


Fresno High

10621661032507

Principal's Name: Linda Laettner

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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

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

Consolidated Program Assurances



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Linda Laettner	X				
2. Chairperson -Bryan Alonso-Garcia					X
3. Maise Renne Aguilar					X
4. Sydney Maroot					X
5. Bertha Ochoa				X	
6. Erika Ochoa				X	
7. Sylvia Molina				X	
8. Alejandrina Garcia				X	
9. Rachael Ray				X	
10. Peter Beck		X			
11. Jonathan Sweeney		X			
12. Kelli Ahart		X			
13. Jamie Anthony		X			
14. Michael Walker			X		
15.					

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

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Linda Laettner		3/29/2022
SSC Chairperson	Bryan Alonso-Garcia		3/29/2022

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 2022/23

Fresno - 0185

ON-SITE ALLOCATION

3010	Title I	\$246,193 *
7090	LCFF Supplemental & Concentration	\$597,618
7091	LCFF for English Learners	\$91,494
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$195,300</u>
TOTAL 2022/23 ON-SITE ALLOCATION		\$1,130,605

* 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	\$62,572
Remaining Title I funds are at the discretion of the School Site Council	<u>\$183,621</u>
Total Title I Allocation	\$246,193

Fresno High 2022-2023 - 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
i-Ready ELAD2 proficiency - percentage of students on/above	✓		17.67 %	2021-2022	18.81 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		11.83 %	2021-2022	18.07 %
Passed all semester 1 courses with C- grade or better			26.7 %	2021-2022	29.8 %

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.

Passed all semester 1 courses with C- grade or better

Facing ongoing challenges from the continued pandemic, the percentage of our students who passed all semester 1 courses with C-grade or better was 29.96%. Fresno High School continues to offer after school tutoring everyday, as well as emphasizing the use of Tutor.com. Semester 1, Fresno High implemented lunchtime "write-a-torials" for students who did not complete specified assignments.

i-Ready ELAD2 proficiency - percentage of students on/above

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. Our classroom visitation data shows that lessons are focused on increasing student engagement and aligned assessments.

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

Passed all semester 1 courses with C- grade or better

The percentage of African American students who passed all semester courses with a C or better was 10.71%. African American students made up 5.7% of all students with a C or better in all classes semester 1. The percentage of Hispanic students who passed all semester courses with a C or better was 21%. Hispanic students made up 70% of all students with a C or better in all classes semester 1. English learners earned a C or better in all courses at a rate of 2.8% and 9.3% of all students with a C or better were English Learners. 2.8% of students with a C or better were Special Education students. Special Education students made up 14.4% of all students with a C or better in all semester 1 courses.

i-Ready ELA D2 proficiency - percentage of students on/above

Of all the students assessed using iReady, the percentage of students on grade level for reading was 16.97%. The majority of assessed students were grade 9 & 10. Of assessed students in Grade 9 15.35% scored on grade level of reading intervention. Of assessed students in Grade 10 19.84% scored on grade level of reading intervention. Our African American and Hispanic students scored at grade level on the iReady reading assessment at 6.67% and 14.5% respectfully compared to 16.97% overall rate. Less than 1% of all EL students assessed scored on grade level in reading. Special Education students scored on grade level at 11.61% compared to the overall rate of 16.97%. The ongoing pandemic impacting student

i-Ready Math D2 proficiency - percentage of students on/above

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 Khan Academy. 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. Teaching Fellows and after-school tutoring are available for additional support for students. Our walkthrough data indicates lessons are focused on increasing student engagement and coherence in the lower level math classes and in the high-level math classes, conceptual understanding is the emphasis. PLC's collaborate to plan units, lessons, and share instruction and differentiating strategies.

attendance proved challenging in the co-teaching format. Professional learning, and support given to co-teaching pairs during the pandemic continued to be a challenge. Lack of Tier 3 academic interventions, specifically support for students reading significantly below grade level.

i-Ready Math D2 proficiency - percentage of students on/above

Of the students assessed using iReady the percentage of students on grade level for mathematics intervention was 12.8% The majority of assessed students were grade 9 & 10. Of assessed students in Grade 9, 20.33% scored on grade level for mathematics intervention. Of assessed students in Grade 10, 13.73% scored on grade level for mathematics intervention. Fresno High had inconsistent implementation of tier 3 support through math tutorials with emphasis on African American students with Ds/Fs. Math procedure was emphasized over conceptual understanding. Our African American and Hispanic students scored at grade level on the iReady math assessment at 4.4% and 11.34% respectfully compared to 12.8% overall rate. iReady math data showed that one EL students (.63% of all tested) scored at grade level in mathematics. One Special Education student (1.79% of all assessed) scored on grade level compared to the overall rate of 12.8%. The pandemic's overall impact on student attendance, created a lack of consistent Tier 3 academic interventions, specifically support for students 2 or more grade levels below in mathematics.

