- Smaller classes to build better relationships with students.
- Provide students with opportunities to attend events like the home show & ag expo for students to engage in real world

2 ELAC:

ELAC members were asked to provide input on current actions and suggestions to shift in actions. We used a paper survey with questions tied to each goal. ELAC members made the following suggestions:

- Provide differnt workshops about topics that interest students.
- More funding for more clubs and fieldtrips.
- More incentives and prizes for participating in school activities.
- Have guests speakers.
- Provide students with more opportunities to participate in educational fieldtrips.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff were asked to provide input on current actions and suggestions using MSForm.

- Provide incentives for students to do community service and keep a community service hours log.
- Provide volunteer opportunities.
- Have a student garden on campus to build a community of caretakers on campus.
- Provide funding for clubs and activities.
- Build a culture of belonging and encourage staff and students to learn what it means to be an IB school.

- applications
- Offer family emotional support sessions
- Engage surrounding community and explain what FHS is doing and focusing on
- Having security meetings before or after school so there is coverage on campus
- Weekly Circle time 1st period build positive connections and similarities between students

Action 1

Title: Student Engagement

[Action Details:](#)

Fresno High School recognizes the importance of the district's goal to increase student engagement in their school and community. By providing student access and supports to a multitude of programs, students at Fresno High will increase participation throughout the year by engaging in clubs, athletic teams, co-curricular activities and visual and performing arts activities, and class sponsored activities. Additionally, through this action, Fresno High will provide opportunities that promote the transition between 8 grade and 9 grade by supporting FUSD's Transitions/ Move-up initiatives through establishing a transitional PLC that encourages vertical articulation between feeder middle schools and Fresno High. Fresno High will institute closer CTE AC collaboration; We will provide opportunities and resources to support the expectation that all students 9-12 will engage in service learning projects. Vertical recruitment starting in 7th grade via such areas as civic engagement and music and CTE.

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

Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Data from Student Engagement Tool in ATLAS shows participation in each opportunity (arts, athletics, activities; one-time vs ongoing), and is used to monitor participation and review as part of a Cycle of Continuous Improvement.

Monitoring of Student Engagement data using the following indicators:

- Number and Percentage of Opportunities Offered to Students
- Number and Percentage of Students Not Involved in school based opportunities.

Number and Percentage of students not engaged in any activities who student group are more than 10% negatively disproportionately represented.

[Owner\(s\):](#)

Campus Culture Director
VP liaison for Student Engagement
Athletic Director

[Timeline:](#)

Monthly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

School Climate and Culture Survey Spring Survey Results for indicators students responding they feel a part of the school.

[Owner\(s\):](#)

Principal
Admin Team
Climate and Culture Team

[Timeline:](#)

On-going

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Number of Diploma Programme students who complete CAS

Number of students 9-12 engaged in service learning projects.

Number of 10th grade MYP Programme students complete Personal Project

Number of students who earn the State Seal of Civic Engagement

[Owner\(s\):](#)

Principal

Admin Team

CAS Coordinator

Personal Project Coordinator

[Timeline:](#)

On-going

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

Engagement strategies and recognition of Engagements provided for students will include:

- Regional nights
- Engaging lunchtime activities every week for all students to participate
- Teacher and Student lunch activities
- Lunch Intramurals for different sports
- School community services days
- Civic engagement activities

Resources for student rallies such as lighting, music, and spirit accessories.

Resources to support increased activities such as rallies, assemblies, and lunch activities.

Resources/Supplies for 9th Grade Transitional Year (Freshmen dance, Freshmen Fridays, Helium, pom-poms)

Link Crew Training and calendar of events to support incoming Freshmen.

Increased options for student clubs based on student surveys

Provide resources for incentives to encourage participation in culture and climate activities

Fund a teacher 0.125 FTE to support implementation of service learning in the MYP and assisting DP students with the completion of CAS.

Provide materials and resources to support advertising and promotion of involvement opportunities, including Message Boards

Resources for VAPA including the Band, Orchestra, Choir, Theatre, and Visual Arts such as art supplies, transportation, entry fees and licensing fees

Incoming 9th graders will visit Fresno High the spring before entry to select electives, learn about student engagement opportunities, and gain a sense of the culture and climate of Fresno High and how to best enter.

- Incorporation of Summer Bridge to increase engagement in School activities
- Coordinators from Summer Bridge work to engage students in opportunities for arts, activities and engagements.
- Direct support for incoming ninth graders including spirit wear and targeted activities supported by Link Crew teachers and student leaders.

Provide opportunities for student leadership and develop stronger pathways from feeder schools in the Fresno High region by supporting regional leadership conferences, activities, and community service opportunities.

Monthly student recognition and celebration as well as quarterly teacher choice award celebration all aligned to IB student learner profile.

0.125 FTE to support student success and engagement specifically targeted for students receiving special education services.

The Art Gallery classroom is used by Art Department to increase student participation in the visual arts (showing and viewing.)

- All four classes of students participate in 2 shows per year (have the opportunity to show class projects)
- Multiple themed shows open to all FHS students.

School Master Calendar of school activities

Completion of Climate and Culture Surveys by staff, students and families

Club Rush twice a year to create multiple opportunities for students to join clubs

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of SBAC ELA, SBAC Math and suspension according to the CA Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support EL Students by allocating monies for:

- FTEs for Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters
- Technology to support instruction in the classroom
- Professional learning and Training
- Materials and supplies to support instruction of parents
- Supplies for visual and performing arts instruction or activities
- Parent training through Coffee Hours
- Supplemental contracts for teachers to support students

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support EL students by allocating monies for:

- FTE for Teacher on Special assignment- EL/Intervention Coordinator- to coordinate EL supports outside of the classroom, such as interventions, lunch tutorials and literacy and math workshops
- FTE for 1 Home School Liaisons to help connect teacher and staff with parents.
- FTE for an Attendance Records Assistant.
- Teacher supplementals for student support
- Field trips for targeted students to provide enrichment opportunities
- Materials and supplies to support instruction of parents
- Homeschool Liaison mileage to conduct home visits
- Food for parent classes and meetings
- Incentives for students that show growth in attendance

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Monthly monitoring of ELL student engagement
- Active recruitment of EL students to get involved in different activities through presentations in ELD classes
- Home School Liaison will work with families of EL students, who have historically been under-involved in arts, activities and athletics, to engage parents in understanding the role in students' academic success.
- EL/Intervention Coordinator and support staff will survey EL Students for feedback of the type of activities they would like to have at school
- Recruitment of EL students to be a part of Leadership and Link Crew
- Have more lunchtime activities that are targeted to EL students
- Field trips for targeted students to provide enrichment opportunities.
- Incentives to encourage engagement of the different school activities, clubs and athletics

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The African American student population is performing at the lowest level in suspension rate according to the California Dashboard.

The Hispanic student population is performing at the lowest level in suspension rate according to the California Dashboard.

The student population of students with two or more races is performing at the lowest level in suspension rate according to the California Dashboard.

The students with disabilities student population is performing at the lowest level in suspension rate according to the California Dashboard.

The socioeconomically disadvantaged student population is performing at the lowest level in suspension rate.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support African American students by allocating monies for:?

