Fresno High

10621661032507

Principal's Name: Amy Smith

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

Title I SWP/ATSI Additional Targeted Support and Improvement

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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 and Guardrails 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.

Academic Achievement	**DISTRICT GOALS:**	**DISTRICT GUARDAILS:**
The Whole Child (Engagement/SEL)	**Early Literacy** **Literacy Intervention**	**Community Engagement** **Equitable Access**
Operational Excellence	**College & Career Readiness** **Life Skills**	**Effective Staff** **Health & Wellness**

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 - James Dunn		X			
3. Deseree Beltran			X		
4. Yia Xiong		X			
5. Jose Sandoval		X			
6. Marcela Pacheco				X	
7. Rosemary Morgan				X	
8. Jesse Morgan				X	
9. Ashley Lopez					X
10. Kimberly Gutierrez					X
11. Catherine Beltran					X
12. Maria Tovar		X			
13.					
14.					
15.					

Check the appropriate box below:
X **ELAC reviewed the SPSA as a school advisory committee.**
☐ **ELAC voted to consolidate with the SSC. Date_____.**

Required Signatures

School Name: Fresno High School			
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**	Amy Smith	4/20/26
SSC Chairperson	**James Dunn**	James Dunn	4/20/2026

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

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

FY 2026/27

Fresno - 0185

ON-SITE ALLOCATION

3010	Title I	$231,598	*
7090	LCFF Supplemental & Concentration	$526,153	
7091	LCFF for English Learners	$93,330	
	TOTAL 2026/27 ON-SITE ALLOCATION	**$851,081**	

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	$66,664
Program Budget	$164,934
Total Title I Allocation	$231,598

ESSA Assistance Status: Additional Targeted Support and Improvement (ATSI)

January 30, 2026

Fresno High 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		50 %	2025-2026	**51.1 %**
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		10.7 %	2025-2026	**11.8 %**
Goal 1	CCI - percentage of students who are Prepared (ALL)	41.4 %	41.7 %	2024-2025	**45.2 %**
Goal 1	CCI - percentage of students who are Prepared (Students w/ Disabilities)		5.2 %	2024-2025	**8.7 %**
Goal 1	CCI - Percentage of students who completed A-G (ALL)	37.6 %	41.7 %	2024-2025	**43.7 %**
Goal 1	ELPAC - percentage of students who scored 4		12.1 %	2024-2025	**13.2 %**
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)	30.1 %	44.5 %	2024-2025	**45.6 %**
Goal 1	ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	32.4 %	48.3 %	2024-2025	**49.4 %**
Goal 1	Graduation Rate (ALL)	86.8 %	89.2 %	2024-2025	**90.3 %**
Goal 1	Graduation Rate (Students w/ Disabilities)	52.5 %	67.2 %	2024-2025	**68.3 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		50 %	2025-2026	**51.1 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		50 %	2025-2026	**51.1 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		46.4 %	2025-2026	**47.5 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		50 %	2025-2026	**51.1 %**
Goal 1	Passed all semester 1 courses with C- grade or better (ALL)	37.4 %	39 %	2025-2026	**40.1 %**
Goal 1	SBAC ELA - Average distance from standard (ALL)	-31.8 pts	-35.9 pts	2024-2025	**-20.9 pts**
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		40 %	2024-2025	**45 %**

Goal 1	SBAC Math - Average distance from standard (ALL)	-128.8 pts	-129.2 pts	2024-2025	**-114.2 pts** ↑
Goal 1	SBAC Math - Average distance from standard (English Learner)		-184.4 pts	2024-2025	**-169.4 pts** ↑
Goal 1	SBAC Math - Average distance from standard (Hispanic)		-184.4 pts	2024-2025	**-169.4 pts** ↑
Goal 1	SBAC Math - Average distance from standard (Long-Term English Learner)		-193.1 pts	2024-2025	**-178.1 pts** ↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		12.6 %	2024-2025	**17.6 %** ↑
Goal 2	Chronic Absenteeism (ALL) Semester 1		26.1 %	2025-2026	**25.5 %** ↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	87.1 %	88 %	2025-2026	**89.1 %** ↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	66.4 %	70 %	2025-2026	**71.1 %** ↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		77 %	2025-2026	**79 %** ↑
Goal 2	Suspension Rate - (Two or More Races)	18.17 %	19.2 %	2024-2025	**18.87 %** ↓
Goal 2	Suspension Rate - (White)		10.4 %	2024-2025	**10.07 %** ↓
Goal 2	Suspension Rate (ALL) Semester 1	13.27 %	4.8 %	2025-2026	**4.47 %** ↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