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 impacted as plans for professional learning were adjusted to meet the negotiated hours allotted and opportunities for staff meetings and cancellation of planned PL due to covid restrictions.. We provided resources and tools to support increased student engagement and assessments and instruction and did not shift budget priorities within the school year. We did spend less money on substitutes for teacher release time for planning and professional learning than originally allocated due to a shortage of substitutes in the District. Once we are allowed to attend PL again, we will increase the allotted amount . We will review our plan for professional learning opportunities, prioritize need versus wants 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 2022-23 SPSA.

As opportunities for on-site and off-site professional learning increase it will to allow us the opportunity to allocate increased funds for subs to provide planning days, as well as on-site or off-site PL.

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

1 SSC:

We utilized iReady and other instructional data to share with the SSC. They are asked to provide input on current actions

2 ELAC:

- Interventions specific for ELL students- (EL coordinator/ teachers/ certified tutors).

3 Staff:

Staff were asked to provide input on current actions and suggestions to shifts in actions. We took staff input using MS Form for suggested

and suggestions to shifts in actions. We use SSC meetings to review SPSA data, actions, and budget. We took SSC input using MS Form for suggested actions.

- I think we need more incentives for attendance. Seat time is being lost for our wandering students and I am sure this directly affects their grades.
- Continue to use tutor.com as supports for students.
- Continue support of after school tutorial and online tutorial options.
- Lunch intervention.

- Teaching fellows to support in the SDAIE courses
- Extended learning opportunities in Science, Math and English for EL. (ASP)

actions.

- Mandatory afterschool and/or during lunch tutorial for students who are missing assignments
- Math and ELA intervention classes
- Continue after school tutorial for Math.
- Certificate Tutors, Teaching Fellows and Student Incentives
- Targeting the D and F rate would likely support improvement in the other data-related categories.
- School focused on encouraging writing

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 and summative 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

ILT/Lead Teachers

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.

Owner(s):

Principal
VP for Math Dept
All Math 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 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 provides workshops in computer applications and digital literacy. This person also coordinates student access to Khan Academy, 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 and use of Khan Academy 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 educations 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 Khan Academy and Tutor.com for after hours support.
- 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.

Specify enhanced services for EL students:

- Bilingual Instructional Aides will provide primary language support for Beginning 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
- Parent Center courses and resources will fluctuate to meet dynamic needs of English Learners and the community

Specify enhanced services for low-performing student groups:

Students identified as SPED will have additional academic support provided to them through co-teaching and access to Khan Learning Lab, Tutor.com and After School Program

Monitor the ratio of special-education students 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.

African-American students will be connected to through District A4 mentoring project, FHS 3AC mentoring project and BSU.

Refer suspended African-American students to the Academic Center for Suspended students supported by the A4 office to prevent and address learning during the school suspension.

Continued work of Coordination of Services Team(COS) that meets 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 of preventing repeated behaviors that result in missed class time.

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: <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](#)

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 provides workshops in computer applications and digital literacy to students to strengthen their abilities to access resources such as Khan Academy, Tutor.com, etc..
- 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 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.
- 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, Khan, digital Springboard and ManageBac.
- Resources to support African-American Advisory Committee mentoring.
- 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:

- 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

Specify enhanced services for low-performing student groups:

Students identified as SPED will have additional academic support provided to them through co-teaching and access to Tutor.com and Khan Academy

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

SpEd teachers have an IEP/Case Management period to monitor and support students on their caseload.

Further supports will be identified in collaboration with FUSD Department of Special Education and FUSD School Leadership

African-American students will be connected to through District A4 mentoring project, FHS 3AC mentoring project and BSU.

Refer suspended African-American students to the Academic Center for Suspended students supported by the A4 office to prevent and address learning during the school suspension.

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
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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](#)

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

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 write-a-torial.
- Continue the intervention model for 9th grade student using the biology, ELA and Global Humanities teachers to create a rotating RTI team. Tier 3 students are priority followed by Tier 2 students.
- 1.0 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.
 - Academic Counseling and Campus Culture Director will coordinate and facilitate, Honor Roll recognition, Principal's Awards and Academic Awards
 - 9th Grade Students who have made academic progress will receive incentives such as certificate.
- 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 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** 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.

Specify enhanced services for EL students:

Continued quarterly monitoring of RFEP students.

