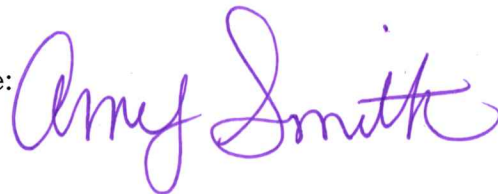


Fresno High

10621661032507

Principal's Name: Amy Smith

Principal's Signature:

A handwritten signature in purple ink that reads "Amy Smith". The signature is written in a cursive style with a large initial 'A' and a stylized 'S'.

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	• <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

District Goals	
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.	
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

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.

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.

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.

The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.

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 student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.

School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.

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.

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.

The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and rewritten during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Amy Smith	X				
2. Chairperson - Rita Keledjian		X			
3. Garrett Goodell		X			
4. Annel Goodell		X			
5. Marina Santos		X			
6. Shannon Lucio			X		
7. Makayla Morgan					X
8. Destiny Lopez					X
9. Gisselle Diaz					X
10. Rosemary Morgan				X	
11. Jesse Morgan				X	
12. Marycela Pacheco				X	
13.					
14.					
15.					

Check the appropriate box below:

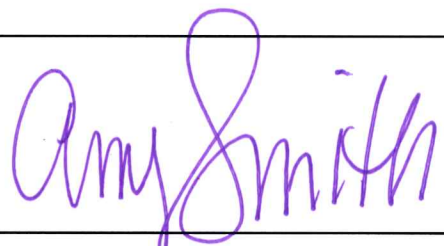
☒ ELAC reviewed the SPSA as a school advisory committee.

☐ ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name: Fresno High

Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.

Title	Print Name Below	Signature Below	Date
Principal	Amy Smith		4/25/25
SSC Chairperson	Rita Keledjian		4/25/25

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

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

FY 2025/26

Fresno - 0185

ON-SITE ALLOCATION

3010	Title I	\$230,156 *
7090	LCFF Supplemental & Concentration	\$580,878
7091	LCFF for English Learners	\$106,720

TOTAL 2025/26 ON-SITE ALLOCATION

\$917,754

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$66,608
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Program Budget	\$163,548
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Total Title I Allocation	\$230,156
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ESSA Assistance Status: Additional Targeted Support and Improvement (ATSI)

January 28, 2025

Fresno High 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (English Learner)	✓		29 %	2023-2024	30.1 %
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		31.3 %	2023-2024	32.4 %
Passed all semester 1 courses with C- grade or better		37.3 %	36.3 %	2024-2025	37.4 %
Percentage of students who received at least a D/F at end of semester 1	✓		59.4 %	2024-2025	56.4 %
SBAC ELA- Average distance from standard	✓	-63 pts	-46.8 pts	2023-2024	-31.8 pts
SBAC ELA- percentage of students met/exceeded standard	✓	34.1 %	38.3 %	2023-2024	43.3 %
SBAC Math - Average distance from standard	✓	-148 pts	-143.8 pts	2023-2024	-128.8 pts
SBAC Math - percentage of students met/exceeded standard	✓	15.8 %	9.5 %	2023-2024	14.5 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Action 2: Students are not achieving proficiency in math. Based on the metrics in this current goal, 9.5% of students met/exceeded math, an increase from the previous year. The average distance from the standard was 143.8 points, an improvement of 128.8 points from the previous year. English Language Learners (EL) and Students with Disabilities (SWD) are the specific student groups not meeting math standards. 2% of EL students and 0% of SWD students met math standards.

Action 2:Students are not achieving proficiency in English Language Arts (ELA). Based on the metrics above, 38.3% of students met/exceeded SBAC ELA standards, an increase of 43.3 points from the previous year. The average distance from the standard was -46.8 points, an improvement of 31.8 points from the previous year. English Language Learners (EL) and Students with Disabilities (SWD) are the specific student groups not meeting ELA standards. 1% of EL students was 5% SWD met ELA standards.

Action 3: Based on the metrics in this current goal, 36% of students passed classes with a C or better which is an increase from previous year. The target goal was no more than 56% of student have a D/F at semester 1 and 59% of students had D/F at end of semester 1.

Action 4: Based on the metrics above, our EL Redesignation rate decreased. 29% of students who improved at least one level on the English Language Progress Indicator (ELPI) I(English Learner) and 31.3% of Long Term English Learners improved at least one ELPI level. This is a decrease from the previous year, which was at 50% of students that improved at least one level.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- 1. Students have not fully mastered foundational skills in literacy and math, including analyzing arguments, synthesizing information, and writing evidence-based responses.
- 2. The need to consistently use Common Formative Assessments (CFAs) and Data Analysis protocol in PLC's.
- 3. Scaffolding instruction and targeted interventions based on fluency levels and students' IEPs or 504 plans.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- 1. Consistently check for understanding and student goal setting.
- 2. Professional development opportunities for teachers on purpose/function of Professional Learning Communities (PLC's).
- 3. Tutoring and targeted intervention for student groups not on grade level.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Mathematics	Fully Implemented
The actions were fully implemented: A Plus math teacher has been added to provide direct intervention to students, targeting Algebra and Geometry students to improve foundational math skills. The targeted Interventions implemented include weekly tutorials, push-in math support, coordinating math interim assessments, and consistent collaboration with administration and teachers as needed.	
Action 2: Literacy	Partially Implemented
The actions were partially implemented: Supports have been centered on professional learning. Instructional Leads attended a PLC conference. The next phase is to provide opportunities for PLC members to attend PLC	

conferences and provide continued professional development to PLC members. Align ELA MYP/IB unit planning based on inquiry-based instruction, the use of common formative assessments, performance tasks, and Response to Intervention through tutoring and PUSH intervention.

Action 3: Ds/Fs

Fully Implemented

The actions were fully implemented: A 9th grade core group has been created consisting of Administrator, teachers, and counselors to develop an academic response to Intervention program as evidenced by on-going tutorials, learning labs, targeted interventions, classroom supports, and enrichment opportunities for students. The focus is on decreasing the number of Ds and Fs and increasing the number of students on track for A-G course completion, thereby increasing the number of college- and career-ready students.

Action 4: EL- Redesignation

Fully Implemented

The actions were fully implemented: Bilingual Instructional Aides (BIAs) hours increased to support periods 1-6. Implemented teacher professional learning workshops 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 includes 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, are offered to increase the percentage of students at Fresno High School who are re-designated as English proficient for the 2024-2025 school year. Extension learning for parents of English Learners will also be offered through Parent University and Fresno High School's Home School Liaisons. By June 2025, the number of English Learner students making adequate progress towards reclassification will grow by 5% (49.6% to 52.08%) using the CA School Dashboard ELPI (English Learner Progress Indicator).

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Mathematics

Effective

Effective Based on the metrics in this current goal 9.5% of students met/exceeded math this is an increase from previous year. The average distance from standard was 143.8 point, this is an improvement of 128.8 points from previous year. 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. We expect to see improvement in students that met/exceed standard and a continued improvement in the average distance from standard.

Action 2: Literacy

Partially Effective

Partially effective: 38.3% of students met/exceeded standard SBAC ELA standards, this is an increase of 43.3 points from the previous year. Continue to develop a school-wide focus on inquiry-driven instruction. Continuing to provide PD opportunities to teachers. This approach will center on best first instruction through Professional Learning, reinforcement of Professional Learning Communities' effective practices, and classroom supports and materials.

Action 3: Ds/Fs

Partially Effective

Partially Effective: Student growth has shown. 36% of students passed classes with a C or better which is an increase from previous year. The target goal was no more than 56% of student have a D/F at semester 1 and 59% of students had D/F at end of semester 1.

Action 4: EL- Redesignation

Partially Effective

Partially effective: 29% of students who improved at least one ELPI level (English Learner) and 31.3% Lon Term English Learners improved at least one ELPI level. This is a decrease of the previous year which was at 50% of students that improved at least one level. There was an influx of new comer EL students that resulted in need for additional EL beginning support class section.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Fresno High School will continue to the pull-out PLC planning day; and on-site classroom walkthroughs, on-site and off-site PL. We will also continue to allocate money for supplemental contracts to support interventions/tutoring for struggling students. Changes to be made include teacher referral process for lunch targeted interventions in order to increase the number of students that get Cs or better and their overall academic performance. Change includes, providing our staff with the opportunity to attend training in the PLC process to improve the effectiveness of PLC time thus impacting student achievement.

Section D: 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.

SSC:

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

- Having translated tests ,assignments, classwork so that the translators don't have to overwork
- Saturday academic school for students with D's or Fs until they reach C's or better Incentives for most improved.
- Provide opportunities for all teachers to attend IB trainings.
- Tutor.com in different languages
- Have more Bl.1s at least 3 with more
- Weekly check-ins with advisor/counselor for D's &Fs
- Mandatory contact with parents for D's &Fs to make plans for work completion/help.

ELAC:

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

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

Staff:

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

- Mandatory after school and lunch tutoring for students the have Ds and Fs.
- Instructional coaching or professional development for and veteran teachers to increase participation and engagement in the
- d an additional BIA to support EL students in the
- Targeted intervention for 11th
- Recruitment and connection with feeder Junior high

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Professional collaboration and professional learning will support student learning of grade level standards through enhanced delivery of instruction and through the review of data for the purpose of remediation and acceleration within the instructional sequence.
- 0.75 FTE for Computer Lab Paraprofessional who coordinates student access to online supports for mathematics.
- Students will receive Tier 1 support from the district adopted curriculum and its supplemental supports which could include digital resources Big Ideas during all math classes.
- Students will receive Tier 2 support through the use small group instruction focused on gaps.
- Students will receive Tier 3 support through math tutorials with emphasis on African-American students with Ds/Fs and special education students as appropriate.
- Special Education and core English teachers will co-teach classes to provide support and differentiation for students with special needs in mainstream classes.
- Students will receive Interactive Notebooks that will serve as an instructional tool for students to process their learning.
- Teachers encourage and provide opportunities to on-line resources such as Tutor.com for after hours support.
- Students identified through common assessments who need support are referred to formal intervention program coordinated by the Intervention Coordinator.
- Resources to support African-American Advisory Committee mentoring.
- Provide funding for Edgenuity to support credit-recovery options for students.
- Provide funding for EdCite to provide access to supplemental standards-aligned assessment resources in multiple content areas
- The Afterschool Program will provide academic tutoring through the use of Teaching Fellows, peer tutors, and staff.
- Interact Fellows in Math classes to support student learning.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

According to the California Dashboard, English Language Learners (EL) and Long Term English Learners (LTEL) are the specific student populations performing in red in SBAC Math.

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

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

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

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

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

- FTE for Computer lab assistant who coordinates access to online support for literacy and math

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

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

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

Student Groups

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

With Title 1 funds we plan to support student groups

English Learner (EL): Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters, EL Trainings, Technology to support instruction in the classroom, Professional learning and Training, Materials and supplies to support the instruction of parents.

Long-term English Learner (LTEL): Support staff such as Bilingual Paraprofessionals, Home School Liaisons, Interpreters, EL Training, Technology to support instruction in the classroom, Professional learning and Training, and Materials and supplies to support the instruction of parents.

Students with Disabilities (SWD): Support staff such as Bilingual Paraprofessionals, Home School Liaisons, Interpreters, EL Training, Technology to support instruction in the classroom, Professional learning and Training, and Materials and supplies to support the instruction of parents.

Multiple Races (MR): Support staff such as Bilingual Paraprofessionals, Home School Liaisons, Interpreters, EL Training, Technology to support instruction in the classroom, Professional learning and Training, and Materials and supplies to support the instruction of parents.

African American (AA): Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters, EL Trainings, Technology to support instruction in the classroom, Professional learning and Training, Materials and supplies to support the instruction of parents.

Foster Youth (FY): Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters, EL Trainings, Technology to support instruction in the classroom, Professional learning and Training, Materials and supplies to support the instruction of parents.

Homeless (HM): Support staff such as Bilingual Paraprofessionals, Home School Liaisons, Interpreters, EL Training, Technology to support instruction in the classroom, Professional learning and Training, and Materials and supplies to support the instruction of parents.

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

With 7090/7091 funds we plan to support student groups

English Learner (EL): FTE for Computer lab assistant who coordinates access to online support for literacy and math, FTE for Teacher on Special assignment- EL/Intervention Coordinator- to coordinate EL supports outside of the classroom, such as interventions, lunch tutorials, and literacy and math workshops, Contract with Interact Fellows to provide EL tutorial/intervention, ELPAC assessors, Instructional Resources such as books and

other supplemental resources, Materials and supplies to support the instruction of parents

Long Term English Learner (LTEL): FTE for Computer lab assistant who coordinates access to online support for literacy and math, FTE for Teacher on Special assignment- EL/Intervention Coordinator- to coordinate EL supports outside of the classroom, such as interventions, lunch tutorials, and literacy and math workshops, Contract with Interact Fellows to provide EL tutorial/intervention, ELPAC assessors, Instructional Resources such as books and other supplemental resources, Materials and supplies to support the instruction of parents

Multiple Races (MR): FTE for Computer lab assistant who coordinates access to online support for literacy and math, FTE for Teacher on Special assignment- EL/Intervention Coordinator- to coordinate EL supports outside of the classroom, such as interventions, lunch tutorials, and literacy and math workshops, Contract with Interact Fellows to provide EL tutorial/intervention, ELPAC assessors, Instructional Resources such as books and other supplemental resources, Materials and supplies to support the instruction of parents

African American (AA): FTE for Computer lab assistant who coordinates access to online support for literacy and math, FTE for Teacher on Special assignment- EL/Intervention Coordinator- to coordinate EL supports outside of the classroom, such as interventions, lunch tutorials, and literacy and math workshops, Contract with Interact Fellows to provide EL tutorial/intervention, ELPAC assessors, Instructional Resources such as books and other supplemental resources, Materials and supplies to support the instruction of parents

Students with Disabilities (SWD): FTE for Computer lab assistant who coordinates access to online support for literacy and math, FTE for Teacher on Special assignment- EL/Intervention Coordinator- to coordinate EL supports outside of the classroom, such as interventions, lunch tutorials, and literacy and math workshops, Contract with Interact Fellows to provide EL tutorial/intervention, ELPAC assessors, Instructional Resources such as books and other supplemental resources, Materials and supplies to support the instruction of parents

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

Foster Youth (FY): FTE for Computer lab assistant who coordinates access to online support for literacy and math, FTE for Teacher on Special assignment- EL/Intervention Coordinator- to coordinate EL supports outside of the classroom, such as interventions, lunch tutorials, and literacy and math workshops, Contract with Interact Fellows to provide EL tutorial/intervention, ELPAC assessors, Instructional Resources such as books and other supplemental resources, Materials and supplies to support the instruction of parents

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD): Special Education and core English teachers will co-teach classes to provide support and differentiation for students with special needs in mainstream classes. Weekly professional collaboration and professional learning (PLC) meetings, PLC Training, and PLC Conferences. Will support student learning of grade-level standards through enhanced instruction and data review to remediate and accelerate within the instructional sequence. 0.75 FTE for Computer Lab Paraprofessional who coordinates student access to online supports for mathematics. Students will receive Tier 1 support from the district-adopted curriculum and its supplemental supports, which could include digital resources, Big Ideas during all math classes. Students will receive Tier 2 support through small group instruction focused on gaps. Students will receive Tier 3 support through math tutorials. Students will receive Interactive Notebooks as an instructional tool to process their learning. Teachers encourage and provide opportunities to online resources such as Tutor.com for after-hours support. Students identified through common assessments who need support are referred to a formal intervention program coordinated by the Intervention Coordinator. 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, peer tutors, and staff. Interact Fellows in Math classes to support student learning.