- Professional learning and Training for teachers
- FTE for 1 Home School Liaison to help connect teacher and staff with parents.
- Supplemental contracts for teachers to support students
- Materials and supplies to support instruction of parents
- Babysitters and translators to help support during parent classes

With Title I funds we plan to support Hispanic students by allocating monies for:

- Professional learning and Training for teachers
- FTE for 1 Home School Liaison to help connect teacher and staff with parents.
- Supplemental contracts for teachers to support students
- Materials and supplies to support instruction of parents
- Babysitters and translators to help support during parent classes

With Title I funds we plan to support students of two or more races by allocating monies for:

- Professional learning and Training for teachers
- FTE for 1 Home School Liaison to help connect teacher and staff with parents.
- Supplemental contracts for teachers to support students
- Materials and supplies to support instruction of parents
- Babysitters and translators to help support during parent classes

With Title I funds we plan to support students with disabilities by allocating monies for:

- Professional learning and Training for teachers
- FTE for 1 Home School Liaison to help connect teacher and staff with parents
- FTE for SWD Leadership
- Supplemental contracts for teachers to support students
- Materials and supplies to support instruction of parents

- Babysitters and translators to help support during parent classes

With Title I funds we plan to support socioeconomically disadvantaged students by allocating monies for:

- Professional learning and Training for teachers
- FTE for 1 Home School Liaison to help connect teacher and staff with parents.
- Supplemental contracts for teachers to support students
- Materials and supplies to support instruction of parents
- Babysitters and translators to help support during parent classes

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support African American students by allocating monies for:

- FTE for RCA to support students and manage students referred to the Re-Engagement Center. Provide targeted interventions for those who are identified as in need of social-emotional support.
- FTE for 1 Home School Liaison to help connect teacher and staff with parents.
- Teacher supplementals for planning and student support
- Field trips for targeted students to provide enrichment opportunities.
- Materials and supplies to support instruction of parents
- Homeschool Liaison mileage to conduct home visits
- Food for parent classes and meetings
- Incentives for students that show growth in attendance, academics and behaviors.

With 7090 or 7091 funds we plan to support Hispanic students by allocating monies for:

- FTE for RCA to support students and manage students referred to the Re-Engagement Center. Provide targeted interventions for those who are identified as in need of social-emotional support.
- FTE for 1 Home School Liaison to help connect teacher and staff with parents.
- Teacher supplementals for planning and student support
- Field trips for targeted students to provide enrichment opportunities.
- Materials and supplies to support instruction of parents
- Homeschool Liaison mileage to conduct home visits
- Food for parent classes and meetings
- Incentives for students that show growth in attendance, academics and behaviors.

With 7090 or 7091 funds we plan to support students of two or more races by allocating monies for:

- FTE for RCA to support students and manage students referred to the Re-Engagement Center. Provide targeted interventions for those who are identified as in need of social-emotional support.
- FTE for 1 Home School Liaison to help connect teacher and staff with parents.
- Teacher supplementals for planning and student support
- Field trips for targeted students to provide enrichment opportunities.
- Materials and supplies to support instruction of parents
- Homeschool Liaison mileage to conduct home visits
- Food for parent classes and meetings
- Incentives for students that show growth in attendance, academics and behaviors.

With 7090 or 7091 funds we plan to support students with disabilities by allocating monies for:

- FTE for RCA to support students and manage students referred to the Re-Engagement Center. Provide targeted interventions for those who are identified as in need of social-emotional support.
- FTE for 1 Home School Liaison to help connect teacher and staff with parents.
- Teacher supplementals for planning and student support

- Field trips for targeted students to provide enrichment opportunities.
- Materials and supplies to support instruction of parents
- Homeschool Liaison mileage to conduct home visits
- Food for parent classes and meetings
- Incentives for students that show growth in attendance, academics and behaviors.

With 7090 or 7091 funds we plan to support socioeconomically disadvantaged students by allocating monies for:

- FTE for RCA to support students and manage students referred to the Re-Engagement Center. Provide targeted interventions for those who are identified as in need of social-emotional support.
- FTE for 1 Home School Liaison to help connect teacher and staff with parents.
- Teacher supplementals for planning and student support
- Field trips for targeted students to provide enrichment opportunities.
- Materials and supplies to support instruction of parents
- Homeschool Liaison mileage to conduct home visits
- Food for parent classes and meetings
- Incentives for students that show growth in attendance, academics and behaviors.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

African American Students:

- African-American students will be connected to through District A4 mentoring project, FHS 3AC mentoring project and BSU.
- Parent Center courses and resources will fluctuate to meet dynamic needs of students and the community.
- Monitoring of African-American student participation in clubs, VAPA and athletics
- Create opportunities for African American students to get involved in athletics, clubs and lunch or after school tutorials.
- Targeted African American students to get involved in rallies, Link Crew, Club Rush and other assemblies or conferences.
- Field trips for targeted students to provide enrichment opportunities.
- Monitoring of African-American student participation in one-time engagements.
- Have more lunchtime activities that are targeted to African American students.
- Incentives to encourage student engagement in the different school activities, clubs and athletics.
- Have a multicultural rally and multicultural week to celebrate diversity on our campus.

Hispanic Students:

- Parent Center courses and resources will fluctuate to meet dynamic needs of students and the community.
- Create opportunities for Hispanic students to get involved in athletics, clubs and lunch or after school tutorials.
- Monitoring of Hispanic student participation in clubs, VAPA and athletics
- Targeted Hispanic students to get involved in rallies, Link Crew, Club Rush and other assemblies or conferences.
- Field trips for targeted students to provide enrichment opportunities.
- Monitoring of Hispanic student participation in one-time engagements.

- Have more lunchtime activities that are targeted to Hispanic Students students
- Incentives to encourage student engagement in the different school activities, clubs and athletics.
- Have a multicultural rally and multicultural week to celebrate diversity on our campus.

Students of two or more races:

- Parent Center courses and resources will fluctuate to meet dynamic needs of students and the community.
- Create opportunities for students of two or more races to get involved in athletics, clubs and lunch or after school tutorials.
- Monitoring of students of two or more races student participation in clubs, VAPA and athletics.
- Targeted students to get involved in rallies, Link Crew, Club Rush and other assemblies or conferences.
- Field trips for targeted students to provide enrichment opportunities.
- Monitoring of students of two or more races participation in one-time engagements.
- Incentives to encourage student engagement in the different school activities, clubs and athletics.
- Have a multicultural rally and multicultural week to celebrate diversity on our campus.

Students with disabilities:

- SpEd teachers have an IEP/Case Management period to monitor and support students on their caseload.
- Monitoring of SpEd student participation in Unified Sports.
- Monitoring of students of two or more races student participation in clubs, VAPA and athletics.
- Monitoring of students with disabilities participation in clubs, VAPA and athletics.
- Provide targeted leadership opportunities for SpEd students.
- Create opportunities for students with disabilities to get involved in athletics, clubs and lunch or after school tutorials.
- Targeted students with disabilities to get involved in rallies, Link Crew, Club Rush and other assemblies or conferences.
- Field trips for targeted students to provide enrichment opportunities.