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

Bilingual Instructional Aides will provide primary language support for Beginning EL students in strategic core classes

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

Specify enhanced services for low-performing student groups:

SPED, Foster Youth, and our African-American sub-groups will be monitored and those receiving multiple Ds/Fs will be referred to tutorials and receive additional academic counseling.

African-American students will be connected to through District A4 mentoring project, FHS 3AC mentoring project and BSU.

Refer suspended African-American students to the Academic Center for Suspended students supported by the A4 office to prevent and address learning during the school suspension.

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.

.125 Additional SpEd support

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 2022-2023 school year. Extension learning for parents of English Learners will also be offered through Parent University and Fresno High School's Home School Liaisons.

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

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

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

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

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 tutorials.

1.0 FTE for 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.

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

EL VP and Counselors will monitor Ds/Fs quarterly

Resources to celebrate student re-designation

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

Technology to support instructions

Books/Supplies to support language acquisition

Specify enhanced services for EL students:

ELPAC Assessors

2 Bilingual Instructional Assistants 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

Specify enhanced services for low-performing student groups:

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.

understanding of the homework.

2022-2023 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	Instructional Library, Media & Te	Cls Sup-Ext			Library extra time	2,094.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs	21,696.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support classroom instruction	54,052.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Tech repair for students/classroom	15,000.00
G1A2	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst II	0.5000		39,928.00
G1A2	LCFF: EL	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst II	0.2500		19,963.00
G1A2	One-time School	Instruction	Bks & Ref			Educational software supporting instruction-Edgenuity and Turnitin.com	10,000.00
G1A3	Title 1 Basic	Instruction	Nc-Equipment			Instructional technology	1,282.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Jamie Anthony - CAS Coordinator - Extra period buyout	11,253.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.7500	Intervention TSA to coordinate and support RTI, ELD and DP IA completion	105,622.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental contracts	96,169.00
G1A3	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies to support instruction and student connection.	24,300.00
G1A3	Sup & Conc	Instructional Supervision & Admini	Mat & Supp			Materials to support instructional supervision and administration. Supports all Goals for engagement, CTE, Staff, and Parents.	22,041.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.2500	Intervention TSA to coordinate and support RTI, ELD and DP IA completion	35,208.00
G1A3	One-time School	Instruction	Teacher-Supp			Teachers Subs for Planning	49,313.00
G1A3	One-time School	Instruction	Teacher-Supp			Teacher supplemental contracts	55,711.00
G1A3	One-time School	Instruction	Bks & Ref			: EdCite license to support assessment	10,000.00
G1A3	One-time School	Instruction	Mat & Supp			: Materials and supplies to support instruction and student connection. No Food / No Incentives	15,740.00
G1A3	One-time School	Instruction	Nc-Equipment			Technology	14,300.00
G1A4	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500		51,512.00
G1A4	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500		51,512.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts for ELPAC Assessors	7,428.00
G1A4	LCFF: EL	Instruction	Bks & Ref			Magazine subscription	179.00
G1A4	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support instruction	10,399.00
G1A4	LCFF: EL	Instruction	Nc-Equipment			non-capitalized equipment	12,000.00

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0185 Fresno High School (Locked)

\$736,702.00

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
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓		66.8 %	2021-2022	67.9 %
Graduation Rate	✓		87.5 %	2020-2021	88.6 %

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 real world learning experience

Work-based learning opportunities for students at Fresno High consist of Career Exploration, Career Readiness, Certification, Job Shadowing, and Offsite Industry Visits. 66% of those who responded to the survey responded favorably to student-centered real-world experiences. Our goal continues to be to expand learning opportunities and engage students with relevant experiences.

Graduation Rate

Fresno High School graduation rate for the class of 2021 was 87.5% compared to FUSD rate of 87.6% and 86.8% statewide. This was a 1% decrease from the 2020 school year for Fresno High. Our seniors were allowed in-person graduation in 2021 while being on a modified schedule as a result of the pandemic.

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 real world learning experience

64% of EL students responded favorably to the question: My school prepares me for life with real-world experiences compared to 46% English only students. 44% African American and 48% of Hispanic students had favorable responses compared to 45% White students. Our goal continues to be to expand learning opportunities and engage students with relevant experiences.

Graduation Rate

Graduation rate for African American students was 68.6% with 24/35 students graduating in 2021 compared to the overall rate of 87.5%. This was a decrease from 2020. The graduation rate for Hispanic students was 90.8% exceeded the overall rate at 87.5% but was a slight decrease from 2020. **Our English learner graduation rate increase by 9% to 82.8% compared to 2020.**

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).