African American (AA): Resources to support African-American Advisory Committee mentoring. Weekly professional collaboration and professional learning (PLC) meetings, PLC Training, and PLC Conferences. Will support student learning of grade-level standards through enhanced instruction and data review to remediate and accelerate within the instructional sequence. 0.75 FTE for Computer Lab Paraprofessional who coordinates student access to online supports for mathematics. Students will receive Tier 1 support from the district-adopted curriculum and its supplemental supports, which could include digital resources, Big Ideas during all math classes. Students will receive Tier 2 support through small group instruction focused on gaps. Students will receive Tier 3 support through math tutorials. Students will receive Interactive Notebooks as an instructional tool to process their learning. Teachers encourage and provide opportunities to online resources such as Tutor.com for after-hours support. Students identified through common assessments who need support are referred to a formal intervention program coordinated by the Intervention Coordinator. 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, peer tutors, and staff. Interact Fellows in Math classes to support student learning. Provide academic and social-emotional supports through the African American Academic Acceleration (A4) and Historically Black Colleges & Universities (HBCU) dual enrollment programs to promote academic achievement and exposure to future opportunities, including supports that promote students' overall well-being, including skills to resolve conflicts with peers through our restorative practice processes.

Homeless (HM): Weekly professional collaboration and professional learning (PLC) meetings, PLC Training, and PLC Conferences. Will support student learning of grade-level standards through enhanced instruction and data review to remediate and accelerate within the instructional sequence. 0.75 FTE for Computer Lab Paraprofessional who coordinates student access to online supports for mathematics. Students will receive Tier 1 support from the district-adopted curriculum and its supplemental supports, which could include digital resources, Big Ideas during all math classes. Students will receive Tier 2 support through small group instruction focused on gaps. Students will receive Tier 3 support through math tutorials. Students will receive Interactive Notebooks as an instructional tool to process their learning. Teachers encourage and provide opportunities to

online resources such as Tutor.com for after-hours support. Students identified through common assessments who need support are referred to a formal intervention program coordinated by the Intervention Coordinator. 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, peer tutors, and staff. Interact Fellows in Math classes to support student learning.

Foster Youth (FY): Weekly professional collaboration and professional learning (PLC) meetings, PLC Training, and PLC Conferences. Will support student learning of grade-level standards through enhanced instruction and data review to remediate and accelerate within the instructional sequence. 0.75 FTE for Computer Lab Paraprofessional who coordinates student access to online supports for mathematics. Students will receive Tier 1 support from the district-adopted curriculum and its supplemental supports, which could include digital resources, Big Ideas during all math classes. Students will receive Tier 2 support through small group instruction focused on gaps. Students will receive Tier 3 support through math tutorials. Students will receive Interactive Notebooks as an instructional tool to process their learning. Teachers encourage and provide opportunities to online resources such as Tutor.com for after-hours support. Students identified through common assessments who need support are referred to a formal intervention program coordinated by the Intervention Coordinator. 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, peer tutors, and staff. Interact Fellows in Math classes to support student learning.

Long Term English Learner (LTEL): Weekly professional collaboration and professional learning (PLC) meetings, PLC Training, and PLC Conferences. Will support student learning of grade-level standards through enhanced instruction and data review to remediate and accelerate within the instructional sequence. 0.75 FTE for Computer Lab Paraprofessional who coordinates student access to online supports for mathematics. Students will receive Tier 1 support from the district-adopted curriculum and its supplemental supports, which could include digital resources, Big Ideas during all math classes. Students will receive Tier 2 support through small group instruction focused on gaps. Students will receive Tier 3 support through math tutorials. Students will receive Interactive Notebooks as an instructional tool to process their learning. Teachers encourage and provide opportunities to online resources such as Tutor.com for after-hours support. Students identified through common assessments who need support are referred to a formal intervention program coordinated by the Intervention Coordinator. 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, peer tutors, and staff. Interact Fellows in Math classes to support student learning.

Multiple Races (MR): Weekly professional collaboration and professional learning (PLC) meetings, PLC Training, and PLC Conferences. Will support student learning of grade-level standards through enhanced instruction and data review to remediate and accelerate within the instructional sequence. 0.75 FTE for Computer Lab Paraprofessional who coordinates student access to online supports for mathematics. Students will receive Tier 1 support from the district-adopted curriculum and its supplemental supports, which could include digital resources, Big Ideas during all math classes. Students will receive Tier 2 support through small group instruction focused on gaps. Students will receive Tier 3 support through math tutorials. Students will receive Interactive Notebooks as an instructional tool to process their learning. Teachers encourage and provide opportunities to online resources such as Tutor.com for after-hours support. Students identified through common assessments who need support are referred to a formal intervention program coordinated by the Intervention Coordinator. 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, peer tutors, and staff. Interact Fellows in Math classes to support student learning.

Progress Monitoring: Outcomes

Reasoning for using this action	☒ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence
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Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. We will achieve these changes in knowledge and learning by classroom walkthrough utilizing subject and CSTP standards. Outcomes measured by data from CFA Interims, and iReady. Review of the number and percentage of students at defined achievement.ment levels. Outcomes monitored by Principal, VP, PLC Lead, and teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Shape these behaviors by analysis of student work in math through Professional Learning Communities (PLC) using common formative assessments, Interim Assessments, and iReady to inform instruction. Outcomes measured by data from CFA, math interim assessments, and iReady. Review of the number and percentage of students at defined achievement.ment levels. Outcomes monitored by Principal, VP, PLC Lead, and teachers.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. SBAC math results will decrease distance from standard in math from -143.8 to -120. Outcomes measured by growth from distance from standard. Outcomes monitored by Principal and teachers.

Action 2 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

- Students and teachers will utilize Turn-It-In.com as a resource to support student learning.
- The Afterschool Program will provide academic tutoring through the use of Teaching Fellows, peer tutors, and staff.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

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

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

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

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

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

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

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

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

Student Groups

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

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

English Learner (EL): Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters. Technology to support instruction in the classroom. Professional learning and Training for teachers and support staff. Materials and supplies to support the instruction of parents.

Students with Disabilities (SWD): Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters. Technology to support instruction in the classroom. Professional learning and Training for teachers and support staff. Materials and supplies to support the instruction of parents.

Multiple Races (MR): Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters. Technology to support instruction in the classroom. Professional learning and Training for teachers and support staff. Materials and supplies to support the instruction of parents.

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

Foster Youth (FY): Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters. Technology to support instruction in the classroom. Professional learning and Training for teachers and support staff. Materials and supplies to support the instruction of parents.

Long-term English Learner (LTEL): Support staff such as Bilingual Paraprofessionals, Home School Liaisons, and Interpreters. Technology to support instruction in the classroom. Professional learning and Training for teachers and support staff. Materials and supplies to support the instruction of parents.

African American (AA): Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters. Technology to support instruction in the classroom. Professional learning and Training for teachers and support staff. Materials and supplies to support the instruction of parents.

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

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

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

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

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

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

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

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

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

As a site: What are the planned actions to support this student group?

The planned actions include:

English Learner (EL): 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 the instructional coach to implement strategies to support EL students. All teachers will utilize best practices in support of academic language acquisition. Supplemental Books for EL students. Home School Liaisons support the EL program, parents and community members in connecting to school and supporting academic progress throughout the language acquisition process. Parent Center courses and resources will fluctuate to meet dynamic needs of English Learners and the community. EL/Intervention Coordinator will deliver Professional Learning on Literacy supports for EL students. We will have a Reclassification celebration in the fall to honor students that have met the re-classification criteria.

Long Term English Learner (LTE): 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 the instructional coach to implement strategies to support EL students. All teachers will utilize best practices in support of academic language acquisition. Supplemental Books for EL students. Home School Liaisons support the EL program, parents and community members in connecting to school and supporting academic progress throughout the language acquisition process. Parent Center courses and resources will fluctuate to meet dynamic needs of English Learners and the community. EL/Intervention Coordinator will deliver Professional Learning on Literacy supports for EL students. We will have a Reclassification celebration in fall to honor students that have met the re-classification criteria.

African American (AA): 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 the instructional coach to implement strategies to support EL students. All teachers will utilize best practices in support of academic language acquisition. Supplemental Books for EL students. Home School Liaisons support the EL program, parents and community members in connecting to school and supporting academic progress throughout the language acquisition process. Parent Center courses and resources will fluctuate to meet dynamic needs of English Learners and the community. EL/Intervention Coordinator will deliver Professional Learning on Literacy supports for EL students. We will have a Reclassification celebration in fall to honor students that have met the re-classification criteria. Provide academic and social-emotional supports through the African American Academic Acceleration (A4) and Historically Black Colleges & Universities (HBCU) dual enrollment programs to promote academic achievement and exposure to future opportunities, including supports that promote students' overall well-being, including skills to resolving conflicts with peers through our restorative practice processes.

Students with Disabilities (SWD): 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 the instructional coach to implement strategies to support EL students. All teachers will utilize best practices in support of academic language acquisition. Supplemental Books for EL students. Home School Liaisons support the EL program, parents and community members in connecting to school and supporting academic progress throughout the language acquisition process. Parent Center courses and resources will fluctuate to meet dynamic needs of English Learners and the community. EL/Intervention Coordinator will deliver Professional Learning on Literacy supports for EL students. We will have a Reclassification celebration in fall to honor students that have met the re-classification criteria.

Multiple Races (MR): 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 the instructional coach to implement strategies to support EL students. All teachers will utilize best practices in support of academic language acquisition. Supplemental Books for EL students. Home School Liaisons support the EL program, parents and community members in connecting to school and supporting academic progress throughout the language acquisition process. Parent Center courses and resources will fluctuate to meet dynamic needs of English Learners and the community. EL/Intervention Coordinator will deliver Professional Learning on Literacy supports for EL students. We will have a Reclassification celebration in fall to honor students that have met the re-classification criteria.

Homeless (HM): 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 the instructional coach to implement strategies to support EL students. All teachers will utilize best practices in support of academic language acquisition. Supplemental Books for EL students. Home School Liaisons support the EL program, parents and community members in connecting to school and supporting academic progress throughout the language acquisition process. Parent Center courses and resources will fluctuate to meet dynamic needs of English Learners and the community. EL/Intervention Coordinator will deliver Professional Learning on Literacy supports for EL students. We will have a Reclassification celebration in fall to honor students that have met the re-classification criteria.

Foster Youth (FY): 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 the instructional coach to implement strategies to support EL students. All teachers will utilize best practices in support of academic language acquisition. Supplemental Books for EL students. Home School Liaisons support the EL program, parents and community members in connecting to school and supporting academic progress throughout the language acquisition process. Parent Center courses and resources will fluctuate to meet dynamic needs of English Learners and the community. EL/Intervention Coordinator will deliver Professional Learning on Literacy supports for EL students. We will have a Reclassification celebration in the fall to honor students that have met the re-classification criteria.

Progress Monitoring: Outcomes

Reasoning for using this action		
☒ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence
Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. We will achieve these changes in knowledge and learning by classroom walkthrough utilizing subject and CSTP standards. Outcomes measured by data from CFA Interims, and iReady. Review of the number and percentage of students at defined achievement. erment levels. Outcomes monitored by Principal, VP, PLC Lead, and teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Shape these behaviors by analysis of student work in ELA through Professional Learning Communities (PLC) using common formative assessments, Interim Assessments, and iReady to inform instruction. Outcomes measured by data from CFA, ELA interim assessments, and iReady. Review of the number and percentage of students at defined achievement. erment levels. Outcomes monitored by Principal, VP, PLC Lead, and teachers.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. SBAC math results will decrease distance from standard in math from -46.8 to -20. Outcomes measured by growth from distance from standard. Outcomes monitored by Principal and teachers.

Action 3 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Tier 1: All students will receive instruction that is generated from PLC planning.
- Tier 2: Students struggling in class will be provided after school tutorial assistance.
- Tier 3: Students will receive strategic support from teachers, counselors, and staff, which could include noon-time intervention.
- Continue the intervention model for 9th grade students, using the biology, ELA, and Global Humanities teachers to create a rotating RTI team. Tier 3 students are the priority, followed by Tier 2 students.
- 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 a plan for credit recovery or alternative education placement.
- Use of Edgenuity to support credit recovery of credit deficient students.
- Resources to support the following:
 - Academic Counseling will coordinate College Signing Day to promote College and Career Readiness.
 - IB Coordinator will facilitate IB Commitment Day for students who are pursuing the full IB Diploma.
 - Academic Counseling and Campus Culture Director will coordinate and facilitate, Honor Roll recognition, Principal's Awards, GPA Hero Awards and other Academic Awards.
 - 9th Grade Students who have made academic progress will receive incentives such as certificate, academic letter and other items.

- Re-engagement Center team (including Resource Counseling Assistants) will monitor and counsel case-load students on grades and behavior.
- Resources to support African-American Advisory Committee mentoring.
- 2.0 FTE for Home/School Liaison to communicate directly with parents to support student success.
- Supplemental contracts to support interventions/tutoring, which include lunch interventions and the after-school Writing Center.
- Provide funding for EdCite to provide access to supplemental standards aligned assessment resources in multiple content areas.
- Utilize resources to allow subs to provide planning days, classroom walks, and PL.
- The 9th grade Success Team will monitor 9th grade students to keep them on track for graduation.
- PL training provided to staff on EL strategies.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

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

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

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

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

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

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

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

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

Student Groups

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

With Title I funds we plan to support the following:

English Learner (EL): Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters. Interact Fellows Tutoring. Technology to support instruction in the classroom. Professional learning and Training. Materials and supplies to support the instruction of parents.

Long-term English Learner (LTEL): Support staff such as Bilingual Paraprofessionals, Home School Liaisons, and Interpreters. Interact Fellows Tutoring. Technology to support instruction in the classroom. Professional learning and Training. Materials and supplies to support the instruction of parents.

Students with Disabilities (SWD): Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters. Interact Fellows Tutoring. Technology to support instruction in the classroom. Professional learning and Training. Materials and supplies to support the instruction of parents.

African American (AA): Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters. Interact Fellows Tutoring. Technology to support instruction in the classroom. Professional learning and Training. Materials and supplies to support the instruction of parents.

Multiple Races (MR): Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters. Interact Fellows Tutoring. Technology to support instruction in the classroom. Professional learning and Training. Materials and supplies to support the instruction of parents.

Homeless (HM): Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters. Interact Fellows Tutoring. Technology to support instruction in the classroom. Professional learning and Training. Materials and supplies to support the instruction of parents.

Foster Youth (FY): Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters. Interact Fellows Tutoring. Technology to support instruction in the classroom. Professional learning and Training. Materials and supplies to support the instruction of parents.

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

With 7090 or 7091 funds we plan to support English learner students by the following:

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

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

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

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

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

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

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

As a site: What are the planned actions to support this student group?