Socioeconomically disadvantaged students:

- To address disproportionality in student achievement for identified groups, management team meetings will include data on 1 or more elements of student achievement disaggregated by ethnicity and special education.
- Parent Center courses and resources will fluctuate to meet dynamic needs of students and the community.
- Create opportunities for socioeconomically disadvantaged students to get involved in athletics, clubs and lunch or after school tutorials.
- Targeted students to get involved in rallies, Link Crew, Club Rush and other assemblies or conferences.
- Field trips for targeted students to provide enrichment opportunities.
- Incentives to encourage student engagement in the different school activities, clubs and athletics.
- Have a multicultural rally and multicultural week to celebrate diversity on our campus.

Action 2

Title: Attendance

[Action Details:](#)

Fresno High School recognizes that attendance is a critical component for student success. In the 2023-2024 academic school year, Fresno High will continue to develop a unified multi-tiered system of interventions for attendance. All

students will receive messages from teachers and staff regarding the importance of attendance and the correlation to grades and overall success. These messages will be delivered at multiple times during the school year during class meetings. Recorded messages will go to parents of any student absent from class during the day. Through the use of attendance reports, the Home School Liaisons will make personal contact with parents of students through home visits as well as phone calls who have less than 90% attendance. Bi-monthly attendance meetings with the parents of students who have been truant. Incentives will be offered for high attendance percentage. REC teacher, Resource Counseling Assistants and staff will continue to provide social-emotional support as it impacts learning and attendance. Support for attendance will include providing a part-time attendance clerk that will support the needs of all students. Additionally, the school will continue to fund key attendance programs and activities such as the Attendance Matters meetings that provides parents with pivotal information regarding attendance and strategies to support the improvement of attendance.

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

Explain the Progress Monitoring and data used for this Action

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

For overall monitoring of Chronic Absence rate and ADA:

- The Chronic Absence rate reviewed weekly by VP over Attendance and shared with Attendance Intervention Team, Admin Team, and REC Team.
- Review of daily logs of phone calls to parents Bi-monthly meetings with students and families. ATLAS logs of Counselor meetings to identify barriers to attendance and provide services.

Owner(s):

Principal
Attendance VP
REC teacher and staff
Attendance Team (Home School Liaisons, Parent University Liaison and Attendance Clerks)

Timeline:

Weekly/Monthly

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

Site records (attendance call logs, home visit logs, sign-ins from A1 parent meetings) monitored weekly by VP over Attendance to ensure intervention strategies being implemented.

Owner(s):

Principal
Attendance VP
Attendance Team (Home School Liaisons, Parent University Liaison and Attendance Clerks)

Timeline:

On-going

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

Agendas and records from Parent workshops and A1 meetings show implementation of planned attendance education/intervention sessions with parents.

Owner(s):

Principal
Attendance VP
Attendance Team (Home School Liaisons, Parent University Liaison and Attendance Clerks)

Timeline:

Monthly

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

Tier 1 All students will receive assistance as needed from Resource Counseling Assistants in the form of social-emotional support in an effort to prevent greater attendance issues. Tier 2 and Tier 3 students will receive on-going notification of their attendance and meetings with the VP who oversees attendance and the RCAs.

Students who are identified as Tier 3 will participate in a Check-in/Check-out system and attendance compact.

Incentives for students to promote good attendance at school.

Attendance Matters Meetings will have an added component for student involvement.

1.0 FTE for Resource Counseling Assistants who will utilize Tier 2 data and provide a list of documented interventions to VP over attendance on a weekly basis, follow up on Tier 2 attendance intervention through home visits,

coordination with counselors, and case load management. (Additional 1.0 RCA will be funded by District).

.4375 FTE Attendance Records Assistant to support follow up on Tier 2 and Tier 3 students with chronic attendance issues.

Students will be able to attend Saturday Academy, 4 hour enrichment sessions that allow the school to reclaim ADA and the student to reconnect to school.

Climate and Culture team will review data on chronic absenteeism to inform site based decisions.

Tardy sweeps and lunch and after school detention for students with habitual tardiness

Phone calls made by teachers and staff to communicate habitual student tardiness or poor attendance and log in phone calls on Atlas. Teachers use the Behavior Notification Form (BNF) to refer students with habitual tardies.

Resources to support African-American Advisory Committee mentoring.

Resources to support celebration of improved attendance.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of ELA SBAC, Math SBAC and suspension rate according to the CA Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support EL Students by allocating funds for:

- FTEs for Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters
- Technology to support instruction in the classroom
- Professional learning and Training
- Materials and supplies to support instruction of parents

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support EL students by allocating funds for:

- FTE for Teacher on Special assignment- EL/Intervention Coordinator- to coordinate EL supports outside of the classroom, such as interventions, lunch tutorials and literacy and math workshops
- FTE for 1 Home School Liaisons to help connect teacher and staff with parents.
- FTE for an Attendance Records Assistant.
- Teacher supplemental for student support
- Field trips for targeted students to provide enrichment opportunities
- Materials and supplies to support instruction of parents
- Homeschool Liaison mileage to conduct home visits
- Food for parent classes and meetings
- Incentives for students that show growth in attendance

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- A translator provided at all A2A meetings.
- EL/Intervention Coordinator and support staff will meet with targeted students and will communicate with parents the effects of attendance on student performance.
- Parents of EL students will be given attendance notification in Spanish and Hmong. Attendance meetings

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The African American student population is performing at the lowest level in suspension rate according to the California Dashboard.

The Hispanic student population is performing at the lowest level in suspension rate according to the California Dashboard.

The student population of students with two or more races is performing at the lowest level in suspension rate according to the California Dashboard.

The students with disabilities student population is performing at the lowest level in suspension rate according to the California Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support African American students by allocating monies for:?

- Professional learning and Training for teachers
- FTE for 1 Home School Liaison to help connect teacher and staff with parents.
- Supplemental contracts for teachers to support students
- Materials and supplies to support instruction of parents
- Babysitters and translators to help support during classes

With Title I funds we plan to support Hispanic students by allocating monies for:

- Professional learning and Training for teachers
- FTE for 1 Home School Liaison to help connect teacher and staff with parents.
- Supplemental contracts for teachers to support students
- Materials and supplies to support instruction of parents
- Babysitters and translators to help support during classes

With Title I funds we plan to support students of two or more races by allocating monies for:

- Professional learning and Training for teachers

will be held in English, Spanish and Hmong for parents of EL students.

- Dedicate a Parent and ELAC meeting to go over attendance/tardy policies and communicate the importance of daily attendance.
- Student incentives for good or improved attendance.
- Home School Liaisons will support teachers and staff with phone calls to home in support of attendance.
- Home School Liaisons will conduct home visits for students with chronic absenteeism.

- FTE for 1 Home School Liaison to help connect teacher and staff with parents.
- Supplemental contracts for teachers to support students
- Materials and supplies to support instruction of parents
- Babysitters and translators to help support during classes

With Title I funds we plan to support students with disabilities by allocating monies for:

- Professional learning and Training for teachers
- FTE for 1 Home School Liaison to help connect teacher and staff with parents
- FTE for SWD Leadership
- Supplemental contracts for teachers to support students
- Materials and supplies to support instruction of parents
- Babysitters and translators to help support during classes

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support African American students by allocating monies for:

- FTE for RCA to support students and manage students referred to the Re-Engagement Center. Provide targeted interventions for those who are identified as in need of social-emotional support.
- FTE for 1 Home School Liaison to help connect teacher and staff with parents
- FTE for Attendance Records Assistant
- Teacher supplementals for planning and student support
- Instructional Resources such as books and other supplemental resources
- Field trips for targeted students to provide enrichment opportunities.
- Materials and supplies to support instruction of parents
- Homeschool Liaison mileage to conduct home visits
- Food for parent classes and meetings
- Incentives for students that show growth in attendance, academics and behaviors.