Due to challenges presented by the pandemic effecting student attendance, it was difficult to provide effective project based learning opportunities and work based learning opportunities for our students. Plans for professional learning were adjusted to use an online platform, and opportunities decreased. Otherwise there were no other differences between intended and actual implementation of actions and budget. We did spend less money on substitutes for teacher release time for professional learning than originally allocated due a substitute shortage in the District. We will review our plan for professional learning opportunities, prioritize need versus wants 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 2022-23 SPSA.

We will continue to recruit from targeted populations including, female students, African American students and students with disabilities.

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

1 SSC:

Support of the contents embedded within the SPSA document for the 2020-21 School year. After review of student data from 20-21 CTE data, solicit input from SSC to identify needed actions to improve student achievement.

- Internships could be part of a learning about a job before getting a work permit.
- Job skill workshops on campus available to students
- Tech skills class where students can get certified to help get a job.

2 ELAC:

- students participating more in the Shadowing Program.
- opportunity for students to go out to the community and have firsthand learning experiences of the different workforces or professional settings.
 - Example Child care center, construction, offices, Health Clinics,
- More Job Fairs for students.

3 Staff:

Staff were asked to provide input on current actions and suggestions to shifts in actions.

- Allow students to opt out of A-G requirements so they can take more CTE options.
- More field trips that show the sciences, math, art in action.
- Include some type of community project where students engage in where they must provide service
- Market and celebrate the CTE program
- clubs that will support students with real world experiences.
- Provide resources to increase the presence of the Street Saints

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 10 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. A school wide focus on democracy was launched and students in the small section captured their learning in Managebac. The pandemic and distance learning made service learning efforts difficult. The effort will be made for all students to have the opportunity to engage in one service learning project per semester during the 2022-2023 school year.

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

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

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.

- 15-16 30.5% 180 passed
- 16-17 30.5% 197 passed
- 17-18 30.6% 191 passed
- 18-19 28.5% 219 passed
- 19-20 students did not sit for exams due to COVID
- 20-21

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 two teachers at 0.125 FTE each to support implementation of the academic program including Theory of Knowledge and Approaches to Learning
- We will fund an Independent Service Provider contract to support implementation of IB Computer Science
- 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, Extended Essays, Theory of Knowledge, Personal and Professional Skills
- IB tutorials and Writing Center
- Resources for Recruitment (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.
- Supplemental contracts to support DP Summer Learning Programs
- 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 incoming and 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.
- Summer 11th grade IB ELA course to strengthen skills for IB ELA Year 2 exam

Specify enhanced services for EL students:

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.

Learning Lab support of EL students with content in their native language.

Specify enhanced services for low-performing student groups:

10th grade SPED students participate in Personal Projects.

Targeted efforts to increase SPED participation in CTE/CP.

Continue inclusion practices through out 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.

African-American students will be connected to through District A4 mentoring project, FHS 3AC mentoring project and BSU.

Continuation of Social Emotional Team (COS) that meets regularly to work on Tiered supports for all students, including Hispanic and African-American students who were referred and suspended leading to increased missed instructional time. Resources Counseling Assistance will monitor students on their caseload with the goal preventing repeated behaviors that result in missed class time.

Action 2

Title: College and Career Readiness

Action Details:

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. 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 IB Computer Science 1, 2, IB Theater 1, 2 and Technical Theater. 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 one dual enrollment courses with Fresno City College: HVAC 50 (Intro to HVAC). For the 23-24 school year, two additional dual enrollment courses will open for enrollment: construction 50 (IERCC) and HVAC 51 (Intro to HVAC).

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

Students will utilize Interactive Notebooks

Student will showcase their work in an Exhibition.

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

The 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
- Virtual walk for job sites

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

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 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:

Monitoring of ELL student enrollment and success in Career Programs.

We will continue to use HSL/Spanish to communicate the benefits of CTE program as part of college and career readiness.

Vertical recruitment starting in 8th grade during IB parent nights.

Specify enhanced services for low-performing student groups:

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.

African-American students will be connected 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

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 2021, the metric used for the State Seal of Biliteracy was amended and 74 students earned the seal. During the 2020 school year 39.9% (75) of all graduates with a 3 or better on SBAC ELA earned the State Seal of Biliteracy, a slight increase from 2019.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input checked="" 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 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 and the Khan Academy Learning Lab
- 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 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 tutorials.
- Technology to support instructions
- 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:

- 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.
- Learning Lab support of EL students with content in their native language.