English Learner (EL): Continued quarterly monitoring of EL and RFEP students. Bilingual Instructional Aides will provide primary language support for Beginning EL students in strategic core classes. EL/Intervention Coordinator will check grades to determine which students will be targeted for lunch intervention/tutorials. EL students will benefit from an added emphasis on academic discourse. Teachers will work with instructional coach to implement strategies to support EL students. All teachers will utilize best practices including the integrated ELD supports and SDAIE/SIOP strategies embedded in instruction to support academic language acquisition. Adopted curriculum in primary language and primary language support, and interventions and incentives will be offered for 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.

Long Term English Learner (LTE): Continued quarterly monitoring of EL and RFEP students. Bilingual Instructional Aides will provide primary language support for Beginning EL students in strategic core classes. EL/Intervention Coordinator will check grades to determine which students will be targeted for lunch intervention/tutorials. EL students will benefit from an added emphasis on academic discourse. Teachers will work with instructional coach to implement strategies to support EL students. All teachers will utilize best practices including the integrated ELD supports and SDAIE/SIOP strategies embedded in instruction to support academic language acquisition. Adopted curriculum in primary language and primary language support, and interventions and incentives will be offered for 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.

Students with Disabilities (SWD): Bilingual Instructional Aides will provide primary language support for Beginning EL students in strategic core classes. EL/Intervention Coordinator will check grades to determine which students will be targeted for lunch intervention/tutorials. EL students will benefit from an added emphasis on academic discourse. Teachers will work with instructional coach to implement strategies to support EL students. All teachers will utilize best practices including the integrated ELD supports and SDAIE/SIOP strategies embedded in instruction to support academic language acquisition. Adopted curriculum in primary language and primary language support, and interventions and incentives will be offered for 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.

African American (AA): Bilingual Instructional Aides will provide primary language support for Beginning EL students in strategic core classes. EL/Intervention Coordinator will check grades to determine which students will be targeted for lunch intervention/tutorials. EL students will benefit from an added emphasis on academic discourse. Teachers will work with the instructional coach to implement strategies for 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 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. Provide academic and social-emotional supports through the African American Academic Acceleration (A4) and Historically Black Colleges & Universities (HBCU) dual enrollment programs to promote academic achievement and exposure to future opportunities, including supports that promote students' overall well-being, including skills to resolve conflicts with peers through our restorative practice processes.

Multiple Races (MR): Bilingual Instructional Aides will provide primary language support for Beginning EL students in strategic core classes. EL/Intervention Coordinator will check grades to determine which students will be targeted for lunch intervention/tutorials. EL students will benefit from an added emphasis on academic discourse. Teachers will work with instructional coach to implement strategies to support EL students. All teachers will utilize best practices including the integrated ELD supports and SDAIE/SIOP strategies embedded in instruction to support academic language acquisition. Adopted curriculum in primary language and primary language support, and interventions and incentives will be offered for 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.

Homeless (HM): Bilingual Instructional Aides will provide primary language support for Beginning EL students in strategic core classes. EL/Intervention Coordinator will check grades to determine which students will be

targeted for lunch intervention/tutorials. EL students will benefit from an added emphasis on academic discourse. Teachers will work with instructional coach to implement strategies to support EL students. All teachers will utilize best practices including the integrated ELD supports and SDAIE/SIOP strategies embedded in instruction to support academic language acquisition. Adopted curriculum in primary language and primary language support, and interventions and incentives will be offered for 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.

Foster Youth (FY): Bilingual Instructional Aides will provide primary language support for Beginning EL students in strategic core classes. EL/Intervention Coordinator will check grades to determine which students will be targeted for lunch intervention/tutorials. EL students will benefit from an added emphasis on academic discourse. Teachers will work with instructional coach to implement strategies to support EL students. All teachers will utilize best practices including the integrated ELD supports and SDAIE/SIOP strategies embedded in instruction to support academic language acquisition. Adopted curriculum in primary language and primary language support, and interventions and incentives will be offered for 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.

Progress Monitoring: Outcomes

Reasoning for using this action		
☒	Strong Evidence	
☐	Moderate Evidence	
☐	Promising Evidence	
Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. We will achieve these changes in knowledge and learning by utilizing the A-G UC Doorways course list. Outcomes measured by monitoring the number of students earning D/F and the A-G course completion rate. Outcomes monitored by Principal, Academic Counselors, and teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Shape these behaviors by utilizing the A-G UC Doorways course list. Outcomes are measured by monitoring the number of D/Fs, A-G course completion rate, and college career readiness indicator on the California Dashboard. Outcomes monitored by Principal, Academic Counselors, and teachers.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. And ultimately achieve these impacts by using the college career readiness prepared index on the California Dashboard. Outcomes are measured by a decrease in the number of students earning a D/F, an increase in the A-G course completion rate, and a college career readiness prepared index on the California Dashboard. Outcomes monitored by Principal, Academic Counselors, and teachers.

Action 4 :

EL- Redesignation

Action Details:

Fresno High School will continue to implement teacher professional learning around strategies and supports for teaching English Learners (EL) with a focus on supporting re-designation for all EL students within five years. Professional Learning will include academic language acquisition within an inquiry-based content area classroom, literacy skills, writing development and using EL data indicators to inform instruction. Additionally, classroom supports including Bilingual Instructional Assistants, interventions, and incentives will be offered for the purpose of increasing the percentage of students at Fresno High School that are re-designated as English proficient for the 2024-2025

school year. Extension learning for parents of English Learners will also be offered through Parent University and Fresno High School's Home School Liaisons. By June of 2025, the number of English Learner students making adequate progress towards reclassification will grow by 5% (49.6% to 52.08%) using the CASchool Dashboard ELPI (English Learner Progress Indicator).

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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 the student's progress of classwork and their understanding of the homework. EL VP will work on placing Bilingual Instructional Aides in classes of need at the beginning of the academic school year.

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

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

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

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

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

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

Incentives for improvement or redesignation on the ELAPAC.

Data chats will be held with EL students before ELPAC assessment.

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

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

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

Resources to celebrate student re-designation and academic progress.

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

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

Books/Supplies to support language acquisition.

Provide resources to take EL students on educational fieldtrips.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

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

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

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

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

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

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

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

- EL/Intervention Coordinator works with the counseling department to make sure EL students are properly placed.
- ELPAC chats EL Coordinator/Support Staff/Teacher/Admin/Counselor- goal setting with students.
- ELPAC Assessors
- EL/Intervention Coordinator will check grades to determine which students will be targeted for lunch intervention/tutorials.
- An added emphasis on academic discourse will benefit EL students. Teachers will work with an 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 to increase 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.
- Provide ELPAC workshops for students to prepare for the exam.
- PL for teachers to support EL students.
- Teachers will complete monitoring forms in Elevation quarterly to ensure that students are making adequate progress towards one ELPI level of growth each year and are reclassified on time.
- Two bilingual Instructional Assistants will be strategically placed in classes with a significant number of Beginning and Intermediate EL students. They will help explain directions and/or instruction and monitor students' progress in classwork and their understanding of the homework.
- Create a celebration to recognize students who achieve reclassification.

Student Groups

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

With Title I funds we plan to support by:

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

Long Term English Learner (LTEL): Fund Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters. Technology to support instruction in the classroom. Professional learning and Training. Materials and supplies to support instruction of parents. Supplemental contracts for teachers and support staff to tutor students and provide ELPAC preparation workshops.

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

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

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

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

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As a site: What are the planned actions to support this student group?

English Learner (EL): EL/Intervention Coordinator works with the counseling department to ensure EL students are correctly placed. ELPAC chats EL Coordinator/Support Staff/Teacher/Admin/Counselor- goal setting with students. ELPAC Assessors. Interact Fellows for tutoring. EL/Intervention Coordinator will check grades to determine which students will be targeted for lunch intervention/tutorials.. An added emphasis on academic discourse will benefit EL students. Teachers will work with an 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, interventions and incentives will be offered to increase the percentage of students at Fresno High School re-designated as English proficient. Parent Center courses and resources will fluctuate to meet dynamic needs of English Learners and the community. Provide ELPAC workshops for students to prepare for the exam. PL for teachers to support EL students. Teachers will complete monitoring forms in Elevation quarterly to ensure that students are making adequate progress towards one ELPI level of growth each year and are reclassified on time. BIA will be strategically placed in classes with many Beginning and Intermediate EL students. They will help explain directions and/or instruction, and monitor students' progress in classwork and understanding of the homework. Create a celebration to recognize students who achieve reclassification.

Long Term English Learner (LTE): EL/Intervention Coordinator works with the counseling department to ensure EL students are correctly placed. ELPAC chats EL Coordinator/Support Staff/Teacher/Admin/Counselor- goal setting with students. ELPAC Assessors. Interact Fellows for tutoring. EL/Intervention Coordinator will check grades to determine which students will be targeted for lunch intervention/tutorials.. An added emphasis on academic discourse will benefit EL students. Teachers will work with an 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, interventions and incentives will be offered to increase the percentage of students at Fresno High School re-designated as English proficient. Parent Center courses and resources will fluctuate to meet dynamic needs of English Learners and the community. Provide ELPAC workshops for students to prepare for the exam. PL for teachers to support EL students. Teachers will complete monitoring forms in Elevation quarterly to ensure that students are making adequate progress towards one ELPI level of growth each year and are reclassified on time. BIA will be strategically placed in classes with many Beginning and Intermediate EL students. They will help explain directions and/or instruction, and monitor students' progress in classwork and understanding of the homework. Create a celebration to recognize students who achieve reclassification.

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Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

We will achieve these changes in knowledge and learning by the iReady diagnostic assessment that will be administered to EL students until they are re-designated.

Outcomes measured by student growth and performance on ELPAC.

Outcomes monitored by Principal, VP, ELD Teacher, EL Intervention Coordinator, and teachers.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Shape these behaviors by iReady and ELPAC Assessment.

Outcomes measured by student growth and performance on ELPAC. Redesignate data.

Outcomes monitored by Principal, VP, ELD Teacher, EL Intervention Coordinator, and teachers.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

And ultimately achieve these impacts by Redesignation increasing from 29% to 35%.

Outcomes measured by an increase in the English Language Progress Indicator (ELPI) percentage on the CA Dashboard.

Outcomes monitored by Principal, VP, ELD Teacher, EL Intervention Coordinator, and teachers.

2025-2026 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	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies to support instruction **No Incentives or food**	4,735.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Teacher subs for planning and training	34,727.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Books, electronic licenses and subscriptions	3,478.00
G1A2	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst II	0.5000		43,126.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			Planning and student tutoring supplementals	7,356.00
G1A2	LCFF: EL	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst II	0.2500		21,561.00
G1A4	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500		61,052.00
G1A4	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000		166,586.00
G1A4	Sup & Conc	Attendance & Social Work Servi	Cls Sup-Reg	Liaison, Home/School Spanish	0.2500		22,598.00
G1A4	LCFF: EL	Parent Participation	Mat & Supp			Materials and supplies to support instruction of parents	6,464.00
G1A4	LCFF: EL	Attendance & Social Work Servi	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500		67,795.00

\$439,478.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
CCI - percentage of students who are Prepared	✓	41.3 %	37.9 %	2023-2024	41.4 %
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	72.5 %	75.9 %	2024-2025	77 %
Graduation Rate	✓	91 %	85.7 %	2023-2024	86.8 %
Graduation Rate (Students w/ Disabilities)	✓	64.4 %	51.4 %	2023-2024	52.5 %
Percentage of students who completed A-G			35.6 %	2023-2024	37.6 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

- Action 1: Based on the metrics in this current goal, the percent of favorable responses in the student-centered real world experiences domain of the Fall Climate and Culture survey increased from 69% the previous year to 75.9%.
- Action 2: Based on the metrics in this current goal, the graduation rate was 85.7%, this is a decline of 4% from the previous year. The specific student group Students with Disabilities graduation rate was 51%.
- Action 3: Based on the metrics in this current goal, less than half the students graduate as prepared for college and career readiness. 37.9% of students on the CADashboard College and Career Readiness Indicated are prepared. 39% of students completed A-G courses.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. Limited number of electives and dual enrollment offerings.
2. The need to differentiate the allocation of resources to student groups based on needs.
3. Students are not exposed to different industry sectors outside of CTE program.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- 1. Increase elective course offerings
- 2. Professional learning and training for instructional strategies to best support EL and Students with disabilities in literacy, language, and academic language, speaking, and listening. These two student groups have the lowest ELA and graduation rates.
- 3. Increase career related field trips and Industry visits.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: MYP/IB/CP

Fully Implemented

Fully Implemented IB Middle Years Programme (MYP) and IB Diploma Programme by developing 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. Additionally, Fresno High School will further support its IB programs by providing support for Internal Assessments, Extended Essays, Theory of Knowledge, and Personal and Professional Skills. Offering all Fresno High School students equitable access to a rigorous curriculum so that all students have the most significant number of post-secondary options upon graduation.

For this school year, the continued goal is for all students to engage in one service learning project per semester during the school year, leading toward students earning the State Seal of Civic Engagement. Students are expected to capture their learning in ManageBac.

Action 2: College and Career Readiness

Fully Implemented

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

Action 3: Seal of Biliteracy

Fully Implemented

Fully Implemented: We continue to develop our students into graduates with a high level of literacy and fluency in one or more language(s) besides 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.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: MYP/IB/CP

Partially Effective

This action is **partially effective**, two teachers are funded at .125 FTE each to support implementation of the academic program, including Theory of Knowledge, as we have 15 students enrolled in the 11th grade IB Diploma class, an increase of 5 students from the previous year. Sub release days are provided for collaboration around IB instruction, unit planning, and assessments. The IB/MYP Personal Projects have continued development for all 10th grade students. 0.125 FTE to support implementation of service learning in the MYP and assisting DP students with the completion of CPS., and an increase in academic supports for students through inquiry-based, internationally minded, and service-based learning opportunities.

Action 2: College and Career Readiness

Partially Effective

This action is **partially effective** as the data shows that 37.9% of students on the CADashboard College and Career Readiness Indicated are prepared. There was a decline in the EL, Long term EL student groups, and students with disabilities, which resulted in the graduation rate dropping to 85.7%.

Action 3: Seal of Biliteracy

Effective

This action is **effective**, as there was an increase of Seal of Biliteracy student recipients from 28 in 2023 to 36 in 2024. English proficiency is measured with a 3 or better on SBAC ELA, as well as showing proficiency in a language other than English. This can be measured by a score of 3 on AP Spanish or 4 on IB Spanish HL or SL.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Based on analysis of sections A and B we will implement the following;

- Increase the number of Dual Enrollment
- Add Expository Reading and Writing Course (ERWC)
- Plan career related and industry sector field trips
- Provide EL Professional Development to teachers and staff
- Continue tutoring for students with D/F
- Continue EL tutoring

-Continue to provide additional FTE to support IB

Section D: 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.

SSC:	ELAC:	Staff:
We utilized the Climate and Culture Survey Data, California Dashboard data to share with the SSC. They were asked to provide input on current actions and suggestions to shifts in actions. SSC provided input at March meeting. • Having moread1.Advertisement in the Class meetings about different • Having more opportunities for zero-period • Personal finance courses • Job fairs with job recruiters and job • College program presentations and internships to show the options available. • Expand all internships to all students, 9th grade, volunteer 10-12 paid work in the desired field. • To continue with the shadowing • Invite guest speakers to target students with specific • Invite community members to share their education/career. • Additional talent search programs other than different colleges.	• Have more field trips to visit different universities and businesses. • The different workshops that teach real-life skills (cooking, budgeting, sewing. etc. • Take students on more educational. • Opportunities for students to go out to the community to have first-hand experiences.	• Career-focused fieldtrips and guest speakers with exper • Provide students opportunities to engage in real-world inquiry projects and the community. • Expose students to more careers by having lunch activities where students can interact with different community members, a career week that ends with a career fair. • Provide more mentorship for students.