With 7090 or 7091 funds we plan to support Hispanic students by allocating monies for:

- FTE for RCA to support students and manage students referred to the Re-Engagement Center. Provide targeted interventions for those who are identified as in need of social-emotional support.
- FTE for 1 Home School Liaison to help connect teacher and staff with parents
- FTE for Attendance Records Assistant
- Teacher supplementals for planning and student support
- Instructional Resources such as books and other supplemental resources
- Field trips for targeted students to provide enrichment opportunities.
- Materials and supplies to support instruction of parents
- Homeschool Liaison mileage to conduct home visits
- Food for parent classes and meetings
- Incentives for students that show growth in attendance, academics and behaviors.

With 7090 or 7091 funds we plan to support students of two or more races by allocating monies for:

- FTE for RCA to support students and manage students referred to the Re-Engagement Center. Provide targeted interventions for those who are identified as in need of social-emotional support.
- FTE for 1 Home School Liaison to help connect teacher and staff with parents
- FTE for Attendance Records Assistant
- Teacher supplementals for planning and student support

- Instructional Resources such as books and other supplemental resources
- Field trips for targeted students to provide enrichment opportunities.
- Materials and supplies to support instruction of parents
- Homeschool Liaison mileage to conduct home visits
- Food for parent classes and meetings
- Incentives for students that show growth in attendance, academics and behaviors.

With 7090 or 7091 funds we plan to support students with disabilities by allocating monies for:

- FTE for RCA to support students and manage students referred to the Re-Engagement Center. Provide targeted interventions for those who are identified as in need of social-emotional support.
- FTE for 1 Home School Liaison to help connect teacher and staff with parents
- FTE for Attendance Records Assistant
- Teacher supplementals for planning and student support
- Instructional Resources such as books and other supplemental resources
- Field trips for targeted students to provide enrichment opportunities.
- Materials and supplies to support instruction of parents
- Homeschool Liaison mileage to conduct home visits
- Food for parent classes and meetings
- Incentives for students that show growth in attendance, academics and behaviors.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

African American Students:

- African-American students will be connected to through District A4 mentoring project, FHS 3AC mentoring project and BSU.
- To address disproportionality in student achievement for identified groups, management team meetings will include data on 1 or more elements of student achievement disaggregated by ethnicity and special education
- Parent Center courses and resources will fluctuate to meet dynamic needs of students and the community.
- Create opportunities for African American students to get involved in athletics, clubs and lunch or after school tutorials.
- Have conflict resolution and restorative circles to facilitate positive student relationships.
- Restorative circles and re-entry meetings upon student returning from suspension.
- Targeted African American students to get involved in rallies, Link Crew, Club Rush and other assemblies or conferences.
- Field trips for targeted students to provide enrichment opportunities.
- RCAs will track and provide additional supports for our African American students.

Hispanic Students:

- To address disproportionality in student achievement for identified groups, management team meetings will include data on 1 or more elements of student achievement disaggregated by ethnicity and special education
- Parent Center courses and resources will fluctuate to meet dynamic needs of students and the community.
- Create opportunities for Hispanic students to get involved in athletics, clubs and lunch or after school

tutorials.

- Have conflict resolution and restorative circles to facilitate positive student relationships.
- Restorative circles and re-entry meetings upon student returning from suspension.
- Targeted Hispanic students to get involved in rallies, Link Crew, Club Rush and other assemblies or conferences.
- Field trips for targeted students to provide enrichment opportunities.
- RCAs will track and provide additional supports for our Hispanic students.

Students of two or more races:

- To address disproportionality in student achievement for identified groups, management team meetings will include data on 1 or more elements of student achievement disaggregated by ethnicity and special education.
- Parent Center courses and resources will fluctuate to meet dynamic needs of students and the community.
- Create opportunities for students of two or more races to get involved in athletics, clubs and lunch or after school tutorials.
- Have conflict resolution and restorative circles to facilitate positive student relationships.
- Restorative circles and re-entry meetings upon student returning from suspension.
- Targeted students to get involved in rallies, Link Crew, Club Rush and other assemblies or conferences.
- Field trips for targeted students to provide enrichment opportunities.
- RCAs will track and provide additional supports for our students of two or more races.

Students with disabilities:

- SpEd teachers have an IEP/Case Management period to monitor and support students on their caseload.
- To address disproportionality in student achievement for identified groups, management team meetings will include data on 1 or more elements of student achievement disaggregated by ethnicity and special education.
- Parent Center courses and resources will fluctuate to meet dynamic needs of students and the community.
- Create opportunities for students with disabilities to get involved in athletics, clubs and lunch or after school tutorials.
- Have conflict resolution and restorative circles to facilitate positive student relationships.
- Restorative circles and re-entry meetings upon student returning from suspension.
- Targeted students with disabilities to get involved in rallies, Link Crew, Club Rush and other assemblies or conferences.
- Field trips for targeted students to provide enrichment opportunities.
- RCAs will track and provide additional supports for our Students with disabilities.

Action 3

Title: Social-Emotional and Behavioral Supports

[Action Details:](#)

Fresno High School will create a multi-tiered system of escalated behavioral and social-emotional supports for students as a way of developing positive social-emotional skills that align to the school-wide learner outcomes known as FHS' Warrior Way Learner Profile. Tier 1 services will focus on the school-wide development of the Warrior Way and the consistency of communication and implementation of social emotional initiatives developed through FHS' Climate

and Culture team along with the curriculum developed for Class Meetings. Through the use of data and teacher input, students in need of Tier 2 and 3 supports will receive escalated, targeted interventions with the emphasis on mediating behavior and the restoration of the learning process and environment. These interventions include the Student Re-Engagement Center, FHS' Re-Engagement TSA, FHS' Restorative Counselor, and two dedicated Resource Counseling Assistants. Fresno High will also continue implementation of a PBIS (Positive Behavior Intervention Supports).

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

Explain the Progress Monitoring and data used for this Action

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

Tracking of ATLAS misbehavior log entries to inform classroom and individual student needs.

On-going calibration of incidents of suspensions and responses to referrals.

Weekly monitoring of suspension rates and Ed Code violations.

Daily monitoring of Student Re-Engagement Center (REC) data which will include reason for referral.

Reporting of Small Group Counseling by REC TSA, RP Counselor, SSW, etc.

Owner(s):

Principal

VP of REC/MPs

Culture Climate Team

Restorative Practice Counselor

Resource Counseling Assistants.