Specify enhanced services for low-performing student groups:

- Students identified as SPED will have additional academic support provided to them through co-teaching and access to Khan Learning Lab.
- Monitor the number of special education student enrolled in the regular education class sections
- 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

2022-2023 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	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Ryan Job Personal Project Coordinator Extra period	11,279.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Laura Spongberg - TOK Coordinator - Extra period buyout	11,279.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	TBD - Support implementation of the academic program - Extra period buyout	11,279.00
G2A1	Sup & Conc	Instruction	Travel			Professional Development Conferences	47,534.00
G2A1	One-time School	Instruction	Travel			: Professional Development Conference	20,000.00
G2A1	One-time School	Instruction	Cons Svc/Oth			Loom : Professional Consultation with Loom for IB Computer Science	15,000.00
G2A2	Sup & Conc	Instruction	Direct Trans			Transportation	8,000.00

\$124,371.00

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	✓		47.88 %	2021-2022	46.28 %
Suspension Rate - Semester 1	✓		9.75 %	2021-2022	9.42 %

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 41.8% for the first semester of the 21-22 school year. This is compared to the previous school year 2020-21 rate of 22.7%. Fresno High transitioned back to face-to-face learning for 21-22 but ongoing challenges of the pandemic impacted families and student attendance.

Suspension Rate - Semester 1

Suspension rate per 100 for semester 1 of 21-22 was 8.91. This was a sharp increase from the rate of .61 for 20-21 but less than 2019-20 rate of 11.52, the last time Fresno High was face-to-face prior to the pandemic. Fresno High returned to face-to-face instruction in 2021-22.

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

Fresno High African American students rate of chronic absenteeism for the first semester of 21-22 was significantly greater at 58.1% when compared to the overall students rate of 41.8%. Fresno High Hispanic students rate of chronic absenteeism was slightly less at 40.1% when compared to the overall students rate of 41.8%. Fresno High rate of chronic absenteeism for students with disabilities was somewhat larger at 51.8% when compared to non-Special Ed students rate of 40.2% and the overall rate of 41.8%. Fresno High English Learners chronic absenteeism for semester 1 was less when compared to non-EL students at 24.5% for EL compared to 43% for non-EL students. Fresno High transitioned back to face-to-face learning for 21-22 but ongoing challenges of the pandemic impacted families and student attendance.

African-American students suspension rate per 100 for semester 1 of 2021-22 was 24.31. This is a decrease from 2019-20 rate of 29.11, the last time Fresno High was face-to-face instruction prior to the pandemic. Hispanic students suspension rate per 100 for semester 1 of 2021-22 was 7.24. This is a decrease from 2019-20 rate of 9.42 prior to the pandemic. Fresno High English Learners suspension rate for semester 1 was less when compared to non-EL students at 6.93% for EL compared to 9.21% for non-EL students. Fresno High suspension rate of students with disabilities was somewhat larger at 15.58% when compared to non-Special Ed students rate of 7.7% and the overall rate of 8.91%

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 impacted by expectations in dealing with and challenges presented by the on-going pandemic. Plans for professional learning were adjusted to use an online platform, and opportunities for staff professional learning decreased. We provided resources and tools to support increased instruction and did not shift budget priorities within the school year. We put an emphasis on assessment and student feedback as part of staff professional learning. We will review our plan for professional learning opportunities, prioritize need versus wants 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 2022-23 SPSA.

We have budgeted to allow us the opportunity to allocate monies for training and planning around strategies to improve instruction 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 data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

We utilized instructional data to share with the SSC. They are asked to provide input on current actions and suggestions to shifts in actions. We use SSC meetings to review SPSA data, actions, and budget. After review of student engagement data from current 21-22 Goal2 data, solicit input from SSC to identify needed actions to improve student achievement.

- Activities before school to help with decreasing tardies
- Funding dedicated to projects that encourage cross curricular work
- Engagement strategies provided to students will include: Lunchtime activities; intramurals; community service days.

2 ELAC:

- invest more money to improve the sports field
- Sports types of equipment.
- Bigger locker so students could have enough space for their equipment.
- Couches could go to middle schools and talk about the sport that they are currently enrolled in

3 Staff:

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

- Provide a variety of edgenuity classes for students.
- I would like to see more resources for incentives for students who participate in school activities
- Increased resources for VAPA
- Provide resources for incentives to encourage participation in culture and climate activities
- Find outlets that interest the students on campus and in the community
- Social-Emotional Support, Motivational Speakers and Resource Counseling Assistant

Action 1

Title: Goal 2

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. 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.