Action 1: POP-Based on the metrics in this current goal, students are not meeting grade level math standards.12.6% of students met/exceeded math, an increase from the previous year. The average distance from the standard was 129.2
points, an improvement of 143.8 points from the previous year. English Language Learners (EL), Long Term English Learner (LTEL), and Hispanic are specific subgroups showing the most distance from standard.

Action 2: POP-Based on the metrics in this current goal, students are not reading on grade level as identified by SBAC. Based on the metrics above, 40% of students met/exceeded SBAC ELA standards, an increase of 10.9 points from the previous year. The average distance from the standard was 35.9points, an improvement of 46.8 points from the previous year. English Language Learners (EL) and Students with Disabilities (SWD) are the specific student groups not meeting ELA standards. SWD IS 108.7 below standards, LTEL 105.9 distance from standards, EL is 99.7 distance from standards.

Action 3: POP-Based on the metrics in this current goal students are not graduating prepared on the California College and Career Readiness Indicator (CCI). 41.7% of students graduated prepared. SWD had the lowest prepared percentage at 5.2%. Graduation rate is 89.2% with SWD graduation rate at 67.2%.

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

1. Students have not fully mastered literacy and math, including analyzing arguments, synthesizing information, and writing evidence-based responses.
2. The need to consistently use Common Formative Assessments (CFA's) and Data Analysis protocol in PLC's.
3. Scaffolding instruction and targeted interventions based on fluency levels and students' IEPs or 504 plans.
4. streamline course scheduling offerings that provide increased opportunities for students to be CCI Prepared.

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. Provide targeted intervention and tutoring for students not on grade level.
2. Streamline Professional Learning Communities (PLC's) based on data from CFA's, CSA's, and grade analysis to ensure alignment.
3. Identify juniors who are one requirement away from CCI Prepared.

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

Mathematics

Fully Implemented

Fully Implemented to meet the desired student outcomes. 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.

Literacy

Fully Implemented

Fully Implemented: All PLC's have been provided the opportunity to attend training. They have been provided additional planning time and assigned a TSA to help support alignment and improve student outcomes. ELA has transitioned to the use of Springboard.

Ds/Fs

Fully Implemented

Fully implemented: CORE work with our 9th grade BTSC team to increase the academic performance of 9th grade students. As a result, the D/F rate has decreased slightly. Aligning Professional Learning Communities (PLCs) has strengthened collaboration around common standards, pacing, and assessments, ensuring consistent instruction across classrooms.

EL- Redesignation

Fully Implemented

Fully Implemented: The actions were fully implemented: Bilingual Instructional Aides (BIA's) 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. By June 2026, the number of English Learner students improving at least one ELPI by 5% (44.5% to 49.5%) using the CA School Dashboard ELPI (English Learner Progress Indicator).

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. This school year transitioned from wall to wall IB to cohort model. 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.

College and Career Readiness

Fully Implemented

Fully Implemented: Fresno High School fully implements Career Technical Education (CTE) courses aligned with state-adopted standards and integrated into students' four-year academic plans as electives. The IB Career-related Programme (CP) provides certifications and instructional support for grades 9–12, embedding California CTE standards, Work-Based Learning (WBL), Approaches to Learning (ATL), and the IB Learner Profile.