COS Team

Timeline:

Daily/Weekly

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

- Students will receive instruction through bi-weekly Class Meetings with appropriate materials (Tier 1)
- Monthly Student Council meetings to promote student voice. Every 4th period class selects a class representative to attend the monthly Student Council meetings and voice student's opinions, concerns and ideas.
- Warriors of the Month will be recognized and celebrated for exhibiting attributes of the Warrior Way.
- Students will receive social-emotional supports in the Student Re-Engagement Center with curriculum that promotes the development of social-emotional skills and positive interactions (Tier 2, Tier 3)
- Students will receive instruction on school-wide behavioral expectations through a variety of formats (Tier 1)
- Students who have been identified based on data, will receive social skills awareness through Restorative Practices (Tier 3)
- Support for Men's and Women's Alliance students through field trips, elementary school mentoring, and service projects. (Tier 2)
- Students participating in small group counseling will receive evidence-based curriculum and strategies. Conflict resolution and restorative circles to facilitate positive student relationships (Tier 2, Tier 3). Services may be provided by 1.0 FTE Resource Counseling Assistants, Re-engagement Center teacher, Restorative Practices Counselor, School Social Worker. (Additional 1.0 FTE for RCA funded by District)
- Guest speakers for targeted student audiences (Tier 2)
- Field trips for targeted students to provide enrichment opportunities.
- Vice Principals will provide instruction to 9th grade students targeting positive behavior strategies at the beginning of the school year (Tier 1).
- Incentives for students to promote student connection to school such for students who demonstrate growth in attendance, academics and behaviors. (Tier 2)
- Students will benefit from resources provided in SSW space.
- Continued compensation of Culture and Climate team and resources to support their work.
- Additional adult supports in Re-Engagement Center: Restorative Counselor, teacher and 2.0 FTE Resource Counseling Assistants (1.0 site funded and 1.0 District funded) to manage students referred to the Re-Engagement Center. The tiered systems of support for students will extend targeted interventions for those who are identified as in need of social-emotional support.
- Increase the number of adults supervising on campus (Volunteer Community Organizations, Noon time Assistants and volunteers).
- School activities like rallies, Link Crew, Club Rush and other conferences to connect students to the school and community.
-

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in suspension rate according to the California Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support EL students by allocating monies for:

- FTE for Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters
- Technology to support instruction in the classroom
- Professional learning and Training for teachers and support EL students
- Materials and supplies to support instruction of parents
- Babysitters and translators to help support during meetings/classes for EL Parents

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support EL Students by allocating money for :

- FTE for Teacher on Special assignment- EL/Intervention Coordinator- to coordinate EL supports outside of the classroom, such as interventions, lunch tutorials and literacy and math workshops
- FTE for RCA to support students and manage students referred to the Re-Engagement Center. Provide targeted interventions for those who are identified as in need of social-emotional support.
- FTE for 1 Home School Liaisons to help connect teacher and staff with parents.
- Teacher supplemental for planning and student support
- Instructional Resources such as books and other supplemental resources
- Field trips for targeted students to provide enrichment opportunities.
- Materials and supplies to support instruction of parents
- Homeschool Liaison mileage to conduct home visits
- Food for parent classes and meetings
- Incentives for students that show growth in attendance, academics and behaviors.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- A designated ELAC meeting will address the Warrior Way Learner Profiles and positive behavioral supports.
- Parent Center courses and resources will fluctuate to meet dynamic needs of English Learners and the community.
- Create opportunities for EL students to get involved in athletics, clubs and lunch or after school tutorials.
- Have conflict resolution and restorative circles to facilitate positive student relationships.
- Targeted EL Students to get involved in rallies, Link Crew, Club Rush and other assemblies or conferences.
- EL/Intervention Coordinator, BIA and EL VP will monitor EL student suspensions, attendance and engagements.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The African American student population is performing at the lowest level in suspension rate according to the California Dashboard.

The Hispanic student population is performing at the lowest level in suspension rate according to the California Dashboard.

The student population of students with two or more races is performing at the lowest level in suspension rate according to the California Dashboard.

The students with disabilities student population is performing at the lowest level in suspension rate according to the California Dashboard.

The socioeconomically disadvantaged student population is performing at the lowest level in suspension rate according to the California Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support African American students by allocating monies for:?

- Professional learning and Training for teachers
- FTE for 1 Home School Liaison to help connect teacher and staff with parents.
- Supplemental contracts for teachers to support students
- Materials and supplies to support instruction of parents
- Babysitters and translators to help support during classes

With Title I funds we plan to support Hispanic students by allocating monies for:

- Professional learning and Training for teachers
- FTE for 1 Home School Liaison to help connect teacher and staff with parents.
- Supplemental contracts for teachers to support students
- Materials and supplies to support instruction of parents
- Babysitters and translators to help support during classes

With Title I funds we plan to support students of two or more races by allocating monies for:

- Professional learning and Training for teachers
- FTE for 1 Home School Liaison to help connect teacher and staff with parents.
- Supplemental contracts for teachers to support students
- Materials and supplies to support instruction of parents
- Babysitters and translators to help support during classes

With Title I funds we plan to support students with disabilities by allocating monies for:

- Professional learning and Training for teachers
- FTE for 1 Home School Liaison to help connect teacher and staff with parents
- FTE for SWD Leadership
- Supplemental contracts for teachers to support students
- Materials and supplies to support instruction of parents
- Babysitters and translators to help support during classes

With Title I funds we plan to support socioeconomically disadvantaged students by allocating monies for:

- Professional learning and Training for teachers
- FTE for 1 Home School Liaison to help connect teacher and staff with parents.
- Supplemental contracts for teachers to support students
- Materials and supplies to support instruction of parents
- Babysitters and translators to help support during classes

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support African American students by allocating monies for:

- FTE for RCA to support students and manage students referred to the Re-Engagement Center. Provide targeted interventions for those who are identified as in need of social-emotional support.
- FTE for 1 Home School Liaison to help connect teacher and staff with parents.
- Teacher supplementals for planning and student support
- Instructional Resources such as books and other supplemental resources
- Field trips for targeted students to provide enrichment opportunities.
- Materials and supplies to support instruction of parents
- Homeschool Liaison mileage to conduct home visits
- Food for parent classes and meetings
- Incentives for students that show growth in attendance, academics and behaviors.

With 7090 or 7091 funds we plan to support Hispanic students by allocating monies for:

- FTE for RCA to support students and manage students referred to the Re-Engagement Center. Provide targeted interventions for those who are identified as in need of social-emotional support.
- FTE for 1 Home School Liaison to help connect teacher and staff with parents.
- Teacher supplementals for planning and student support
- Instructional Resources such as books and other supplemental resources
- Field trips for targeted students to provide enrichment opportunities.
- Materials and supplies to support instruction of parents
- Homeschool Liaison mileage to conduct home visits
- Food for parent classes and meetings
- Incentives for students that show growth in attendance, academics and behaviors.

With 7090 or 7091 funds we plan to support students of two or more races by allocating monies for:

- FTE for RCA to support students and manage students referred to the Re-Engagement Center. Provide targeted interventions for those who are identified as in need of social-emotional support.
- FTE for 1 Home School Liaison to help connect teacher and staff with parents.
- Teacher supplementals for planning and student support
- Instructional Resources such as books and other supplemental resources
- Field trips for targeted students to provide enrichment opportunities.
- Materials and supplies to support instruction of parents
- Homeschool Liaison mileage to conduct home visits
- Food for parent classes and meetings
- Incentives for students that show growth in attendance, academics and behaviors.