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 sub-groups are more than 10% negatively disproportionately represented

Owner(s):

Campus Culture Director
VP of Goal 2
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
CCD

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

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:

- o Regional nights
- o Lunchtime activities every week (once weather consistently stays warm) for all students to participate
- o Intramurals
- o School community services days
- o 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)

Resources/Supplies for SPED dance

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

Materials and supplies to support Summer Theatre Outreach

Supplemental contracts to support Summer Theatre Outreach

Incoming 9th graders will visit Fresno High the spring before entry to select electives, learn about Goal 2 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 Goal 2 related activities
- Direct support for incoming ninth graders including spirit wear.

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.

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.

Specify enhanced services for EL students:

Monthly monitoring of ELL Goal 2 participation

Home School Liaison will work with families of EL students, who have historically been under-involved in Goal 2, to engage parents in understanding the role of Goal 2 in students' academic success.

Specify enhanced services for low-performing student groups:

Monitoring of SpEd student participation in Unified Sports and Unified Music

Monitoring of SpEd and African-American student participation in clubs, VAPA and athletics

Monitoring of SpEd and African-American student participation in one-time engagements.

Provide targeted leadership opportunities for SpEd students

Action 2

Title: Attendance

Action Details:

Fresno High School recognizes that attendance is a critical component for student success. In the 2022-2023 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 teachers 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 (Community Liaison, Home School Liaison, 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 (Community Liaison, Home School Liaison, 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 (Community Liaison, Home School Liaison, 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.

SATURDAY ACADEMY will be in place at least on a bi-monthly basis to capture and support those students who are chronically absent from the school site.

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.

Resources to support African-American Advisory Committee mentoring

Resources to support celebration of improved attendance

Specify enhanced services for EL students:

A translator provided at all A2A meetings.

Parents of EL students will be given attendance notification in Spanish and Hmong. Attendance meetings will be held in English and Spanish for parents of EL students

Specify enhanced services for low-performing student groups:

RCAs will track and provide additional supports for our SPED, Foster Youth, and African-American sub-groups.

SpEd teachers have an IEP/Case Management period to monitor and support students on their caseload.

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

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 Profiles. 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 Assistant Resource Counselors. Fresno High will also continue implementation of a PBIS (Positive Behavior Intervention Supports).

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

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 RECMs

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)
- 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 twice a year (Tier 1)
- Incentives for students to promote student connection to school such for students who demonstrate growth. (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 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)

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

SpEd teachers have an IEP/Case Management period to monitor and support students on their caseload.

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

2022-2023 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	Samantha Flores - SpEd Leadership - Extra period buyout	11,279.00
G3A1	One-time School	Plant Maintenance & Operations	Cls Sup-Ovr			Custodial OT to support student engagement activities.	5,236.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Cannot be used for translation of mandatory items (i.e. ELAC OR IEP's)	67,141.00
G3A2	Sup & Conc	Instructional Supervision & Admin	CI&Tech-Reg	Assistant, Attendance Records	0.4375		14,324.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sub			Classified subs/RCA. G3A1,3	2,150.00
G3A2	Sup & Conc	Attendance & Social Work Service	Local Mileag			RCA/HSL mileage. G3A1,3	500.00
G3A2	LCFF: EL	Attendance & Social Work Service	Local Mileag			HSL mileage. G3A1,3	2,317.00
G3A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		69,067.00

\$172,014.00

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	✓		67.46 %	2021-2022	68.56 %

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

Spring of 2021, 67% of staff responded favorably to question in the organizational environment domain. 64% of staff responded favorably to statement of feeling valued at school but conversely 86% responded favorably to statement "I enjoy being at this school." 60% of those who responded were classroom teachers. Of staff who responded, 66% had over 10 years experience on site. 68% of staff surveyed responded favorably to the statement that "this school prepares me to meet my students' needs." 71% of those responding were classroom teachers.

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

63% of staff surveyed on organizational environment/culture identified as white while 73% chose to have their confidentiality protected regarding race. As we attempted to continue to engage in on-going PL around cultural proficiency, reallocation of professional learning hours impacted learning opportunities.

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).

As this is the second year of these new district goals, we will continue to review results of actions and budget expenditures aligned to meet this goal. We will continue provided resources in support of cultural proficiency and did not shift budget priorities within the school year.

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 2022-23 SPSA.

We will budget to allow us the opportunity to allocate monies for subs to provide PL aligned to the goal .

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

1 SSC:

We utilized instructional data to share with the SSC. They are asked to provide input on current actions and suggestions to shifts in actions. We use SSC meetings to review SPSA data, actions, and budget. After review of student and staff survey data, solicit input from SSC to identify needed actions to meet the goal.