Action 1 :

MYP/IB/CP

Action Details:

Fresno High School will further develop its Professional Learning Communities (PLCs) and IB Programme by developing a guaranteed curriculum, unit planning, professional learning, vertical articulation, and course alignment. Fresno High will continue developing the IB Careers Programme in support of rigorous career-technical education (CTE) coursework. Fresno High School will further support its IB programs by supporting Internal Assessments, Extended Essays, Theory of Knowledge, and Personal and Professional Skills.

The continued goal is for students to engage in one service learning project per semester during the school year, leading to students earning the State Seal of Civic Engagement. Students are expected to capture their learning in ManageBac.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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 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 assist DP students with completing CAS.
- We will partially fund 2 teachers at 0.125 FTE each to support implementation of the academic program, including Theory of Knowledge
- Support of student growth in social-emotional learning through IB Approaches to Learning, Personal and Professional Skills, International Mindedness, and Theory of Knowledge (Metacognition).
- Supplemental pay contracts and sub release days for planning.
- Provide resources including supplemental contracts to support implementation of Internal Assessments, IB Core, Personal and Professional Skills
- IB tutorials and Writing Center
- Celebrate student success on IB exams.
- Resources for Recruitment of students (DP/CP/MYP).
- Technology for students for Internal Assessment Uploads including 5-8 dedicated laptops to be located in the IB Office. Additional supplies to support Internal Assessments.
- **Materials and supplies to support IB Summer Bridge Program for incoming 9th graders.**
- Student access to Turn-it-In.com.
- Teacher, student, and parent access to Managebac.
- Resources to support student connection between CP and industry partners.
- Resources to support African-American Advisory Committee mentoring.
- Provide funding for Edgenuity to support credit-recovery options for students.
- Provide sub release days for collaboration around IB instruction, unit planning, and assessments.
- Provide supplemental contracts for summer planning and professional learning.
- Provide opportunities for current 9th grade students that would allow access to higher level IB math classes in the 11th and 12th grade.
- Site-based Art gallery where IB Art
- Students facilitate a show of their work as part of the curriculum.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

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

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

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

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

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

- Interpreters and babysitters for parent classes and meetings
- Travel funds for IB conferences and training
- Resources and Incentives for recruiting students to participate in CP/DP programs.

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

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

Student Groups

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

With Title I funds we plan to support by:

English Learner (EL): Fund Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters. Technology to support instruction in the classroom. Professional learning and Training for teachers and support staff. Materials and supplies to support the instruction of parents.

Long-Term English Learner (LTEL): Fund Support staff such as Bilingual Paraprofessionals, Home School Liaisons, and Interpreters. Technology to support instruction in the classroom. Professional learning and Training for teachers and support staff. Materials and supplies to support the instruction of parents.

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

Foster Youth (FY): Fund Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters. Technology to support instruction in the classroom. Professional learning and Training for teachers and support staff. Materials and supplies to support the instruction of parents.

African American (AA): Fund Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters. Technology to support instruction in the classroom. Professional learning and Training for teachers and support staff. Materials and supplies to support the instruction of parents.

Students with Disabilities (SWD): Fund Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters. Technology to support instruction in the classroom. Professional learning and Training for teachers and support staff. Materials and supplies to support the instruction of parents.

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

With 7090 or 7091 funds we plan to support by:

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

English Learner (EL): FTE for computer lab assistant who coordinates access to online support for literacy. FTE for Teacher on Special assignment- EL/Intervention Coordinator- to coordinate EL supports outside of the

classroom, such as interventions, lunch tutorials and literacy and math workshops. Instructional Resources such as books and other supplemental resources. Supplemental contracts or extra time for staff to support students. Materials and supplies to support the instruction of parents. Homeschool Liaison mileage to conduct home visits. Food for parent classes and meetings. Interpreters and babysitters for parent classes and meetings. Travel funds for IB conferences and training. Resources and Incentives for recruitment for students to participate in CP/DP programs.

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

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

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

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

As a site: What are the planned actions to support this student group?

Long Term English Learner (LTE): 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 the activity. The use of academic sentence frames with varying complexity and freedom depends on the student's needs. The use of groups/collaborative work ensures that every student speaks, writes, reads, and listens in each class. PL and training for instructional strategies to best support EL students in literacy, language development, speaking, and listening. Take students on study/academic trips to expose students to different universities and career opportunities. Provide classes in Spanish and Hmong for parents of EL students to inform/teach them about the MYP, DP, and CP programs. Targeted effort to increase EL student participation in CTE/CP.

English Learner (EL): 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 the activity. The use of academic sentence frames with varying complexity and freedom depends on the student's needs. The use of groups/collaborative work ensures that every student speaks, writes, reads, and listens in each class. PL and training for instructional strategies to best support EL students in literacy, language development, speaking, and listening. Take students on study/academic trips to expose students to different universities and career opportunities. Provide classes in Spanish and Hmong for parents of EL students to inform/teach them about the MYP, DP, and CP programs. Targeted effort to increase EL student participation in CTE/CP.

African American (AA): Provide academic and social-emotional supports through the African American Academic Acceleration (A4) and Historically Black Colleges & Universities (HBCU) dual enrollment programs to promote academic achievement and exposure to future opportunities, including supports that promote students' overall well-being, including skills to resolving conflicts with peers through our restorative practice processes. 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 the activity. The use of academic sentence frames with varying complexity and freedom depends on the student's needs. The use of groups/collaborative work ensures that every student speaks, writes, reads, and listens in each class. PL and training for instructional strategies to best support EL students in literacy, language development, speaking, and listening. Take students on study/academic trips to expose students to different universities and career opportunities. Provide classes in Spanish and Hmong for parents of EL students to inform/teach them about the MYP, DP, and CP programs. Targeted effort to increase EL student participation in CTE/CP.

Students with Disabilities (SWD): 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 the activity. The use of academic sentence frames with varying complexity and freedom depends on the student's needs. The use of groups/collaborative work ensures that every student speaks, writes, reads, and listens in each class. PL and training for instructional strategies to best support EL students in literacy, language

development, speaking, and listening. Take students on study/academic trips to expose students to different universities and career opportunities. Provide classes in Spanish and Hmong for parents of EL students to inform/teach them about the MYP, DP, and CP programs. Targeted effort to increase EL student participation in CTE/CP.

Homeless (HM): 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 the activity. The use of academic sentence frames with varying complexity and freedom depends on the student's needs. The use of groups/collaborative work ensures that every student speaks, writes, reads, and listens in each class. PL and training for instructional strategies to best support EL students in literacy, language development, speaking, and listening. Take students on study/academic trips to expose students to different universities and career opportunities. Provide classes in Spanish and Hmong for parents of EL students to inform/teach them about the MYP, DP, and CP programs. Targeted effort to increase EL student participation in CTE/CP.

Foster Youth (FY): 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 the activity. The use of academic sentence frames with varying complexity and freedom depends on the student's needs. The use of groups/collaborative work ensures that every student speaks, writes, reads, and listens in each class. PL and training for instructional strategies to best support EL students in literacy, language development, speaking, and listening. Take students on study/academic trips to expose students to different universities and career opportunities. Provide classes in Spanish and Hmong for parents of EL students to inform/teach them about the MYP, DP, and CP programs. Targeted effort to increase EL student participation in CTE/CP.

Progress Monitoring: Outcomes

Reasoning for using this action		
☒	Strong Evidence	
☐	Moderate Evidence	
☐	Promising Evidence	

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. We will achieve these changes in knowledge and learning by planned MYP/DP/CP Units, capture of student work and evidence of common assessments aligned with external assessments and the subject-specific standards and Objectives. Outcomes measured by student performance on Internal Assessments (IAs) and reduction of N's. Completion percentage of the Extended Essay and Theory of Knowledge. Outcomes monitored by Principal, VP, IB Coordinator, and teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Shape these behaviors by Internal Assessments (IAs), MYP Personal Project, and Common Assessment. Outcomes measured by student performance on Internal Assessments (IAs) and reduction of N's. Completion percentage of the Extended Essay and Theory of Knowledge. Number and percentage of students who complete the 10th Grade MYP Personal Project. Outcomes monitored by Principal, VP, IB Coordinator, and teachers.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Number and Percentage of Students who complete an IB course. Increase the number and Percentage of students receiving a college-qualifying score on the IB exam for each subject. Number of students who are designated as a Diploma candidate. Increase the number of students who receive an IB Diploma. Outcomes monitored by Principal, VP, IB Coordinator, and teachers.

Action 2 :

College and Career Readiness

Action Details:

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

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\). When applicable, insert Multi-Tiered System of Supports \(MTSS\):](#)

Students will receive Project-Based Learning.

Student will showcase their work in an Exhibition.

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

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

- work permits
- work-based learning experiences
- industry guest experiences
- resume workshops
- paid and unpaid internships
- career interest inventories
- volunteer and service learning information and opportunities
- college and career-readiness grade level presentations
- ASVAB testing
- college application support
- FAFSA/Dream Act support
- Fresno Adult School presentations and support
- personal statement workshops
- SAT/ACT registration
- scholarship information and support
- career fairs
- college and industry visits
- College Night
- Career Program Night
- Technical program visits

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

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

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

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

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

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

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

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

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

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

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

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

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

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

Student Groups

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

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

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

Long-term English Learner (LTEL): Support staff such as Bilingual Paraprofessionals, Home School Liaisons, and Interpreters. Technology to support instruction in the classroom. Professional learning and Training for teachers and support staff. Materials and supplies to support parents' instruction. Babysitters and translators to help support during meetings/classes for EL Parents.

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

Foster Youth (FY): Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters. Technology to support instruction in the classroom. Professional learning and Training for teachers and support staff.

Materials and supplies to support instruction of parents. Babysitters and translators to help support during meetings/classes for EL Parents.

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

Students with Disabilities (SWD): Support staff such as Bilingual Paraprofessionals, Home School Liaisons, and Interpreters. Technology to support instruction in the classroom. Professional learning and Training for teachers and support staff. Materials and supplies to support parents' instruction. Babysitters and translators to help during meetings/classes for EL Parents.

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

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

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

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

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

As a site: What are the planned actions to support this student group?

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

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

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

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

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

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

Progress Monitoring: Outcomes

Reasoning for using this action	☒ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence
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Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. We will achieve these changes in knowledge and learning by utilizing the College and Career Readiness Indicator on the CA Dashboard. Outcomes measured by the number of A-G, IB, CTE, Dual Enrollment courses offered, and students that met standards on the SBAC ELA Assessment. Outcomes monitored by Principal, VP, Academic Counselors, IB and CTE Coordinators.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Shape these behaviors by A-G, IB, CTE, Dual Enrollment courses offered, and students meeting SBAC ELA Assessment standards. Outcomes measured by prepared status on the College and Career Readiness Indicator on the CA Dashboard. Outcomes monitored by Principal, VP, Academic Counselors, IB and CTE Coordinators.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Ultimately achieve these impacts and increase prepared status on the College and Career Readiness Indicator on the CA Dashboard from 37.9% to 42%. Outcomes measured by an increase of students prepared status on the College and Career Readiness Indicator on the CA Dashboard. Outcomes monitored by Principal, VP, Academic Counselors, IB and CTE Coordinators.

Action 3 :

Seal of Biliteracy

Action Details:

Seal of Biliteracy: Fresno High School will continue to develop our students into graduates who have achieved a high level of literacy and fluency in one or more language(s) in addition to English. Implement teacher professional learning around strategies and supports for teaching English Learners (EL), focusing on supporting students efforts to demonstrate English proficiency on the ELPAC. English proficiency is measured with a three or better on SBAC ELA and proficiency in a language other than English. This can be measured by a score of 3 on AP Spanish or score of 4 of IB Spanish HL or SL.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

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

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

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

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

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

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

- An added emphasis on academic discourse will benefit EL students. Teachers will work with an instructional coach to implement strategies to support EL students.
- All teachers will utilize best practices in support of 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, instruction, discussion, and use of language registers appropriate to the activity.
- The use of academic sentence frames with varying complexity and freedom depends on the student's needs.
- The use of groups and collaborative work to ensure that every student speaks, writes, reads, and listens in each class.
- On early release days, the EL/Intervention Coordinator and BIA will hold after-school workshops on ELPAC practice, math, reading, writing, and communication skills.

Student Groups

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

With Title I funds we plan to support the following student groups by:

- English Learner (EL):** Professional learning and Training for teachers and support staff. Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters. Technology to support instruction in the classroom. Materials and supplies to support instruction of parents. Babysitters and translators to help support during meetings/classes for EL Parents.
- Long Term English Learner (LTEL):** Professional learning and Training for teachers and support staff. Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters. Technology to support instruction

in the classroom. Materials and supplies to support instruction of parents. Babysitters and translators to help support during meetings/classes for EL Parents.

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

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

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

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

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

With 7090 or 7091 funds we plan to support the following students by:

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

Long Term English Learner (LTEL): Professional Learning and Training for teachers and support staff. Computer lab assistant who coordinates access to online support for literacy. FTE for Teacher on Special assignment- EL/Intervention Coordinator- to coordinate EL supports outside the classroom, such as interventions, lunch tutorials, and literacy and math workshops. Instructional Resources such as books and other supplemental resources. Materials and supplies to support instruction of parents. Homeschool Liaison mileage to conduct home visits. Food for parent classes and meetings.

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As a site: What are the planned actions to support this student group?

English Learner (EL): PLC planning. PLC training and professional development on strategies to improve student academic performance. An added emphasis on academic discourse will benefit EL students. Teachers will work with an instructional coach to implement strategies to support EL students. All teachers will utilize best practices in support of 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 language development in the classroom through the use of several instructional strategies, including, but not limited to, instruction, discussion, and use of language registers appropriate to the activity. Using academic sentence frames with varying complexity and freedom depends on the student's needs. Using groups and collaborative work ensures that every student speaks, writes, reads, and listens in each class. The EL/Intervention Coordinator and BIA will hold after-school workshops on ELPAC practice, math, reading, writing, and communication skills on early release days. Interact Fellows tutoring for EL students.

Long Term English Learner (LTEL): PLC planning. PLC training and professional development on strategies to improve student academic performance. An added emphasis on academic discourse will benefit EL students. Teachers will work with an instructional coach to implement strategies to support EL students. All teachers will utilize best practices in support of 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 language development in the classroom through the use of several instructional strategies, including, but not limited to, instruction, discussion, and use of language registers appropriate to the activity. Using academic sentence frames with varying complexity and freedom depends on the student's needs. Using groups and collaborative work ensures that every student speaks, writes, reads, and listens in each class. The EL/Intervention Coordinator and BIA will hold after-school workshops on ELPAC practice, math, reading, writing, and communication skills on early release days. Interact Fellows tutoring for EL students.

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Progress Monitoring: Outcomes

Reasoning for using this action	☒ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence
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Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

We will achieve these changes in knowledge and learning by utilizing the CA Seal of Biliteracy guidelines.