With 7090 or 7091 funds we plan to support students with disabilities by allocating monies for:

- FTE for RCA to support students and manage students referred to the Re-Engagement Center. Provide

targeted interventions for those who are identified as in need of social-emotional support.

- FTE for 1 Home School Liaison to help connect teacher and staff with parents.
- Teacher supplementals for planning and student support
- Instructional Resources such as books and other supplemental resources
- Field trips for targeted students to provide enrichment opportunities.
- Materials and supplies to support instruction of parents
- Homeschool Liaison mileage to conduct home visits
- Food for parent classes and meetings
- Incentives for students that show growth in attendance, academics and behaviors.

With 7090 or 7091 funds we plan to support socioeconomically disadvantaged students by allocating monies for:

- FTE for RCA to support students and manage students referred to the Re-Engagement Center. Provide targeted interventions for those who are identified as in need of social-emotional support.
- FTE for 1 Home School Liaison to help connect teacher and staff with parents.
- Teacher supplementals for planning and student support
- Instructional Resources such as books and other supplemental resources
- Field trips for targeted students to provide enrichment opportunities.
- Materials and supplies to support instruction of parents
- Homeschool Liaison mileage to conduct home visits
- Food for parent classes and meetings
- Incentives for students that show growth in attendance, academics and behaviors.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

African American Students:

- African-American students will be connected to through District A4 mentoring project, FHS 3AC mentoring project and BSU.
- To address disproportionality in student achievement for identified groups, management team meetings will include data on 1 or more elements of student achievement disaggregated by ethnicity and special education
- Parent Center courses and resources will fluctuate to meet dynamic needs of students and the community.
- Create opportunities for African American students to get involved in athletics, clubs and lunch or after school tutorials.
- Have conflict resolution and restorative circles to facilitate positive student relationships.
- Restorative circles and re-entry meetings upon student returning from suspension.
- Targeted African American students to get involved in rallies, Link Crew, Club Rush and other assemblies or conferences.
- Field trips for targeted students to provide enrichment opportunities.

Hispanic Students:

- To address disproportionality in student achievement for identified groups, management team meetings will include data on 1 or more elements of student achievement disaggregated by ethnicity and special education
- Parent Center courses and resources will fluctuate to meet dynamic needs of students and the community.

- Create opportunities for Hispanic students to get involved in athletics, clubs and lunch or after school tutorials.
- Have conflict resolution and restorative circles to facilitate positive student relationships.
- Restorative circles and re-entry meetings upon student returning from suspension.
- Targeted Hispanic students to get involved in rallies, Link Crew, Club Rush and other assemblies or conferences.
- Field trips for targeted students to provide enrichment opportunities.

Students of two or more races:

- To address disproportionality in student achievement for identified groups, management team meetings will include data on 1 or more elements of student achievement disaggregated by ethnicity and special education.
- Parent Center courses and resources will fluctuate to meet dynamic needs of students and the community.
- Create opportunities for students of two or more races to get involved in athletics, clubs and lunch or after school tutorials.
- Have conflict resolution and restorative circles to facilitate positive student relationships.
- Restorative circles and re-entry meetings upon student returning from suspension.
- Targeted students to get involved in rallies, Link Crew, Club Rush and other assemblies or conferences.
- Field trips for targeted students to provide enrichment opportunities.

Students with disabilities:

- SpEd teachers have an IEP/Case Management period to monitor and support students on their caseload.
- To address disproportionality in student achievement for identified groups, management team meetings will include data on 1 or more elements of student achievement disaggregated by ethnicity and special education.
- Parent Center courses and resources will fluctuate to meet dynamic needs of students and the community.
- Create opportunities for students with disabilities to get involved in athletics, clubs and lunch or after school tutorials.
- Have conflict resolution and restorative circles to facilitate positive student relationships.
- Restorative circles and re-entry meetings upon student returning from suspension.
- Targeted students with disabilities to get involved in rallies, Link Crew, Club Rush and other assemblies or conferences.
- Field trips for targeted students to provide enrichment opportunities.

Socioeconomically disadvantaged students:

- To address disproportionality in student achievement for identified groups, management team meetings will include data on 1 or more elements of student achievement disaggregated by ethnicity and special education.
- Parent Center courses and resources will fluctuate to meet dynamic needs of students and the community.
- Create opportunities for socioeconomically disadvantaged students to get involved in athletics, clubs and lunch or after school tutorials.
- Have conflict resolution and restorative circles to facilitate positive student relationships.
- Restorative circles and re-entry meetings upon student returning from suspension.
- Targeted students to get involved in rallies, Link Crew, Club Rush and other assemblies or conferences.
- Field trips for targeted students to provide enrichment opportunities.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0185 Fresno High School (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Prep Buy out- SWD Leadership- S. Flores	13,598.00
G3A1	Sup & Conc	Instruction	Direct-Maint			Maintain equipment in support of student engagement	8,000.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sub			Classified Subs/RCA	2,136.00
G3A2	Sup & Conc	Instructional Supervision & Admii	Cl&Tech-Reg	Assistant, Attendance Records	0.4375		20,083.00
G3A2	LCFF: EL	Attendance & Social Work Service	Local Mileag			Mileage HSL, financial	1,200.00
G3A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		80,869.00

\$125,886.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	71.31 %	79.1 %	2023-2024	80.2 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Survey-Percent favorable in organizational culture domain

In the Fall of 2023, 73 % of staff responded favorably to question in the organizational environment domain compared to 72% favorable responses in the Spring 2023. There were 102 staff responses in the Fall compare to 116 in the Spring. Of staff who responded in the Spring of 2023, 64% responded favorably to statement of feeling valued at school, increased to 73% in the Fall of 2023 responses. In the Spring, 75 % of staff responded favorably to the question regarding opportunities to be involved in planning and decision making compared to 74% in the Fall.

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

Staff Survey-Percent favorable in organizational culture domain

81% of staff surveyed on organizational environment/culture identified as white while 76% chose to have their confidentiality protected regarding race. We will continue to engage in on-going PL around cultural proficiency as it impacts organizational culture and promotes equity and valuing of the different cultures at Fresno High School.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

We will continue to review results of actions and budget expenditures aligned to meet this goal. We will continue providing resources in support of cultural proficiency. We will allocate money to provide resources for staff recognition and appreciation. We will continue to provide supplemental pay to continue to grow our staff leadership teams such as ILT and Climate and Culture.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

We will budget to allow us the opportunity to allocate monies for subs to provide PL aligned to this goal. We will allocate monies to provide resources for staff recognition and appreciation. We will increase the number of

supplemental pay to increase teacher and staff involvement in Staff Lead teams such as ILT and Climate and Culture.