All CTE courses meet A–G requirements for the University of California. Programs promote leadership, job-related skills, and real-world experience through courses such as General Internship. Career pathway sequences include Digital Media–Video Production and Broadcast, Building Construction Trades, and Military Science (JROTC).

The program also offers dual enrollment courses with Fresno City College, including Videography and HVAC 50 (Introduction to HVAC). Students may earn industry certifications such as MC3, OSHA 10, CPR/First Aid/Stop the Bleed, EPA Levels 1 and 2, Adobe Premiere and Photoshop, Cyber Safety, and Employability Skills. Added partnership with HBCU Benedict College to offer Dual Enrollment courses. Our CCI indicator increased from 37.9% in 2024 to 41.7% in 2025.

Seal of Biliteracy

Fully Implemented

Fully Implemented: Fresno High School continues to develop graduates with strong literacy and fluency in one or more languages beyond English. This work is supported through high-quality first instruction, ongoing professional learning, and reflective PLC practices. Instructional supports include MYP/IB inquiry-based unit planning, common formative assessments, performance tasks, and Response to Intervention (RTI). The school also provides targeted professional learning focused on effective strategies and supports for teaching English Learners (ELs).

Student Engagement

Fully Implemented

Fully Implemented: These actions were implemented to increase student engagement in school and the community. Fresno High has a variety of clubs, sports, pathways, and programs for students to be engaged in. A Noontime Assistant was added to support student engagement, along with a 0.125 FTE position dedicated to supporting student success and engagement for students receiving special education services.

Fresno High School continues to support FUSD's transition initiatives by establishing a transitional PLC that promotes vertical articulation between feeder middle schools and Fresno High to strengthen the transition from 8th to 9th grade. Our Link Crew provides mentorship of upperclassman with incoming and current 9th grade students. The school also strengthened collaboration with the CTE Advisory Committee and expanded opportunities and resources to ensure all students in grades 9–12 participate in service-learning projects. Additionally, Fresno High conducts vertical recruitment beginning in 7th grade through programs such as civic engagement, music, and CTE pathways.

Attendance

Fully Implemented

Fully Implemented: The actions are partially implemented. We have Home School Liasson'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 .4375 FTE Attendance Records Assistant to support follow up on Tier 2 and Tier 3 students with chronic attendance issues have not been filled.

Social-Emotional and Behavioral Supports

Fully Implemented

Fully Implemented: These actions established a multi-tiered system of behavioral and social-emotional supports for students. Tier 1 services focus on schoolwide implementation of the *Warrior Way* and consistent communication and social-emotional initiatives led by the Climate and Culture team, including the use of School Connect for class meetings.

Using data and teacher input, students requiring Tier 2 and Tier 3 support receive targeted interventions focused on addressing behavior and restoring the learning environment. Key supports include the Student Re-Engagement Center, the Re-Engagement TSA, the Restorative Counselor, and two Resource Counseling Assistants. Fresno High School also continues to implement Positive Behavioral Interventions and Supports (PBIS).

Staff Job Satisfaction

Fully Implemented

Fully Implemented: Fresno High School strengthens teaching and learning by recognizing staff and fostering collaboration through peer- and student-nominated Warrior Way recognitions, staff celebrations, and team-building activities. In partnership with the Instructional Leadership Team (ILT), the school develops professional learning agendas and offers peer-led professional learning while supporting Professional Learning Communities (PLCs) through release days, substitute coverage, and supplemental contracts to build collective efficacy. PLCs focus on essential standards, common formative assessments, and structured data analysis protocols to guide differentiated instruction and reduce learning gaps.

The school also supports vertical articulation across subject areas to ensure aligned curriculum and consistent assessment of student progress. Instruction is enhanced through technology programs such as Nearpod, Padlet, TurnItIn, and EdCite, as well as tutorials and interventions that include technology-based learning programs, teaching fellows, after-school programs, and teacher-led lunch or after-school tutoring. Additionally, Fresno High's Career Program embeds California Career Technical Education (CTE) standards and provides certification and instructional content support for students, while funding is allocated for conference participation, professional learning opportunities, and ongoing staff recognition.