Outcomes measured by students who complete 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 SBAC.

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
- Completion of four years in a world language with a 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.

Outcomes monitored by Principal, VP, Academic Counselors, and Teachers.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Shape these behaviors by the Number of students who scored "Standard met" or higher on the ELA SBAC and meet the Seal of Biliteracy guidelines.

Outcomes measured by the increase of students awarded the Seal of Biliteracy.

Outcomes monitored by Principal, VP, Academic Counselors, and Teachers.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

And ultimately achieve these impacts by an increase of students awarded the Seal of Biliteracy.

Outcomes measured by the Number of students who scored "Standard met" or higher on the ELA SBAC and fulfilled one of the Seal of Biliteracy guidelines.

Outcomes monitored by Principal, VP, Academic Counselors, and Teachers.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0185 Fresno High School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Instruction	Oth Cls-Supp			Planning and student support	2,501.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Prep Buy Out CAS Coordinator	14,498.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Prep Buy Out DP Core	14,498.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Prep Buy Out DP Core	14,498.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Planning and student support	10,037.00
G2A1	Sup & Conc	Instruction	Travel			Travel for PL	36,173.00
G2A2	Title 1 Basic	Instruction	Teacher-Supp			Teacher supplemental contracts. **No IEPs**	2,469.00
G2A2	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support instruction. Also support G1A2, G2A1, G2A2	160,950.00
G2A2	Sup & Conc	Instruction	Direct Trans			In support of student engagement	8,000.00
G2A2	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Ext			Library extra time	2,070.00
G2A2	LCFF: EL	Instruction	Bks & Ref			Materials and supplies for EL students.	2,344.00

\$268,038.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Section Attendance - Semester 1 - percentage of students with 90% and above			58.2 %	2024-2025	58.8 %
Suspension Rate	✓	6.67 %	13.6 %	2023-2024	13.27 %
Suspension Rate - (Asian)	✓		11.3 %	2023-2024	10.97 %
Suspension Rate - (Foster Youth)	✓		46.2 %	2023-2024	45.87 %
Suspension Rate - (Homeless)	✓		26.7 %	2023-2024	26.37 %
Suspension Rate - (Students w/ Disabilities)	✓	10.77 %	19.6 %	2023-2024	19.27 %
Suspension Rate - (Two or More Races)	✓	10.87 %	18.5 %	2023-2024	18.17 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this Current Goal, the suspension rate is 13.6%, which is a decline of 1.4% from the previous year based on the California School Dashboard. Identified student groups with the highest suspension rates are Foster, Homeless, Asian, Students with Disabilities, and Two or more races.

Based on the metrics on this current goal, the attendance rate of the students improved.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- 1. High transiency for families.
- 2. High percentage of students exposed to trauma.
- 3. Low parent participation at attendance meetings.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- 1. Increase home visits
- 2. Weekly caseload check-ins
- 3. Hold monthly attendance meeting

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Student Engagement

Fully Implemented

The actions were **fully implemented** to increase student engagement in their school and community. A Noontime Assistant has been added to support student engagement. 125 FTE to support student success and engagement targeted for students receiving special education services. We promote the transition between 8th grade and 9th grade by supporting FUSD's Transitions/ Move-up initiatives through establishing a transitional PLC that encourages vertical articulation between feeder middle schools and Fresno High. Fresno High will institute closer CTE AC collaboration; We will provide opportunities and resources to support the expectation that all students 9-12 will engage in service learning projects. Vertical recruitment starting in 7th grade via such areas as civic engagement and music and CTE.

Action 2: Attendance

Partially Implemented

The actions are **partially implemented**. We have Home School Liason's (HSL), two attendance clerks.

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 have not been filled.

Action 3: Social-Emotional and Behavioral Supports

Fully Implemented

The actions were **fully implemented**, creating a multi-tiered system of escalated behavioral and social-emotional support for students. Tier 1 services 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 and use of School Connect for Class Meetings. Using 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 restoring the learning process and environment. These interventions include the Student Re-Engagement Center, FHS' Re-Engagement TSA, FHS' Restorative Counselor, and two dedicated Resource Counseling Assistants. Fresno High will also continue implementing a PBIS (Positive Behavior Intervention Supports).

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Student Engagement

Partially Effective

Partially Effective: The overall Fall 2024 School Climate and Culture Survey Student engagement domain showed a decline in favorable responses from 85% in Fall 2023 to 79% in Fall 2024. However, there was a 94% favorable response when students were asked about opportunities to be part of clubs and activities at school.

Action 2: Attendance

Effective

Effective: Chronic absenteeism declined from 22.5% in 2022-2023 to 17.5% to 2023-2024.

Action 3: Social-Emotional and Behavioral Supports

Effective

Effective: The Fall 2024 School Climate and Culture Academic and Social Emotional domain by two percent to 89% favorable student response from the previous year.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Based on the analysis (from sections A and B) of the current SPSA actions and budget, we will implement weekly case load checking for students with disabilities and their case managers. We will hold monthly attendance meetings, both in person, remotely, and hybrid.

Section D: 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.

SSC:

We used the Climate and Culture Survey Data, the California Dashboard data to share with the SSC. They were asked to provide input on current actions and suggestions for shifting them. SSC provided input at March meeting.

- Free tickets to sporting events for all
- Bus services for all sports for all

ELAC:

ELAC members were asked to provide input on current actions and suggestions to shift in actions. We used Microsoft Forms survey with questions tied to each goal. ELAC Administrator provided input at March SSC meeting. ELAC members made the following suggestions:

- Provide different workshops about topics that interest

Staff:

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

- More middle school recruitment and incentives for club/sport participation
- Provide incentives for students to do community service, keep a community service hours log.

- Continue to highlight students who are consistently performing
- Establish \ Volunteer opportunities
- Post opportunities on social media accounts.
- Field trips to museums, ex, Museum of Tolerance.
- Smaller classes to build better relationships with
- Provide students with opportunities to attend events like the home show, for students to engage in real-world applications
- Offerfamilyemotional support sessions
- Engagethe surrounding community and explain what FHS is doing and focusing on

- students.
- Staff PL training on EL strategies.
 - Provide funding for more clubs and field trips
 - Incentives and prizes for participating in the school
 - Provide students with more opportunities to participate in educational field trips.

- Provide more Volunteer opportunities
- Have a student garden on campus to build a community, caretakers on
- Provide funding for dubs and
- Build a culture of belonging and encourage staff and students to learn what it means to be an IB school.
- Offer familyemotional support sessions
- Engage the surrounding community and explain what FHS is doing and focusing on
- Hold security meetings before or after school so there is coverage on campus.
- Weekly Circle time in the 1st period builds positive connections and similarities between students

Action 1 :

Student Engagement

Action Details:

Fresno High School recognizes the importance of the district's goal to increase student engagement in their school and community. By providing student access and support to many programs, students at Fresno High will increase participation throughout the year by engaging in clubs, athletic teams, co-curricular activities, visual and performing arts, and class-sponsored activities. Promote the transition between 8th grade and 9th grade by supporting FUSD's Transitions/ Move-up initiatives through establishing a transitional PLC that encourages vertical articulation between feeder middle schools and Fresno High. Vertical recruitment starts in 7th grade via civic engagement, music, and CTE.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

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

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

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

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

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

Increased options for student clubs based on student surveys

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

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

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

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

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

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

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

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

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

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

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

School Master Calendar of school activities

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

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

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

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

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

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

- FTE for Teacher on Special assignment- EL/Intervention Coordinator- to coordinate EL supports outside of the classroom, such as interventions, lunch tutorials and literacy and math workshops

- FTE for 1 Home School Liaison to help connect the teacher and staff with parents.
- FTE for an Attendance Records Assistant.
- Teacher suppletmentals for student support
- Field trips for targeted students to provide enrichment opportunities
- Materials and supplies to support instruction of parents
- Homeschool Liaison mileage to conduct home visits
- Food for parent classes and meetings
- Incentives for students that show growth in attendance

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

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

Student Groups

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

With Title I funds we plan to support by:

African American (AA): PLC planning and training for teachers and support staff. FTEs for Support staff such as Bilingual Paraprofessionals, Home School Liaisons, and Interpreters. Technology to support instruction in the classroom. Professional learning and Training. Materials and supplies to support parents' instruction. Supplies for visual and performing arts instruction or activities. Parent training through Coffee Hour. Supplemental contracts for teachers to help students.

English Learner (EL): PLC planning and training for teachers and support staff. FTEs for Support staff such as Bilingual Paraprofessionals, Home School Liaisons, and Interpreters. Technology to support instruction in the classroom. Professional learning and Training. Materials and supplies to support parents' instruction. Supplies for visual and performing arts instruction or activities. Parent training through Coffee Hour. Supplemental contracts for teachers to help students.

Long Term English Learner (LTEL): PLC planning and training for teachers and support staff. FTEs for Support staff such as Bilingual Paraprofessionals, Home School Liaisons, and Interpreters. Technology to support instruction in the classroom. Professional learning and Training. Materials and supplies to support parents' instruction. Supplies for visual and performing arts instruction or activities. Parent training through Coffee Hour. Supplemental contracts for teachers to help students.

Foster Youth (FY): PLC planning and training for teachers and support staff. FTEs for Support staff such as Bilingual Paraprofessionals, Home School Liaisons, and Interpreters. Technology to support instruction in the classroom. Professional learning and Training. Materials and supplies to support parents' instruction. Supplies for visual and performing arts instruction or activities. Parent training through Coffee Hour. Supplemental contracts for teachers to help students.

Homeless (HM): PLC planning and training for teachers and support staff. FTEs for Support staff such as Bilingual Paraprofessionals, Home School Liaisons, and Interpreters. Technology to support instruction in the classroom. Professional learning and Training. Materials and supplies to support parents' instruction. Supplies for visual and performing arts instruction or activities. Parent training through Coffee Hour. Supplemental contracts for teachers to help students.

Students with Disabilities (SWD): PLC planning and training for teachers and support staff. FTEs for Support staff such as Bilingual Paraprofessionals, Home School Liaisons, and Interpreters. Technology to support instruction in the classroom. Professional learning and Training. Materials and supplies to support parents' instruction. Supplies for visual and performing arts instruction or activities. Parent training through Coffee Hour. Supplemental contracts for teachers to help students.

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

With 7090 or 7091 funds we plan to support student groups by:

African American (AA): PLC planning and training for teachers and support staff. FTE for Teacher on Special assignment- EL/Intervention Coordinator- to coordinate EL supports outside of the classroom, such as interventions, lunch tutorials, and literacy and math workshops. 2.0 FTE for Home School Liaison to help connect the teacher and staff with parents. FTE for an Attendance Records Assistant. Teacher supplemental for student support. Field trips for targeted students to provide enrichment opportunities. Materials and supplies to support the instruction of parents. Homeschool Liaison mileage to conduct home visits. Food for parent classes and meetings. Incentives for students that show growth in attendance.

English Learner (EL): PLC planning and training for teachers and support staff. FTE for Teacher on Special assignment- EL/Intervention Coordinator- to coordinate EL supports outside of the classroom, such as interventions, lunch tutorials, and literacy and math workshops. 2.0 FTE for Home School Liaison to help connect the teacher and staff with parents. FTE for an Attendance Records Assistant. Teacher supplemental for student support. Field trips for targeted students to provide enrichment opportunities. Materials and supplies to support the instruction of parents. Homeschool Liaison mileage to conduct home visits. Food for parent classes and meetings. Incentives for students that show growth in attendance.

Long Term English Learner (LTEL): PLC planning and training for teachers and support staff. FTE for Teacher on Special assignment- EL/Intervention Coordinator- to coordinate EL supports outside of the classroom, such as interventions, lunch tutorials, and literacy and math workshops. 2.0 FTE for Home School Liaison to help connect the teacher and staff with parents. FTE for an Attendance Records Assistant. Teacher supplemental for student support. Field trips for targeted students to provide enrichment opportunities. Materials and supplies to support the instruction of parents. Homeschool Liaison mileage to conduct home visits. Food for parent classes and meetings. Incentives for students that show growth in attendance.

Foster Youth (FY): PLC planning and training for teachers and support staff. FTE for Teacher on Special assignment- EL/Intervention Coordinator- to coordinate EL supports outside of the classroom, such as interventions, lunch tutorials, and literacy and math workshops. 2.0 FTE for Home School Liaison to help connect the teacher and staff with parents. FTE for an Attendance Records Assistant. Teacher supplemental for student support. Field trips for targeted students to provide enrichment opportunities. Materials and supplies to support the instruction of parents. Homeschool Liaison mileage to conduct home visits. Food for parent classes and meetings. Incentives for students that show growth in attendance.

Homeless (HM): PLC planning and training for teachers and support staff. FTE for Teacher on Special assignment- EL/Intervention Coordinator- to coordinate EL supports outside of the classroom, such as interventions, lunch tutorials, and literacy and math workshops. 2.0 FTE for Home School Liaison to help connect the teacher and staff with parents. FTE for an Attendance Records Assistant. Teacher supplemental for student support. Field trips for targeted students to provide enrichment opportunities. Materials and supplies to support the instruction of parents. Homeschool Liaison mileage to conduct home visits. Food for parent classes and meetings. Incentives for students that show growth in attendance.

Students with Disabilities (SWD): PLC planning and training for teachers and support staff. FTE for Teacher on Special assignment- EL/Intervention Coordinator- to coordinate EL supports outside of the classroom, such as interventions, lunch tutorials, and literacy and math workshops. 2.0 FTE for Home School Liaison to help connect the teacher and staff with parents. FTE for an Attendance Records Assistant. Teacher supplemental for student support. Field trips for targeted students to provide enrichment opportunities. Materials and supplies to support the instruction of parents. Homeschool Liaison mileage to conduct home visits. Food for parent classes and meetings. Incentives for students that show growth in attendance.

As a site: What are the planned actions to support this student group?

African American (AA): PLC planning and training for teachers and support staff. Monthly monitoring of ELL student engagement. Home School Liaison. EL/Intervention Coordinator and support staff will survey EL Students for feedback on the activities they would like to have at school. Recruitment of EL students to be a part of Leadership and Link Crew. Have more lunchtime activities that are targeted to EL students. Field trips for targeted students to provide enrichment opportunities.. Incentives to encourage engagement of the different school activities, clubs, and athletics.

English Learner (EL): PLC planning and training for teachers and support staff. Monthly monitoring of ELL student engagement. Home School Liaison. EL/Intervention Coordinator and support staff will survey EL Students for feedback on the activities they would like to have at school. Recruitment of EL students to be a part of Leadership and Link Crew. Have more lunchtime activities that are targeted to EL students. Field trips for targeted students to provide enrichment opportunities.. Incentives to encourage engagement of the different school activities, clubs, and athletics.

Long Term English Learner (LTEL): PLC planning and training for teachers and support staff. Monthly monitoring of ELL student engagement. Home School Liaison. EL/Intervention Coordinator and support staff will survey EL Students for feedback on the activities they would like to have at school. Recruitment of EL students to be a part of Leadership and Link Crew. Have more lunchtime activities that are targeted to EL students. Field trips for targeted students to provide enrichment opportunities.. Incentives to encourage engagement of the different school activities, clubs, and athletics.