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

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

- Overtime Pay
- Bonus for club support
- Class reductions
- More time to prep
- Recognition of staff that normally does not get recognized (custodial, BIA, SES)
- Opportunities for staff to co-exist/socialize
- More staff socials
- More staff to staff gift exchanges
- Therapy paid for the staff
- Update workers comp
- Cell phone policy
- Staff appreciation more often door prizes
- Celebrate wins daily
- Need to build positive staff connections

2 ELAC:

ELAC members were asked to provide input on current actions and suggestions to shift in actions. ELAC members made the following suggestions:

- More counselors that speak Spanish.
- More qualified substitute teachers for when teachers are absent.
- Social- emotional support.
- Have school psychologist that speak Spanish.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff members provided input through a MS Form:

- Recognize teachers quarterly. Buying staff lunch/breakfast is a good way to show appreciation.
- PDs should be encouraged on rotating basis, with stipends.
- Provide each department with full class cart of computers to allow students equal access to content requiring digital literacy.
- Develop an accountable comprehensive Cell Phone Policy.
- Provide time to do our jobs, prep time is not enough to do everything that is required. Perhaps PL time can be used to call parents.
- Continue to provide funding for after school programs as well as funding for technology programs like Nearpod, Quizzes and Edpuzzle.

Action 1

Title: Staff Job Satisfaction

[Action Details:](#)

Continued work in Professional Learning Communities through use of data to drive PLCs, instructional decisions and practices that affect student learning. Provide opportunities to increase teacher agency through teachers work in subject area PLCs, where they meet to discuss curriculum and student support, focused on school goals, and develop a plan of action designed to improve collective teacher efficacy. Provide opportunities for staff learning through off-site conferences (IB and others) aligned with professional development focused on the improved academic outcomes of students. Ensure appropriate support for teacher success through technology, planning time, and an Instructional Coach to provide ongoing support to new teachers, as well as any teachers who request assistance with planning, lesson execution, or management. Provide opportunities for teacher led PL on instruction and tier 1 student support strategies.

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

Explain the Progress Monitoring and data used for this Action

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

- Teachers work in subject area PLCs focused on instructional goals and building teacher efficacy as monitored through PLC rubrics and surveys.
- Staff participation in professional development during Buyback Days and Staff PL Meetings, focused on district and site-level goals.
- Number of teachers attending off-site learning conferences (IB trainings and other)
- Number of teachers using technology, and technology programs to support student engagement and learning.
- Survey of technology tools being used by teachers
- Teachers supported by Instructional Coach and types of support.
- Student behavior data tied to SEL skills in advisory

Owner(s):

- Principal
- Vice Principals
- IB MYP/DP/CP Coordinators
- ILT

Timeline:

On-going

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

- Recognize teachers nominated by peers and students for demonstrating Warrior Way traits.
- Support staff engagement via staff recognition, team building, activities, and celebrations.
- Collaboration with ILT to develop professional learning agendas and offering peer led professional learning.
- PLC's will focus on common formative assessments aligned to identified essential standards and protocol for analysis of student outcomes.
- Differentiated instruction based on results of assessments.
- Continue to support the work done in site Professional Learning Communities, including use of release days for PLC teams, either through the use of substitute teachers or supplemental contracts, as necessary to continue focus on building collective efficacy.
- Funding for conference registrations, travel to conferences, and substitute teachers to cover class lessons.
- Continue to fund technology programs to support effective instruction, including Nearpod, Padlet, TurnItIn, EdCite while also adding more teacher-requested programs.
- Vertical articulation within subjects focused on focus skills needed.
- Aligned curriculum that vertically articulates and assesses progress uniformly.
- Cultural literacy illustrated in classrooms which support a student-centered learning experience.
- Tutorials that include technology based learning programs, teaching fellows, after school program, supplemental contracts for content teachers to provide lunch or after school tutoring.
- Career Program will implement certification and instructional content support for all Career Program students that embed California Career Technical Education Standards.
- Funding for staff celebrations and recognition.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Professional learning emphasizing access for EL students to the Common Core Literacy standards, how to build Academic Language and EL Instructional Strategies.
- Professional learning in response to site data for ELPAC, Site redesignation Goal, iReady, and SBAC data.
- Professional learning on working with English Learners to break down complex sentence structures to increase comprehension of texts.
- Home School Liaisons will continue to provide Spanish support at meetings and through parent communication
- Bilingual Instructional Assistants will be strategically placed in classes with a significant number of English Learners. They will support communication of directions and/or instruction and their understanding of assignments.
- EL/Intervention coordinator and Instructional Coach will work with teachers on how best to support EL students.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- On-going cultural proficiency training as part of scheduled staff meetings designed for PL.
- Lead A4 advisor supporting the work of A4 campus mentors who are supporting identified at-risk African American students.
- Project Access Counselor will monitor Foster/Homeless students data on attendance, grades and behaviors.
- Teacher led after school credit recovery program.
- After school program including Teaching Fellows to support struggling students with tutoring.
- Teacher supplemental contracts to provide lunch or after school tutoring for students with Ds and Fs.
- Students with disabilities, Foster Youth, and our African-American student population will be monitored and those receiving multiple Ds/Fs will be referred to tutorials and receive additional academic counseling.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	82.72 %	86.1 %	2023-2024	87.2 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

FamilySurvey- Engagement at School

A high level of family engagement in school is important to overall school culture and success. Family survey data regarding level of family engagement showed 86% of families responded favorably in the Fall 2023 survey compared to 80% favorable responses in the Fall 2022 survey regarding being engaged in their child's school. Of those that responded, 88% responded favorably in the Fall 2023 to the having input at their child's school, up 6% from the Fall 2022. Fall 2023 survey showed 87% responded favorably to their child's school encouraging family participation up 7% from the Fall 2022 survey results.

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

FamilySurvey- Engagement at School

In the Fall 2023 survey 86% of families responded favorably in the family engagement domain, compared to 81% favorable responses in Spring of 2023. 82% of families of Hispanic students responded favorably regarding feeling part of their child's school at Fresno High, compared to 75% African American families and 79% of White families. Of families of English Learner students 90% responded favorably to feeling part of their child's school and 85% of families of students with disabilities. Families of English Learner students and Students with disabilities both had an increase in favorable responses for this domain from 2022. For the Fall of 2023, 8 more families responded compared to the Spring of 2023.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Differences between intended and actual implementation of actions and budget expenditures were relatively minor. Fresno High has monthly coffee talks for parents, parent classes led by home school liaison. Back to school night was focused on community engagement and opportunities for parent volunteers were provided.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

We have budgeted to allow us the opportunity to allocate monies to support parent involvement and communication.

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

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

We utilized Climate and Culture Survey data to share with SSC. They we asked to provide input on current actions and suggestions to shifts in actions. We took SSC input in SSC meetings in March.

- Invite families more often for events
- Give parents good news about their student(s) weekly
- If there are 2 or more missing assignments call home
- Create a PTA
- Create a diverse parent group to help with community engagement
- Increase parent involvement with incentives
- Parent clubs
- Student/ parent breakfasts

2 ELAC:

ELAC members were asked to provide input on current actions and suggestions to shift in actions. ELAC members made the following suggestions:

- More school parent/student activities/educational games.
- Craft classes for parents.
- More courses about A-G requirements, attendance, ATLAS, etc.
- Different level English classes.
- Workshops for parents, like cooking, sewing, etc.
- Survey parents to see when they are available to meet.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff members were asked to provide input on current actions and suggestions using MSForm.