Parent Involvement

Fully Implemented

Fully Implemented: Home/School Liaisons communicate directly with families to support student success. Resources and materials are provided to support site events and parent engagement, along with extra pay or overtime for classified staff assisting with these activities. Fresno High School also hosts events and opportunities for family involvement, including Back to School Night, Open House, and parent classes or workshops with childcare available.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Mathematics

Effective

Effective: Based on current metrics, 12.6% of students met or exceeded the standard in mathematics, an increase from the previous year. The average distance from standard is 129.2 points. Mathematics instruction will remain aligned to the State Common Core State Standards. Support will continue to focus on professional learning through PLCs, including MYP/IB inquiry-based unit planning, common formative assessments, performance tasks, and RTI with our math PLUS teacher and team providing weekly tutoring. These efforts are expected to increase the number of students meeting or exceeding standards and continue improving the distance from standard.

Literacy

Effective

Effective: Based on current metrics, 38.3% of students met/exceeded standard SBAC ELA standards, an increase of 43.3 points from the previous year. We will 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. ELA has transitioned to the use of Springboard as the Guaranteed Viable Curriculum. A TSA has worked with ELA PLC's to increase collaboration around common standards, pacing, and assessments.

Ds/Fs

Partially Effective

Partially Effective: The school D/F rate has slightly decreased from average D/F rate of 69% among 9th and 10th grade to 68.4% Fall 2025.

EL- Redesignation

Effective

Effective: Bilingual Instructional Aides (BIA's) hours increased to support periods 1-6. The ELF program provides direct support to EL students. 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. Our English Learner Progress increased 13.2% in 2025. LTEL students increased 19.3%.

MYP/IB/CP

Effective

Effective: Fresno High transitioned from wall-to-wall IB program to a Cohort model. A 0.125 FTE each to support the academic program, including Theory of Knowledge, with 11 students enrolled in the 12h-grade IB Diploma class and 9 students in the 11th grade DP class—an increase of five students from the previous year. Sub release days are provided to facilitate collaboration on IB instruction, unit planning, and assessments. Development of the IB/MYP Personal Projects continues for 10th-grade students. An additional 0.125 FTE supports implementation of service learning in the MYP and assists DP students with completing the CPS, while expanding academic supports through inquiry-based, internationally minded, and service-focused learning opportunities.

College and Career Readiness

Effective

Partially Effective: This action is partially effective as the data shows that 41.7% of students on the CA Dashboard College and Career Readiness Indicated are prepared this is an increase of 3.5%. Graduation rate improved from 85.7% in 2024 to 89.2%. There was an increase in the EL by 2.4% Long term EL by 8.5%, and African American students by 14.9% student groups. Students with disabilities declined 2% and White students declined 4.7%.

Seal of Biliteracy

Effective

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.

Student Engagement

Effective

Effective: The overall Fall 2025 School Climate and Culture Survey Student engagement domain showed a declined 1% in favorable responses from 80% to 79% in Fall 2024 to 79% in Fall 2025. There, was a 94% favorable response when students were asked about opportunities to be part of clubs and activities at school and Student has opportunities to be part of class activities and discussions 90% favorable response.

Attendance

Effective

Effective: Chronic absenteeism improved slightly by .5% from 2023-24 to 2024-25. Semester 1 Fall 2025 chronic absenteeism was 26.1%.

Social-Emotional and Behavioral Supports

Effective

Effective: The Fall 2025 Climate & Culture student survey- percent favorable in student health & wellness domain was 77%. 82% Students feel he/she belongs at school, 71% of Students has a voice and feel heard at school. This is an increase of 3% in both metrics from the Fall 2024 survey.

Staff Job Satisfaction

Partially Effective

Partially Effective: Fall 2025 Climate & Culture staff survey - percent favorable in staff culture domain was 66.4 % which is a increase from the previous year of 2024 at 54%. There was a decline in favorable responses of the school provides opportunities for staff to be involved in the decision-making process from 63% to 56%.