Foster Youth (FY): PLC planning and training for teachers and support staff. Monthly monitoring of ELL student engagement. Home School Liaison. EL/Intervention Coordinator and support staff will survey EL Students for feedback on the activities they would like to have at school. Recruitment of EL students to be a part of Leadership and Link Crew. Have more lunchtime activities that are targeted to EL students. Field trips for targeted

students to provide enrichment opportunities.. Incentives to encourage engagement of the different school activities, clubs, and athletics.

Homeless (HM): PLC planning and training for teachers and support staff. Monthly monitoring of ELL student engagement. Home School Liaison. EL/Intervention Coordinator and support staff will survey EL Students for feedback on the activities they would like to have at school. Recruitment of EL students to be a part of Leadership and Link Crew. Have more lunchtime activities that are targeted to EL students. Field trips for targeted students to provide enrichment opportunities.. Incentives to encourage engagement of the different school activities, clubs, and athletics.

Students with Disabilities (SWD): PLC planning and training for teachers and support staff. Monthly monitoring of ELL student engagement. Home School Liaison. EL/Intervention Coordinator and support staff will survey EL Students for feedback on the activities they would like to have at school. Recruitment of EL students to be a part of Leadership and Link Crew. Have more lunchtime activities that are targeted to EL students. Field trips for targeted students to provide enrichment opportunities.. Incentives to encourage engagement of the different school activities, clubs, and athletics.

Progress Monitoring: Outcomes

Reasoning for using this action		
☒	Strong Evidence	☐ Moderate Evidence
		☐ Promising Evidence
Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. We will achieve these changes in knowledge and learning byutilizing the data from the Student Engagement Tool in Atlas that shows participation in each opportunity (arts, athletics, activities; one-time vs ongoing). Outcomes measured by student engagement data using the following indicators: • Number and Percentage of Opportunities Offered to Students • Number and Percentage of Students involved in school-based opportunities • Climate and Culture Student survey Outcomes monitored by Principal, VP, Campus culture Director, Climate and Culture Team, and Athletic Director.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Shape these behaviors bythe Atlas Student Engagement data report. Outcomes measured by student engagement data using the following indicators: an increase in student engagement from the previous year, and a percentage of favorable responses to the student climate and culture survey. Outcomes monitored byPrincipal, VP, Fall Campus culture Director, Climate and Culture Team, and Athletic Director.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. And ultimately achieve these impacts, the Climate and Culture Survey Data. Outcomes measured by an increase in the number of student engagement and fall survey favorable responses, the student engagement data from 79% to 85%. Outcomes monitored byPrincipal, VP, Fall Campus culture Director, Climate and Culture Team, and Athletic Director.

Action 2 :

Attendance

Action Details:

Develop a 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. Through attendance reports, the Home School Liaisons will make personal contact with parents of students through home visits and phone calls, of students who have less than 90% attendance. Monthly attendance meetings with the parents of students who have been truant. Incentives will be offered for high attendance percentage. REC teacher, Resource Counseling Assistants, and staff will continue to provide social-emotional support as it impacts learning and attendance.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

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

Incentives for students to promote good attendance at school.

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

1.0 FTE for Resource Counseling Assistants who will utilize Tier 2 data and provide a list of documented interventions to VP over attendance weekly, follow up on Tier 2 attendance intervention through home visits, coordination with counselors, and case load management. (District will fund additional 1.0 RCA).

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

Tardy sweeps and detention for students with habitual tardiness.

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

Resources to support African-American Advisory Committee mentoring.

Resources to support celebration of improved attendance.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

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

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

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

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

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

- Incentives for students that show growth in attendance

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

- A translator provided attendance meetings.
- The EL/Intervention Coordinator and support staff will meet with targeted students and communicate with parents about the effects of attendance on student performance.
- Parents of EL students will be given attendance notification in Spanish and Hmong. Attendance meetings will be held in English, Spanish and Hmong for parents of EL students.
- Dedicate a Parent and ELAC meeting to go over attendance/tardy policies and communciate the importance of daily attendance.
- Student incentives for good or improved attendance.
- Home School Liaisons will support teachers and staff with phone calls to home in support of attendance.
- Home School Liaisons will conduct home visits for students with chronic absenteeism.

Student Groups

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

With Title I funds we plan to support the following student groups by:

African American (AA): PLC planning and training for teachers and staff. FTEs for Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters. Technology to support instruction in the classroom. Professional learning and Training. Materials and supplies to support instruction of parents.

English Learner (EL): PLC planning and training for teachers and staff. FTEs for Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters. Technology to support instruction in the classroom. Professional learning and Training. Materials and supplies to support instruction of parents.

Long Term English Learner (LTEL): PLC planning and training for teachers and staff. FTEs for Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters. Technology to support instruction in the classroom. Professional learning and Training. Materials and supplies to support instruction of parents.

Foster Youth (FY): PLC planning and training for teachers and staff. FTEs for Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters. Technology to support instruction in the classroom. Professional learning and Training. Materials and supplies to support instruction of parents.

Homeless (HM): PLC planning and training for teachers and staff. FTEs for Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters. Technology to support instruction in the classroom. Professional learning and Training. Materials and supplies to support instruction of parents.

Students with Disabilities (SWD): PLC planning and training for teachers and staff. FTEs for Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters. Technology to support instruction in the classroom. Professional learning and Training. Materials and supplies to support instruction of parents.

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

With 7090 or 7091 funds we plan to support following student groups by:

African American (AA): PLC planning and training for teachers and staff. FTE for Teacher on Special assignment- EL/Intervention Coordinator- to coordinate EL supports outside of the classroom, such as interventions, lunch tutorials, and literacy and math workshops. 2.0 FTE for Home School Liaison to help connect the teacher and staff with parents. FTE for an Attendance Records Assistant. Teacher supplementals for student support. Field trips for targeted students to provide enrichment opportunities. Materials and supplies to support instruction of parents. Homeschool Liaison mileage to conduct home visits. Food for parent classes and meetings. Incentives for students that show growth in attendance.

English Learner (EL): PLC planning and training for teachers and staff. FTE for Teacher on Special assignment- EL/Intervention Coordinator- to coordinate EL supports outside of the classroom, such as interventions, lunch tutorials, and literacy and math workshops. 2.0 FTE for Home School Liaison to help connect the teacher and staff with parents. FTE for an Attendance Records Assistant. Teacher supplementals for student support. Field trips for targeted students to provide enrichment opportunities. Materials and supplies to support instruction of parents. Homeschool Liaison mileage to conduct home visits. Food for parent classes and meetings. Incentives for students that show growth in attendance.

Long Term English Learner (LTEL): PLC planning and training for teachers and staff. FTE for Teacher on Special assignment- EL/Intervention Coordinator- to coordinate EL supports outside of the classroom, such as interventions, lunch tutorials and literacy and math workshops. 2.0 FTE for Home School Liaison to help connect the teacher and staff with parents. FTE for an Attendance Records Assistant. Teacher supplementals for student support. Field trips for targeted students to provide enrichment opportunities. Materials and supplies to support instruction of parents. Homeschool Liaison mileage to conduct home visits. Food for parent classes and meetings. Incentives for students that show growth in attendance.

Foster Youth (FY): PLC planning and training for teachers and staff. FTE for Teacher on Special assignment- EL/Intervention Coordinator- to coordinate EL supports outside of the classroom, such as interventions, lunch tutorials and literacy and math workshops. 2.0 FTE for Home School Liaison to help connect the teacher and staff with parents. FTE for an Attendance Records Assistant. Teacher supplementals for student support. Field trips for targeted students to provide enrichment opportunities. Materials and supplies to support instruction of parents. Homeschool Liaison mileage to conduct home visits. Food for parent classes and meetings. Incentives for students that show growth in attendance.

Homeless (HM): PLC planning and training for teachers and staff. FTE for Teacher on Special assignment- EL/Intervention Coordinator- to coordinate EL supports outside of the classroom, such as interventions, lunch tutorials, and literacy and math workshops. 2.0 FTE for Home School Liaison to help connect the teacher and staff with parents. FTE for an Attendance Records Assistant. Teacher supplementals for student support. Field trips for targeted students to provide enrichment opportunities. Materials and supplies to support instruction of parents. Homeschool Liaison mileage to conduct home visits. Food for parent classes and meetings. Incentives for students that show growth in attendance.

Students with Disabilities (SWD): PLC planning and training for teachers and staff. FTE for Teacher on Special assignment- EL/Intervention Coordinator- to coordinate EL supports outside of the classroom, such as interventions, lunch tutorials, and literacy and math workshops. 2.0 FTE for Home School Liaison to help connect the teacher and staff with parents. FTE for an Attendance Records Assistant. Teacher supplementals for student support. Field trips for targeted students to provide enrichment opportunities. Materials and supplies to support instruction of parents. Homeschool Liaison mileage to conduct home visits. Food for parent classes and meetings. Incentives for students that show growth in attendance.

As a site: What are the planned actions to support this student group?

African American (AA): PLC planning and training for teachers and staff. A translator is provided for attendance meetings. The EL/Intervention Coordinator and support staff will meet with targeted students and communicate with parents about the effects of attendance on student performance. Parents of EL students will receive attendance notifications in Spanish and Hmong. Attendance meetings will be held in English, Spanish, and Hmong for these parents. Dedicate a Parent and ELAC meeting to discuss attendance/tardy policies and communicate the importance of daily attendance. Student incentives for good or improved attendance. Home School Liaisons will support teachers and staff with phone calls to home in support of attendance. Home School Liaisons will conduct home visits for students with chronic absenteeism.

English Learner (EL): PLC planning and training for teachers and staff. A translator is provided for attendance meetings. The EL/Intervention Coordinator and support staff will meet with targeted students and communicate with parents about the effects of attendance on student performance. Parents of EL students will receive attendance notifications in Spanish and Hmong. Attendance meetings will be held in English, Spanish, and Hmong for these parents. Dedicate a Parent and ELAC meeting to discuss attendance/tardy policies and communicate the importance of daily attendance. Student incentives for good or improved attendance. Home School Liaisons will support teachers and staff with phone calls to home in support of attendance. Home School Liaisons will conduct home visits for students with chronic absenteeism.

Long Term English Learner (LTEL): PLC planning and training for teachers and staff. A translator is provided for attendance meetings. The EL/Intervention Coordinator and support staff will meet with targeted students and communicate with parents about the effects of attendance on student performance. Parents of EL students will receive attendance notifications in Spanish and Hmong. Attendance meetings will be held in English, Spanish, and Hmong for these parents. Dedicate a Parent and ELAC meeting to discuss attendance/tardy policies and communicate the importance of daily attendance. Student incentives for good or improved attendance. Home School Liaisons will support teachers and staff with phone calls to home in support of attendance. Home School Liaisons will conduct home visits for students with chronic absenteeism.

Foster Youth (FY): PLC planning and training for teachers and staff. A translator is provided for attendance meetings. The EL/Intervention Coordinator and support staff will meet with targeted students and communicate with parents about the effects of attendance on student performance. Parents of EL students will receive attendance notifications in Spanish and Hmong. Attendance meetings will be held in English, Spanish, and Hmong for these parents. Dedicate a Parent and ELAC meeting to discuss attendance/tardy policies and communicate the importance of daily attendance. Student incentives for good or improved attendance. Home School Liaisons will support teachers and staff with phone calls to home in support of attendance. Home School Liaisons will conduct home visits for students with chronic absenteeism.

Homeless (HM): PLC planning and training for teachers and staff. A translator is provided for attendance meetings. The EL/Intervention Coordinator and support staff will meet with targeted students and communicate with parents about the effects of attendance on student performance. Parents of EL students will receive attendance notifications in Spanish and Hmong. Attendance meetings will be held in English, Spanish, and Hmong for these parents. Dedicate a Parent and ELAC meeting to discuss attendance/tardy policies and communicate the importance of daily attendance. Student incentives for good or improved attendance. Home School Liaisons will support teachers and staff with phone calls to home in support of attendance. Home School Liaisons will conduct home visits for students with chronic absenteeism.

Students with Disabilities (SWD): PLC planning and training for teachers and staff. A translator is provided for attendance meetings. The EL/Intervention Coordinator and support staff will meet with targeted students and communicate with parents about the effects of attendance on student performance. Parents of EL students will receive attendance notifications in Spanish and Hmong. Attendance meetings will be held in English, Spanish, and Hmong for these parents. Dedicate a Parent and ELAC meeting to discuss attendance/tardy policies and communicate the importance of daily attendance. Student incentives for good or improved attendance. Home

School Liaisons will support teachers and staff with phone calls to home in support of attendance. Home School Liaisons will conduct home visits for students with chronic absenteeism.

Progress Monitoring: Outcomes

Reasoning for using this action		
☒	Strong Evidence	☐ Moderate Evidence
		☐ Promising Evidence
Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. We will achieve these changes in knowledge and learning by holding monthly attendance meetings. Outcomes measured by attendance reports. Home School Liaisons (HSL) will make personal contact with parents of students through home visits and phone calls, of students who have less than 90% attendance. Outcomes monitored by Principal, VP, HSL, and Attendance Assistants.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Shape these behaviors by: Atlas Attendance reports and Power BI Chronic Absenteeism data. Outcomes measured by an increase in students' attendance comparing data quarterly. Outcomes monitored by Principal, VP, HSL, and Attendance Assistants.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. And ultimately achieve these impacts by the chronic absenteeism data showing an increase in student attendance. Outcomes measured by an increase in students' attendance comparing data quarterly. Outcomes monitored by Principal, VP, HSL, and Attendance Assistants.

Action 3 :

Social-Emotional and Behavioral Supports

Action Details:

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 and the curriculum designed for Class Meetings. Using 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 restoring the learning process and environment. These interventions include the Student Re-Engagement Center, FHS' Re-Engagement TSA, FHS' Restorative Counselor, and two dedicated Resource Counseling Assistants. Fresno High will continue implementing a PBIS (Positive Behavior Intervention Supports).

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Students will receive instruction through bi-weekly Class Meetings with appropriate materials (Tier 1)
- Monthly Student Council meetings to promote student voice. Every 4th period class selects a class representative to attend the monthly Student Council meetings and voice students' opinions, concerns, and ideas.
- Warriors of the Month will be recognized and celebrated for exhibiting attributes of the Warrior Way.
- Students will receive social-emotional supports in the Student Re-Engagement Center with curriculum that promotes the development of social-emotional skills and positive interactions (Tier 2, Tier 3)

- Students will receive instruction on school-wide behavioral expectations through a variety of formats (Tier 1)
- Students who have been identified based on data, will receive social skills awareness through Restorative Practices (Tier 3)
- Support for Men's and Women's Alliance students through field trips, elementary school mentoring, and service projects. (Tier 2)
- Students participating in small group counseling will receive evidence-based curriculum and strategies. Conflict resolution and restorative circles to facilitate positive student relationships (Tier 2, Tier 3). Services may be provided by 1.0 FTE Resource Counseling Assistants, Re-engagement Center teacher, Restorative Practices Counselor, School Social Worker. (Additional 1.0 FTE for RCA funded by District)
- Field trips for targeted students to provide enrichment opportunities.
- At the beginning of the school year (Tier 1), vice principals will instruct 9th graders on positive behavior strategies.
- Incentives for students to promote student connection to school, such as for students who demonstrate growth in attendance, academics, and behaviors. (Tier 2)
- Students will benefit from resources provided in SSW space.
- Continued compensation of Culture and Climate team and resources to support their work.
- Additional adult supports in the Re-Engagement Center include a Restorative Counselor, teacher, and 2.0 FTE Resource Counseling Assistants (1.0 site funded and 1.0 District funded) to manage students referred to the Center. The tiered support systems for students will extend targeted interventions for those identified as needing social-emotional support.
- Increase the number of adults supervising on campus (Volunteer Community Organizations, Noon time Assistants and volunteers).
- School activities like rallies, Link Crew, Club Rush, and other conferences to connect students to the school and community.
- Motivational and guest speakers for students.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

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

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

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

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

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

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

- A designated ELAC meeting will address the Warrior Way Learner Profiles and positive behavioral supports.
- Parent Center courses and resources will fluctuate to meet dynamic needs of English Learners and the community.