- Internships could be part of a learning about a job before getting a work permit.
- Job skill workshops on campus available to students
- Classes on how to interview

2 ELAC:

- acknowledge their big effort of doing x-tra things out of their pay time.
- INCENTIVES AND RECOGNITIONS example gift cards, thank you cards etc.
- Continue with the Multicultural Assemblies.
- Ask teachers questioner format of Teacher's inputs of How Admin will serve better to feel appreciated, respected and supported.

3 Staff:

Staff were asked to provide input on current actions and suggestions to shifts in actions.

- Provide teachers with more support after entering the classroom.
- Recruit students from different other schools not only from feeder schools.
- Also teachers from different backgrounds
- train teachers as to what is new to curriculum and or the IB program
- Find ways to bring students, parents and teachers together.
- we could bring in diverse community members as "guest experts" for relevant curriculum units.

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. Encourage teacher/student connections through advisory period that is focused on teachers and students to build positive connections outside of subject area content. Advisory will also help students develop SEL competencies through structured lessons.

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

Timeline:

On-going

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

- 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
- Culturally 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
- Career Program will implement certification and instructional content support for all Career Program students that embed California Career Technical Education Standards.

Specify Professional Development or Staff Services to support EL students:

- Professional learning emphasizing access for EL students to the Common Core Literacy standards and build Academic Language.
- 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.

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

- 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
- SPED, Foster Youth, and our African-American sub-groups 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	✓		81.62 %	2021-2022	82.72 %

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.

Family Survey- Engagement at School

A strong level of family engagement in school is important to school success. Family survey data regarding level of family engagement showed 82% of families responded favorably regarding being engaged in their child's school. 87% responded favorably to the having input at their child's school and 78% to their child's school encourages family participation.

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

Family Survey- Engagement at School

84% of families of Hispanic students responding favorably regarding being engaged in their child's school at Fresno High compared to 82% of all respondents and compared to 76% of families of white students. 97% of Families of English Learner students responded favorably to the having input at their child's school compared to 82% of all respondents and 84% of non-English learners. 89% of families of students with disabilities responded favorably to their child's school encourages family participation compared to 78% of all respondents and 76% without disabilities. Due to impact of COMD restriction, many of our family engagement activities were curtailed.

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 impacted by expectations in dealing with and challenges presented by the on-going pandemic. Plans for professional learning were adjusted to use an online platform, and opportunities for parents on-site involvement decreased. Many families did not have the resources or understanding to engage through the digital platform. We provided resources and tools to support increased engagement for families and did not shift budget priorities within the school year. We put an emphasis on family involvement and communication through various channels. We will review our plan and prioritize need versus wants 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 2022-23 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 data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

We utilized instructional data to share with the SSC. We use SSC meetings to review SPSA data, actions, and budget. After review of parent survey data, solicit input from SSC to identify needed actions to meet the goal.

- Use coffee chats so that working parents/guardians can participate
- Increase participation of adults who are guardians of students (group homes, foster care).
- Breakfast once a month for parents

2 ELAC:

- Home School Liaison to provide support for parent communication (e.g. Attendance Meetings in Spanish and English)
- Training/support for EL parents on use of ATLAS

3 Staff:

Staff were asked to provide input on current actions and suggestions to shifts in actions.

- Return to the "old school" back-to-school night for parents to meet the teachers. Offer a meal to make attendance easier for working parents.
- More family events; have family dinner times where families come together to celebrate achievements
- Special events celebrate with food, music or carnivals
- Provide training sessions for EL parents so they are able to login into ATLAS to monitor their children's progress.
- Offer evening chats

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 of 2022 will be used as interim evidence.

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

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

Specify Direct Service and Opportunities for parents and families to support EL students:

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

- SPED, Foster Youth, and our African-American sub-groups will be monitored and those receiving multiple Ds/Fs will be referred to 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.

2022-2023 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			Classified support for parent involvement - babysitting, translation	655.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Cannot be used for translation of mandatory items (i.e. ELAC OR IEP's)	74,091.00
G5A1	Sup & Conc	Instructional Library, Media & Tech	Cls Sup-Ovr			Classified support overtime	5,236.00
G5A1	Sup & Conc	Instructional Library, Media & Tech	Cl&Tech-Over			Clerical and office overtime	394.00
G5A1	Sup & Conc	Parent Participation	Direct-Graph			Parent communication	5,000.00
G5A1	Sup & Conc	Parent Participation	Direct-Food			Parent involvement activities	5,000.00
G5A1	Sup & Conc	Plant Maintenance & Operations	Cls Sup-Ovr			Custodial overtime	3,142.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Materials and supplies to support parent participation	4,000.00