- Attendance meetings should also be held with interpreters of Hmong language.
- There are no PTSAs at the schools and no opportunities , especially in middle and high schools for parents to be involved.
- Support teachers to try to hold Q1 Meetings with parents of students that have multiple D's and F's.
- Invite parents for sports and encourage their participation.
- Coffe Hours are great to meet other parents. More IB parent meetings would be awesome.
- Move A2A (attendnace meetings) to 3:30 so that more parents attend and are informed about their student's attendance.
- Provide classes that teach parents how to monitor their student's grades, behavior, using Atlas, Teams. Parent Square platforms including student's cellphone.

Action 1

Title: Parent Involvement

Action Details:

Understanding that parents and guardians are important partners in the education of all children, Fresno High School will further develop its parent engagement model so that there is an increase in the amount of parent involvement at school; thereby, increasing the graduation rate. This model will ensure that parents and guardians are equipped with strategies to better support the academic and social-emotional needs of their students while providing valuable input through feedback loops and decision-making processes for the betterment of all students. Fresno High will also implement a comprehensive parent communication and outreach program to develop greater parent attendance at school sponsored events, resulting in increased parent involvement. Home School Liaisons will facilitate parent outreach and Spanish interpretation for parents.

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

Explain the Progress Monitoring and data used for this Action

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

Attendance Monitoring of Each of the following Parent Initiatives:

- School Site Council
- Coffee Chat
- FHS Parent Classes
- Parent/Teacher Club Meetings
- ELAC Meetings
- International Baccalaureate (IB)/Diploma Program(DP) Parent Meetings
- Parent University Workshops
- COE sponsored Parent Workshops
- Responses on the Parent Survey in the Spring and Fall of 2023 will be used as interim evidence.
- Back to School Night and Open House with emphasis on family and community engagement.

Owner(s):

- Principal
- Admin
- Counselors
- Home School Liaisons
- Parent University Liaison

Timeline:

- Principal will monitor Coffee Chat Meetings Monthly
- HSL VP will monitor Parent attendance of Parent Classes on a bi-weekly basis.
- Parent/Teacher Club VP will monitor attendance of monthly meetings.
- ELAC VP will monitor quarterly meetings.
- IB/DP VP will collect attendance data after each IB meeting.
- HSL VP will measure HSL parent outreach data on a weekly basis.

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

- 2.0 FTE for Home/School Liaisons to communicate directly with parents to support student success.
- Supplies/materials and resources to support site needs to host/supervise events and parent involvement.
- Extra-pay/overtime for classified employees to support events and parent involvement.
- Back to School Night
- Open House
- Parent Classes/ workshops

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Continue on-going support of ELAC (EL Parents Advisory Group)
- Continue to provide English classes for parents.
- Home School Liaisons will continue to provide Spanish support at meetings and through parent communication.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Students with disabilities, Foster Youth, and our African-American student population will be monitored and those receiving multiple Ds/Fs will be referred to lunch or after-school tutorials and receive additional academic counseling and communication with parent.

African-American students will be connected to through District A4 mentoring project, FHS 3AC mentoring project and BSU. Parents will be informed of services offered through the Academic Center for Suspended students supported by the A4 office to prevent and address learning during the school suspension.

SpEd teachers have an IEP/Case Management period to monitor and support students on their caseload and communicate with parents. When appropriate, we will continue to offer IEP meetings via digital platform to make it easier for parents to attend.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0185 Fresno High School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babbysitters, Translators	1,050.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	HSL cannot be used for translation of mandatory items (i.e. ELAC, IEPs)	76,914.00
G5A1	Sup & Conc	Instructional Library, Media & Tech	Cl&Tech-Over			Classified Support Overtime	1,037.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Ovr			Library, clerical and office overtime to support parent engagement	7,247.00
G5A1	Sup & Conc	Parent Participation	Direct-Graph			Communication Items in support of parent involvement	3,000.00
G5A1	Sup & Conc	Parent Participation	Direct-Food			Food Services to support Parent Involvement	4,000.00
G5A1	Sup & Conc	Plant Maintenance & Operations	Cls Sup-Ovr			Custodial Support for Parent Events	3,107.00

\$96,355.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0185 Fresno High School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support instruction. Also supports G1A2, G2A2, G5A1	135,669.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Ext			Library extra time	2,070.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Teachers' Subs for planning and training	57,654.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: Books. Electronic Licenses & Subscriptions	20,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support instruction	10,000.00
G1A2	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst II	0.5000	Isabella Vidrio 1083886	43,039.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			Planning and Student tutoring supplementals	7,356.00
G1A2	LCFF: EL	Instruction	Bks & Ref			Instructional Resources, Subscriptions, Licenses	4,703.00
G1A2	LCFF: EL	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst II	0.2500	Isabella Vidrio 1083886	21,518.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			Materials and Supplies to support instruction of Parents	6,464.00
G1A4	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Support Student Learning	66,731.00
G1A4	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500		59,492.00
G1A4	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2500		21,856.00
G1A4	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500		65,567.00
G2A1	Title 1 Basic	Instruction	Teacher-Supp			Planning and Student Support	30,313.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Ryan Job	13,598.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Prep Buy out CAS Coordinator- Jamie Anthony	13,598.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Prep Buy out - DP Core Claudia Nieto	13,598.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Prep Buy Out DP Core- Walker	13,598.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Planning and Student Support	61,422.00
G2A1	Sup & Conc	Instruction	Travel			Training and PL	28,248.00
G2A1	Sup & Conc	Instruction	Travel			Travel for PL	30,313.00
G2A2	Sup & Conc	Instruction	Direct Trans			In support of student engagement	8,000.00
G3A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Prep Buy out- SWD Leadership- S. Flores	13,598.00
G3A1	Sup & Conc	Instruction	Direct-Maint			Maintain equipment in support of student engagement	8,000.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sub			Classified Subs/RCA	2,136.00
G3A2	Sup & Conc	Instructional Supervision & Admin	CI&Tech-Reg	Assistant, Attendance Records	0.4375		20,083.00
G3A2	LCFF: EL	Attendance & Social Work Service	Local Mileage			Mileage HSL, financial	1,200.00
G3A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrcr Cnslg	1.0000		80,869.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitters, Translators	1,050.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	HSL cannot be used for translation of mandatory items (i.e. ELAC, IEPs)	76,914.00
G5A1		Instructional Library, Media & Te	CI&Tech-Over				1,000.00

G5A1	Sup & Conc	Instructional Library, Media & Te	Cl&Tech-Over	Classified Support Overtime	1,037.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Ovr	Library, clerical and office overtime to support parent engagement	7,247.00
G5A1	Sup & Conc	Parent Participation	Direct-Graph	Communication Items in support of parent involvement	3,000.00
G5A1	Sup & Conc	Parent Participation	Direct-Food	Food Services to support Parent Involvement	4,000.00
G5A1	Sup & Conc	Plant Maintenance & Operations	Cls Sup-Ovr	Custodial Support for Parent Events	3,107.00
					\$957,048.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$234,500.00
Sup & Conc	7090	\$615,740.00
LCFF: EL	7091	\$106,808.00
Grand Total		\$957,048.00

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$522,119.00	
G2 - Expand student-centered and real-world learning experiences	\$212,688.00	
G3 - Increase student engagement in their school and community	\$125,886.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$96,355.00	
Grand Total		\$957,048.00