- Create opportunities for EL students to get involved in athletics, clubs, and lunch or after school tutorials.
- Have conflict resolution and restorative circles to facilitate positive student relationships.
- Targeted EL Students to get involved in rallies, Link Crew ,Club Rush and other assemblies or conferences.
- EL/Intervention Coordinator, BIAand EL VP will monitor EL student suspensions, attendance, and engagement.

Student Groups

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

With Title I funds we plan to support the following student groups by:

- Foster Youth (FY):** Professional Learning training and development on Social Emotional Learning (SEL) strategies in the classroom. FTE for Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters. Technology to support instruction in the classroom.
- Homeless (HM):** Professional Learning training and development on Social Emotional Learning (SEL) strategies in the classroom. FTE for Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters. Technology to support instruction in the classroom.
- English Learner (EL):** Professional Learning training and development on Social Emotional Learning (SEL) strategies in the classroom. FTE for Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters. Technology to support instruction in the classroom.
- Long Term English Learner (LTEL):** Professional Learning training and development on Social Emotional Learning (SEL) strategies in the classroom. FTE for Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters. Technology to support instruction in the classroom.
- African American (AA):** Professional Learning training and development on Social Emotional Learning (SEL) strategies in the classroom. FTE for Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters. Technology to support instruction in the classroom.
- Students with Disabilities (SWD):** Professional Learning training and development on Social Emotional Learning (SEL) strategies in the classroom. FTE for Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters. Technology to support instruction in the classroom.

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

With 7090 or 7091 funds we plan to support the following student groups by:

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

Homeschool Liaison mileage to conduct home visits. Food for parent classes and meetings. Incentives for students that show growth in attendance, academics, and behaviors.

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

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

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

As a site: What are the planned actions to support this student group?

Foster Youth (FY): Professional Learning training and development on Social Emotional Learning (SEL) strategies in the classroom. Parent Center courses and resources will fluctuate to meet dynamic needs of English Learners and the community. Create opportunities for students to get involved in athletics, clubs, lunch, and after-school tutorials. Have conflict resolution and restorative circles to facilitate positive student relationships. Targeted interventions for students to get involved in rallies, Link Crew, Club Rush, and other assemblies or conferences.

Homeless (HM): Professional Learning training and development on Social Emotional Learning (SEL) strategies in the classroom. Parent Center courses and resources will fluctuate to meet dynamic needs of English Learners and the community. Create opportunities for students to get involved in athletics, clubs, lunch, and after-school tutorials. Have conflict resolution and restorative circles to facilitate positive student relationships. Targeted interventions for students to get involved in rallies, Link Crew, Club Rush, and other assemblies or conferences.

English Learner (EL): Professional Learning training and development on Social Emotional Learning (SEL) strategies in the classroom. Parent Center courses and resources will fluctuate to meet dynamic needs of English Learners and the community. Create opportunities for students to get involved in athletics, clubs, lunch, and after-school tutorials. Have conflict resolution and restorative circles to facilitate positive student relationships. Targeted interventions for students to get involved in rallies, Link Crew, Club Rush, and other assemblies or conferences.

Long Term English Learner (LTE): Professional Learning training and development on Social Emotional Learning (SEL) strategies in the classroom. Parent Center courses and resources will fluctuate to meet dynamic needs of English Learners and the community. Create opportunities for students to get involved in athletics, clubs, lunch, and after-school tutorials. Have conflict resolution and restorative circles to facilitate positive student relationships. Targeted interventions for students to get involved in rallies, Link Crew, Club Rush, and other assemblies or conferences.

African American (AA): Professional Learning training and development on Social Emotional Learning (SEL) strategies in the classroom. Parent Center courses and resources will fluctuate to meet dynamic needs of English Learners and the community. Create opportunities for students to get involved in athletics, clubs, lunch, and after-school tutorials. Have conflict resolution and restorative circles to facilitate positive student relationships. Targeted interventions for students to get involved in rallies, Link Crew, Club Rush, and other assemblies or conferences.

Students with Disabilities (SWD): Professional Learning training and development on Social Emotional Learning (SEL) strategies in the classroom. Parent Center courses and resources will fluctuate to meet dynamic needs of English Learners and the community. Create opportunities for students to get involved in athletics, clubs, lunch, and after-school tutorials. Have conflict resolution and restorative circles to facilitate positive student relationships. Targeted interventions for students to get involved in rallies, Link Crew, Club Rush, and other assemblies or conferences.

Progress Monitoring: Outcomes

Reasoning for using this action		
☒ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. We will achieve these changes in knowledge and learning by tracking the ATLAS misbehaviors and responses through Power BI. The Student Re-Engagement Center (REC) data, which will include the reason for referral, Reporting of Small Group Counseling by REC, RP Counselor, SSW, etc Outcomes measured by Atlas, REC data, Climate and Culture Survey Social Emotional domain responses. Outcomes monitored by Principal, VP's, REC Teacher, RCA's, CCT, and Restorative Practice (RP) Counselor.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Shape these behaviors by Power BI misbehavior and REC data. Outcomes measured by a decrease in percentage of misbehaviors on Power BI and an increase in favorable responses to the social emotional domain of the student climate and culture survey. Outcomes monitored by Principal, VP's, REC Teacher, RCA's, CCT, and RP Counselor.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. And ultimately achieve these impacts, an increase in favorable responses to the social emotional domain of the student climate and culture survey from 89% to 94%. Outcomes measured by the Spring student Climate and Culture survey social emotional domain. Outcomes monitored by Principal, VP's, REC Teacher, RCA's, CCT, and RP Counselor.

2025-2026 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	Direct-Maint			Maintain equipment in support of student engagement	10,000.00
G3A2	Sup & Conc	Instructional Supervision & Admin	CI&Tech-Reg	Assistant, Attendance Records	0.4375		17,896.00
G3A2	LCFF: EL	Attendance & Social Work Services	Local Mileage			Mileage HSL	1,200.00
G3A3	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		83,663.00

\$112,759.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	80.2 %	65.3 %	2024-2025	66.4 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the current metrics for this staff goal, the Fall Climate & Culture Survey decreased from 79% in Fall 2023 to 65% in Fall 2024.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- 1. Reduced all staff meeting time for collaboration.
- 2. More teacher participation on CCT.
- 3. No new teacher/staff orientation and site induction plan.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

We will continue to budget to allow us the opportunity for PLC planning time through pullout days. We will continue to provide supplemental pay to grow our staff leadership teams, such as ILT and Climate and Culture.

We will allocate money to provide resources for staff recognition and appreciation. We will allocate money to offer incentives to staff input and participation to hear their input from the Climate and Culture Survey, the SPSA Partnership feedback, etc.

Establish and maintain a new teacher (to FHS) support meeting with lunch provided to help them establish connections and learn the warrior way. Create mentors for new teachers on campus to learn from veteran FHS teachers/staff.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Staff Job Satisfaction

Partially Implemented

The actions were **partially implemented** due to decreased all staff meeting times.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Staff Job Satisfaction

Ineffective

The actions were ineffective based on decreased staff participation in the climate and culture survey and the percentage of staff organizational favorable responses from 79% in Fall 2023 to 65% in Fall 2024.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

For next year, we will increase staff recognition and celebrations. We will allocate money to offer incentives to staff input and participation to hear their input from the Climate and Culture Survey, the SPSA Partnership feedback, etc. Establish and maintain a new teacher (to FHS) support meeting with lunch provided to help them establish connections and learn the warrior way. Create mentors for new teachers on campus to learn from veteran FHS teachers/staff.

Section D: 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.

SSC:

- Overtime Pay
- Bonus for dub support
- Class reductions
- nbre time to prep
- Recognition of staff that normally does not get recognized (custodial, BIA, SES)
- Opportunities for staff to socialize

ELAC:

- ELAC* members were asked to provide input on current actions and suggestions to shift in actions. *ELAC* members made the following suggestions:
- More bilingual counselors
 - Moree qualified substitute teachers for when teachers are absent
 - Social-emotional support

Staff:

- Staff members provided input through a Form:
- New teacher mentor program pairs a teacher with a veteran FHS teacher.
 - Continue to provide Plus math teacher
 - Add a plus English teacher
 - Open back up the writing center
 - Incentives for survey participation

- More staff socials
- More staff to staff gift exchanges
- Therapy paid for the staff
- Update workers comp
- Cell phone policy
- Staff appreciation, more often, door prizes
- Celebrate wins daily
- Need to build positive staff connections

- Have a school psychologist that speaks Spanish

- Recognize teachers with lunch/breakfast, a good way to show appreciation.
- PDs should be encouraged on a rotating basis, with a stipend
- Provide each department with full access to the course content, allow students equal access to content requiring digital li
- Develop an accountable comprehensive Cell Phone Policy
- Perhaps PL time can be used to call parents.
- Aid funding for after school programs, as funding for technology programs like Nearpod, Quizlet, and Edpuzzle.

Action 1 :

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 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 and any teachers who request assistance with planning, lesson execution, or management. Provide teacher-led PL opportunities on instruction and tier 1 student support strategies.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

Student Groups

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

With Title 1 funds we plan to support the following student groups by:

- Students with Disabilities (SWD):** Bilingual Instructional Assistants (BIA) will be strategically placed in classes with English Learners. They will support communication of directions and/or instruction, and their understanding of assignments. Professional developed to support student learning.
- Students with Disabilities (SWD):** Bilingual Instructional Assistants will be strategically placed in classes with English Learners. They will support communication of directions and/or instruction, and their understanding of assignments.
- Homeless (HM):** Bilingual Instructional Assistants will be strategically placed in classes with English Learners. They will support communication of directions and/or instruction and their understanding of assignments.
- Foster Youth (FY):** Bilingual Instructional Assistants will be strategically placed in classes with English Learners. They will support communication of directions and/or instruction and their understanding of assignments.
- Long Term English Learner (LTEL):** Bilingual Instructional Assistants will be strategically placed in classes with English Learners. They will support communication of directions and/or instruction and their understanding of assignments.
- English Learner (EL):** Bilingual Instructional Assistants will be strategically placed in classes with English Learners. They will support communication of directions and/or instruction and their understanding of assignments.
- African American (AA):** Bilingual Instructional Assistants will be strategically placed in classes with English Learners. They will support communication of directions and/or instruction and their understanding of assignments.

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

- Students with Disabilities (SWD):** PLC planning, collaboration, and training to support student achievement. Home School Liaisons will continue supporting staff, students, and home visits.
- Homeless (HM):** PLC planning, collaboration, and training to support student achievement. Home School Liaisons will continue supporting staff, students, and home visits.
- Foster Youth (FY):** PLC planning, collaboration, and training to support student achievement. Home School Liaisons will continue supporting staff, students, and home visits.
- Long Term English Learner (LTEL):** PLC planning, collaboration, and training to support student achievement. Home School Liaisons will continue supporting staff, students, and home visits.
- English Learner (EL):** PLC planning, collaboration, and training to support student achievement. Home School Liaisons will continue supporting staff, students, and home visits.
- African American (AA):** PLC planning, collaboration, and training to support student achievement. Home School Liaisons will continue supporting staff, students, and home visits.

As a site: What are the planned actions to support this student group?

- Students with Disabilities (SWD):** PLC planning, collaboration, and training to support student achievement. Professional Development on EL and SEL strategies in the classroom. Lead Teacher meeting planning and development. Professional Learning Communities, including use of release days for PLC teams. Professional learning in response to site data for ELPAC, Site redesignation Goal, iReady, and SBAC data. Funding for staff celebrations and recognition.
- Students with Disabilities (SWD):** PLC planning, collaboration, and training to support student achievement. Professional Development on EL and SEL strategies in the classroom. Lead Teacher meeting planning and development. Professional Learning Communities, including use of release days for PLC teams. Professional learning in response to site data for ELPAC, Site redesignation Goal, iReady, and SBAC data. Funding for staff celebrations and recognition.
- Homeless (HM):** PLC planning, collaboration, and training to support student achievement. Professional Development on EL and SEL strategies in the classroom. Lead Teacher meeting planning and development. Professional Learning Communities, including use of release days for PLC teams. Professional learning in response to site data for ELPAC, Site redesignation Goal, iReady, and SBAC data. Funding for staff celebrations and recognition.
- Foster Youth (FY):** PLC planning, collaboration, and training to support student achievement. Professional Development on EL and SEL strategies in the classroom. Lead Teacher meeting planning and development. Professional Learning Communities, including use of release days for PLC teams. Professional learning in response to site data for ELPAC, Site redesignation Goal, iReady, and SBAC data. Funding for staff celebrations and recognition.
- Long Term English Learner (LTE):** PLC planning, collaboration, and training to support student achievement. Professional Development on EL and SEL strategies in the classroom. Lead Teacher meeting planning and development. Professional Learning Communities, including use of release days for PLC teams. Professional learning in response to site data for ELPAC, Site redesignation Goal, iReady, and SBAC data. Funding for staff celebrations and recognition.
- English Learner (EL):** PLC planning, collaboration, and training to support student achievement. Professional Development on EL and SEL strategies in the classroom. Lead Teacher meeting planning and development. Professional Learning Communities, including use of release days for PLC teams. Professional learning in response to site data for ELPAC, Site redesignation Goal, iReady, and SBAC data. Funding for staff celebrations and recognition.
- African American (AA):** PLC planning, collaboration, and training to support student achievement. Professional Development on EL and SEL strategies in the classroom. Lead Teacher meeting planning and development. Professional Learning Communities, including use of release days for PLC teams. Professional learning in response to site data for ELPAC, Site redesignation Goal, iReady, and SBAC data. Funding for staff celebrations and recognition.

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

We will achieve these changes in knowledge and learning by utilizing Staff Climate and Culture survey, Staff participation in professional development during Buyback, PLC, and Staff Professional Learning opportunities focused on district and site-level goals.

Outcomes measured by percentage of favorable responses in the staff survey.

Outcomes monitored by Principal, VP, and teachers.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Shape these behaviors, professional leaning opportunities, PLC planning, staff climate, and culture survey.

Outcomes measured by percentage of favorable responses in the staff survey, staff participation in professional development, PLC, and Staff PL.

Outcomes monitored by Principal, VP, and teachers.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

And ultimately achieve these impacts, increasing favorable responses to the staff Organizational Domain of the Climate and Culture Survey from 65.3% to 66.4%.