\$97,518.00

2022-2023 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	Instructional Library, Media & Te	Cls Sup-Ext			Library extra time	2,094.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs	21,696.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support classroom instruction	54,052.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Tech repair for students/classroom	15,000.00
G1A2	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst II	0.5000		39,928.00
G1A2	LCFF: EL	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst II	0.2500		19,963.00
G1A2	One-time School	Instruction	Bks & Ref			Educational software supporting instruction-Edgenuity and Turnitin.com	10,000.00
G1A3	Title 1 Basic	Instruction	Nc-Equipment			Instructional technology	1,282.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Jamie Anthony - CAS Coordinator - Extra period buyout	11,253.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.7500	Intervention TSA to coordinate and support RTI, ELD and DP IA completion	105,622.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental contracts	96,169.00
G1A3	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies to support instruction and student connection.	24,300.00
G1A3	Sup & Conc	Instructional Supervision & Admir	Mat & Supp			Materials to support instructional supervision and administration. Supports all Goals for engagement, CTE, Staff, and Parents.	22,041.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.2500	Intervention TSA to coordinate and support RTI, ELD and DP IA completion	35,208.00
G1A3	One-time School	Instruction	Teacher-Supp			Teachers Subs for Planning	49,313.00
G1A3	One-time School	Instruction	Teacher-Supp			Teacher supplemental contracts	55,711.00
G1A3	One-time School	Instruction	Bks & Ref			: EdCite license to support assessment	10,000.00
G1A3	One-time School	Instruction	Mat & Supp			: Materials and supplies to support instruction and student connection. No Food / No Incentives	15,740.00
G1A3	One-time School	Instruction	Nc-Equipment			Technology	14,300.00
G1A4	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500		51,512.00
G1A4	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500		51,512.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts for ELPAC Assessors	7,428.00
G1A4	LCFF: EL	Instruction	Bks & Ref			Magazine subscription	179.00
G1A4	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support instruction	10,399.00
G1A4	LCFF: EL	Instruction	Nc-Equipment			non-capitalized equipment	12,000.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Ryan Job Personal Project Coordinator Extra period	11,279.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Laura Spongberg - TOK Coordinator - Extra period buyout	11,279.00

G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	TBD - Support implementation of the academic program - Extra period buyout	11,279.00
G2A1	Sup & Conc	Instruction	Travel			Professional Development Conferences	47,534.00
G2A1	One-time School	Instruction	Travel			: Professional Development Conference	20,000.00
G2A1	One-time School	Instruction	Cons Svc/Oth			Loom : Professional Consultation with Loom for IB Computer Science	15,000.00
G2A2	Sup & Conc	Instruction	Direct Trans			Transportation	8,000.00
G3A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Samantha Flores - SpEd Leadership - Extra period buyout	11,279.00
G3A1	One-time School	Plant Maintenance & Operations	Cls Sup-Ovr			Custodial OT to support student engagement activities.	5,236.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Cannot be used for translation of mandatory items (i.e. ELAC OR IEP's)	67,141.00
G3A2	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Reg	Assistant, Attendance Records	0.4375		14,324.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sub			Classified subs/RCA. G3A1,3	2,150.00
G3A2	Sup & Conc	Attendance & Social Work Service	Local Mileag			RCA/HSL mileage. G3A1,3	500.00
G3A2	LCFF: EL	Attendance & Social Work Service	Local Mileag			HSL mileage. G3A1,3	2,317.00
G3A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		69,067.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Classified support for parent involvement - babysitting, translation	655.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Cannot be used for translation of mandatory items (i.e. ELAC OR IEP's)	74,091.00
G5A1	Sup & Conc	Instructional Library, Media & Tech	Cls Sup-Ovr			Classified support overtime	5,236.00
G5A1	Sup & Conc	Instructional Library, Media & Tech	Cl&Tech-Over			Clerical and office overtime	394.00
G5A1	Sup & Conc	Parent Participation	Direct-Graph			Parent communication	5,000.00
G5A1	Sup & Conc	Parent Participation	Direct-Food			Parent involvement activities	5,000.00
G5A1	Sup & Conc	Plant Maintenance & Operations	Cls Sup-Ovr			Custodial overtime	3,142.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Materials and supplies to support parent participation	4,000.00

\$1,130,605.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$246,193.00
Sup & Conc	7090	\$597,618.00
LCFF: EL	7091	\$91,494.00
One-time School	7099	\$195,300.00
Grand Total		\$1,130,605.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$736,702.00
G2 - Expand student-centered and real-world learning experiences	\$124,371.00
G3 - Increase student engagement in their school and community	\$172,014.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$97,518.00
Grand Total	\$1,130,605.00