Outcomes monitored by Principal, VP, CCT, and teachers

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	87.2 %	86 %	2024-2025	87.1 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics above, the Fall 2024 Climate and Culture Survey's family engagement domain received an 86% favorable response.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- 1. Limited transportation
- 2. Limited awareness of school resources available
- 3. Mnnimal parent engagement events for identified student groups

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Establish a parent advisory committee that represents the diverse student population.
- Parent engagement; opportunities to give families access to resources (books).
- Provide bus passes/transportation for families to attend school events.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Parent Involvement

Fully Implemented

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

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Parent Involvement

Effective

he actions were **Effective**- The Fall Climate & Culture survey shows favorable response for parent engagement at 86%. We have multiple opportunities for parent to be engaged on campus, however, participation is still low. We expect to see a favorable increase next year.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Based on the analysis of sections A and B, the following will be implemented:.

- Communicate with families using various methods, such as email, phone call, social media, Parent Square, and Atlas Connect.
- Targeted Parent engagement; opportunities to give families access to resources (books) for identified student groups Foster, Homeless. Students with Disabilities.
- 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 and other language support at meetings and through parent communication.
- Provide bus passes/transportation for families to attend school events.

Section D: 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.

SSC:

ELAC:

Staff:

We shared Climate and Culture Survey data with SSC. They asked for input on current actions and suggestions for shifting them. We took SSC input in SSC meetings in fverch.

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

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

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

- Provide classes that teach parents how to monitor their students' grades, behavior, using Atlas, Teams, EduText. Parent Square platforms, including the student's Atlas portal.
- Train staff on the use of Parent square
- Hold monthly meetings with guest speakers for families.
- Attendance meetings should also be held with interpreters, Hmong, and other languages as needed.
- There are no PTSAs at the schools and no opportunities, especially in middle and high schools, for parents to be in.
- Support teachers to hold meetings with parents and students with multiple D's and Fs.
- Invite parents for sports and encourage their participation.
- Coffee Hours are great to meet other parents. IB parent meetings would be fantastic.
- Have (attendance meetings) until 3:30 so that more parents can attend and be informed about their students' attendance.

Action 1 :

Parent Involvement

Action Details:

Increase parent involvement at school; thereby, increasing the graduation rate. This model will ensure that parents and guardians are equipped with strategies better to support their students' academic and social-emotional needs while providing valuable input through feedback loops and decision-making processes for the betterment of all students. Utilize various communication tools and social media. Home School Liaisons will facilitate parent outreach and Spanish interpretation for parents.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- 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.

Student Groups

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

With Title 1 funds we plan to support the following student groups by:

Students with Disabilities (SWD): FTEs for Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters. Materials and supplies to support instruction of parents.

African American (AA): FTEs for Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters. Materials and supplies to support instruction of parents.

Asian (AS): FTEs for Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters. Materials and supplies to support instruction of parents.

Long Term English Learner (LTEL): FTEs for Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters. Materials and supplies to support instruction of parents.

English Learner (EL): FTEs for Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters. Materials and supplies to support instruction of parents.

Foster Youth (FY): Asian (AS): FTEs for Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters. Materials and supplies to support instruction of parents.

Homeless (HM): FTEs for Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters. Materials and supplies to support instruction of parents.

Multiple Races (MR): FTEs for Support staff such as Bilingual Paraprofessionals, Home School Liaison, Interpreters. Materials and supplies to support instruction of parents.

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

With 7090 or 7091 funds we plan to support the following student groups by:

Students with Disabilities (SWD): 2.0 FTE for Home/School Liaisons to communicate directly with parents to support student success. 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.

African American (AA): 2.0 FTE for Home/School Liaisons to communicate directly with parents to support student success. 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.

Asian (AS): 2.0 FTE for Home/School Liaisons to communicate directly with parents to support student success. 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.

Long Term English Learner (LTEL): 2.0 FTE for Home/School Liaisons to communicate directly with parents to support student success. 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.

English Learner (EL): 2.0 FTE for Home/School Liaisons to communicate directly with parents to support student success. 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.

Foster Youth (FY): 2.0 FTE for Home/School Liaisons to communicate directly with parents to support student success. 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.

Homeless (HM): 2.0 FTE for Home/School Liaisons to communicate directly with parents to support student success. 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.

Multiple Races (MR): 2.0 FTE for Home/School Liaisons to communicate directly with parents to support student success. 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.

As a site: What are the planned actions to support this student group?

Asian (AS): PLC Collaboration, training, and planning to support student growth. EL/Intervention Coordinator works with the counseling department. ELPAC chats EL Coordinator/Support Staff/Teacher/Admin/Counselor- goal setting with students. ELPAC Assessors. EL/Intervention Coordinator will check grades to determine which students will be targeted for lunch intervention/tutorials. Interact Fellows Tutoring. Staff led professional Development on EL Strategies, SEL, and RP. Bilingual Instructional Assistant will be strategically placed in classes with many Beginning and Intermediate EL students. Teachers will complete monitoring forms in Elevation quarterly to ensure that students are making adequate progress towards one ELPI level of growth each year and are reclassified on time. Celebration to recognize students who achieve reclassification. 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, interventions and incentives will be offered to increase the percentage of students at Fresno High School re-designated as English proficient. Parent Center courses and resources will fluctuate to meet dynamic needs of English Learners and the community.

African American (AA): PLC Collaboration, training, and planning to support student growth. EL/Intervention Coordinator works with the counseling department. ELPAC chats EL Coordinator/Support Staff/Teacher/Admin/Counselor- goal setting with students. ELPAC Assessors. EL/Intervention Coordinator will check grades to determine which students will be targeted for lunch intervention/tutorials. Interact Fellows Tutoring. Staff led professional Development on EL Strategies, SEL, and RP. Bilingual Instructional Assistant will be strategically placed in classes with many Beginning and Intermediate EL students. Teachers will complete monitoring forms in Elevation quarterly to ensure that students are making adequate progress towards one ELPI level of growth each year and are reclassified on time. Celebration to recognize students who achieve reclassification. 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, interventions and incentives will be offered to increase the percentage of students at Fresno High School re-designated as English proficient. Parent Center courses and resources will fluctuate to meet dynamic needs of English Learners and the community.

Long Term English Learner (LTE): PLC Collaboration, training, and planning to support student growth. EL/Intervention Coordinator works with the counseling department. ELPAC chats EL Coordinator/Support Staff/Teacher/Admin/Counselor- goal setting with students. ELPAC Assessors. EL/Intervention Coordinator will check grades to determine which students will be targeted for lunch intervention/tutorials. Interact Fellows Tutoring. Staff led professional Development on EL Strategies, SEL, and RP. Bilingual Instructional Assistant will be strategically placed in classes with many Beginning and Intermediate EL students. Teachers will complete monitoring forms in Elevation quarterly to ensure that students are making adequate progress towards one ELPI level of growth each year and are reclassified on time. Celebration to recognize students who achieve reclassification. 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, interventions and incentives will be offered to increase the percentage of students at Fresno High School re-designated as English proficient. Parent Center courses and resources will fluctuate to meet dynamic needs of English Learners and the community.

English Learner (EL): PLC Collaboration, training, and planning to support student growth. EL/Intervention Coordinator works with the counseling department. ELPAC chats EL Coordinator/Support Staff/Teacher/Admin/Counselor- goal setting with students. ELPAC Assessors. EL/Intervention Coordinator will check grades to determine which students will be targeted for lunch intervention/tutorials. Interact Fellows Tutoring. Staff led professional Development on EL Strategies, SEL, and RP. Bilingual Instructional Assistant will be strategically placed in classes with many Beginning and Intermediate EL students. Teachers will complete monitoring forms in Elevation quarterly to ensure that students are making adequate progress towards one ELPI level of growth each year and are reclassified on time. Celebration to recognize students who achieve reclassification. 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, interventions and incentives will be offered to increase the percentage of students at Fresno High School re-designated as English proficient. Parent Center courses and resources will fluctuate to meet dynamic needs of English Learners and the community.

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Homeless (HM): PLC Collaboration, training, and planning to support student growth. EL/Intervention Coordinator works with the counseling department. ELPAC chats EL Coordinator/Support Staff/Teacher/Admin/Counselor- goal setting with students. ELPAC Assessors. EL/Intervention Coordinator will check grades to determine which students will be targeted for lunch intervention/tutorials. Interact Fellows Tutoring. Staff led professional Development on EL Strategies, SEL, and RP. Bilingual Instructional Assistant will be strategically placed in classes with many Beginning and Intermediate EL students. Teachers will complete monitoring forms in Elevation quarterly to ensure that students are making adequate progress towards one ELPI level of growth each year and are reclassified on time. Celebration to recognize students who achieve reclassification. 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, interventions and incentives will be offered to increase the percentage of students at Fresno High School re-designated as English proficient. Parent Center courses and resources will fluctuate to meet dynamic needs of English Learners and the community.

Multiple Races (MR): PLC Collaboration, training, and planning to support student growth. EL/Intervention Coordinator works with the counseling department. ELPAC chats EL Coordinator/Support Staff/Teacher/Admin/Counselor- goal setting with students. ELPAC Assessors. EL/Intervention Coordinator will check grades to determine which students will be targeted for lunch intervention/tutorials. Interact Fellows

Tutoring. Staff led professional Development on EL Strategies, SEL, and RP. Bilingual Instructional Assistant will be strategically placed in classes with many Beginning and Intermediate EL students. Teachers will complete monitoring forms in Elevation quarterly to ensure that students are making adequate progress towards one ELPI level of growth each year and are reclassified on time. Celebration to recognize students who achieve reclassification. 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, interventions and incentives will be offered to increase the percentage of students at Fresno High School re-designated as English proficient. Parent Center courses and resources will fluctuate to meet dynamic needs of English Learners and the community.

Students with Disabilities (SWD): PLC Collaboration, training, and planning to support student growth. EL/Intervention Coordinator works with the counseling department. ELPAC chats EL Coordinator/Support Staff/Teacher/Admin/Counselor- goal setting with students. ELPAC Assessors. EL/Intervention Coordinator will check grades to determine which students will be targeted for lunch intervention/tutorials. Interact Fellows Tutoring. Staff led professional Development on EL Strategies, SEL, and RP. Bilingual Instructional Assistant will be strategically placed in classes with many Beginning and Intermediate EL students. Teachers will complete monitoring forms in Elevation quarterly to ensure that students are making adequate progress towards one ELPI level of growth each year and are reclassified on time. Celebration to recognize students who achieve reclassification. 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, interventions and incentives will be offered to increase the percentage of students at Fresno High School re-designated as English proficient. Parent Center courses and resources will fluctuate to meet dynamic needs of English Learners and the community.

Progress Monitoring: Outcomes

Reasoning for using this action	☒ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence
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Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. We will achieve these changes in knowledge and learning by providing opportunities for families to participate and engage in their students' education. Outcomes measured by family participation in the following: • School Site Council • Coffee Chat • FHS Parent Classes • Parent/Teacher Club 11/meetings • ELPC11/eetings • International Baccalaureate (18)/Diploma Program(DP) Parent 11/eetings • Parent University Workshops • COE sponsored Parent Workshops • Responses on the Parent Survey in the Fall 2024 and Fall 2025 • Back to School Night and Open House with emphasis on family and community Outcomes monitored by Principal, VP, Parent University Liason, Counselors, HSL, and teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Family Climate and Culture survey Outcomes measured by the percentage of favorable family climate and culture survey responses in the family engagement domain. Outcomes monitored by Principal, VP, Parent University Liason, Counselors, HSL, and teachers.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Increase parent participation at Back to School night, and open house, and favorable responses to the family engagement domain of the Climate and Culture Survey. Increase favorable responses from 86% to target of 87.2%. Outcomes monitored by Principal, VP, Parent University Liason, Counselors, HSL, and teachers.

2025-2026 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			Babysitters, Translators	3,142.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	PERSACTHST – CHANGE: VR 1083346 - Rodriguez,Amber: TERM 4/04 **Cannot be used for translation of mandatory items (i.e., ELAC & IEPs).	72,594.00
G5A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Over			Clerical support overtime	1,036.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Ovr			Library, clerical, and office overtime to support parent engagement.	7,246.00
G5A1	Sup & Conc	Parent Participation	Direct-Graph			Communications items in support of parent involvement	2,855.00
G5A1	Sup & Conc	Parent Participation	Direct-Food			Food services to support parent involvement	7,500.00
G5A1	Sup & Conc	Plant Maintenance & Operations	Cls Sup-Ovr			Custodial support for parent events	3,106.00

\$97,479.00

2025-2026 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	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies to support instruction **No Incentives or food**	4,735.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Teacher subs for planning and training	34,727.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Books, electronic licenses and subscriptions	3,478.00
G1A2	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst I	0.5000		43,126.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			Planning and student tutoring supplementals	7,356.00
G1A2	LCFF: EL	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst I	0.2500		21,561.00
G1A4	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500		61,052.00
G1A4	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000		166,586.00
G1A4	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2500		22,598.00
G1A4	LCFF: EL	Parent Participation	Mat & Supp			Materials and supplies to support instruction of parents	6,464.00
G1A4	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500		67,795.00
G2A1	Title 1 Basic	Instruction	Oth Cls-Supp			Planning and student support	2,501.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Prep Buy Out CAS Coordinator	14,498.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Prep Buy Out DP Core	14,498.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Prep Buy Out DP Core	14,498.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Planning and student support	10,037.00
G2A1	Sup & Conc	Instruction	Travel			Travel for PL	36,173.00
G2A2	Title 1 Basic	Instruction	Teacher-Supp			Teacher supplemental contracts. **No IEPs**	2,469.00
G2A2	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support instruction. Also support G1A2, G2A1, G2A2	160,950.00
G2A2	Sup & Conc	Instruction	Direct Trans			In support of student engagement	8,000.00
G2A2	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Ext			Library extra time	2,070.00
G2A2	LCFF: EL	Instruction	Bks & Ref			Materials and supplies for EL students.	2,344.00
G3A1	Sup & Conc	Instruction	Direct-Maint			Maintain equipment in support of student engagement	10,000.00
G3A2	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Reg	Assistant, Attendance Records	0.4375		17,896.00
G3A2	LCFF: EL	Attendance & Social Work Service	Local Mileag			Mileage HSL	1,200.00
G3A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		83,663.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitters, Translators	3,142.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	PERSACTHST – CHANGE: VR 1083346 - Rodriguez,Amber: TERM 4/04 **Cannot be used for translation of mandatory items (i.e., ELAC & IEPs).	72,594.00
G5A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Over			Clerical support overtime	1,036.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Ovr			Library, clerical, and office overtime to support parent	7,246.00

G5A1		Parent Participation	Cls Sup-Ovr	engagement.	7,246.00
G5A1	Sup & Conc	Parent Participation	Direct-Graph	Communications items in support of parent involvement	2,855.00
G5A1	Sup & Conc	Parent Participation	Direct-Food	Food services to support parent involvement	7,500.00
G5A1	Sup & Conc	Plant Maintenance & Operations	Cls Sup-Ovr	Custodial support for parent events	3,106.00
					\$917,754.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$230,156.00
Sup & Conc	7090	\$580,878.00
LCFF: EL	7091	\$106,720.00
Grand Total		\$917,754.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$439,478.00
G2 - Expand student-centered and real-world learning experiences	\$268,038.00
G3 - Increase student engagement in their school and community	\$112,759.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$97,479.00
Grand Total	\$917,754.00