Parent Involvement

Effective

Effective: Based on the metrics above, the Fall 2025 Climate and Culture Survey's family engagement domain increased favorable response from 86% to 89%.

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.

Fresno High School will continue implementing pull-out PLC planning days, conducting on-site classroom walkthroughs, and providing both on-site and off-site professional learning opportunities for staff. The school will also continue allocating funds for supplemental contracts to support interventions and tutoring for students who are struggling academically. Planned changes include refining the teacher referral process for targeted lunch interventions to increase the number of students earning Cs or better and to improve overall academic performance. Additionally, staff will be provided with opportunities to participate in professional development focused on the PLC process to strengthen the effectiveness of PLC time and positively impact 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:

Data Review with SSC: Shared SBAC, i-Ready, Interim Assessments, and California Dashboard data with the School Site Council (SSC) to review progress and gather feedback on current actions and potential adjustments. Input was collected during the March SSC meeting.

Language Access: Provide translated tests, assignments, and classwork to better support multilingual learners and reduce the workload on translators.

Academic Support: Implement Saturday academic school for students earning Ds or Fs until they improve to Cs or better, with incentives for most improvement.

Professional Development: Expand opportunities for teachers to attend IB trainings to strengthen instructional practices.

Tutoring Resources: Utilize Tutor.com, including multilingual tutoring options, to support student learning.

ELAC:

ELAC Input Process: ELAC members were invited to provide feedback on current actions and recommendations for potential adjustments to better support students and families.

Bilingual Support: Increase the number of bilingual counselors to better serve multilingual students and families.

Substitute Teacher Availability: Ensure access to more qualified substitute teachers when classroom teachers are absent.

Social-Emotional Support: Expand social-emotional resources and support services for students.

Family Engagement: Provide more school-based activities and educational events for parents and students to strengthen engagement.

Staff:

Career Exploration Opportunities: Organize career-focused field trips and guest speakers in partnership with eXpera to expose students to various career pathways.

Real-World Learning: Provide students with opportunities to engage in real-world, inquiry-based projects connected to the community.

Career Awareness Activities: Increase exposure to careers through lunch-and-learn events with community professionals, a career exploration week, and a culminating career fair.

Student Mentorship: Expand mentorship opportunities to support students' academic, career, and personal development.

Career Exploration Opportunities: Organize career-focused field trips and guest speakers in partnership with eXpera to expose students to various career pathways.

Behavior Support: Increase Behavior Intervention Assistants (BIAs) to at least three to strengthen student support.

Student Monitoring: Establish weekly check-ins with advisors or counselors for students with Ds or Fs.

Family Engagement: Require parent/guardian contact for students with Ds or Fs to create plans for assignment completion and academic support.

Parent Learning Opportunities: Offer parent workshops and classes (e.g., cooking, sewing, and other skill-building opportunities) to increase family involvement.

Parent Education Sessions: Provide informational sessions for families on A–G requirements, attendance expectations, ATLAS, and academic pathways.

English Language Course Options: Expand English course offerings at different proficiency levels to better meet the needs of English Learners.

Parent Meeting Accessibility: Survey parents about preferred meeting times to increase participation and accessibility.

Real-World Learning: Provide students with opportunities to engage in real-world, inquiry-based projects connected to the community.

Career Awareness Activities: Increase exposure to careers through lunch-and-learn events with community professionals, a career exploration week, and a culminating career fair.

Student Mentorship: Expand mentorship opportunities to support students' academic, career, and personal development.

Action

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Literacy

Action Details

Literacy Intervention

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.

Direct Instructional Services

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.
- 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 educations 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, Interact Fellows
- 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:

- 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/Interact Fellows
- 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): 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): 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): 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): 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): 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): 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 (LTEL): 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 HistoricallyBlackColleges &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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Parent meetings held during Back to School Night and Open House.

Monthly parent coffee hours held to inform families of resources and supports that are available.

Regional community events inviting the community and regional schools to showcase student achievement.

IB showcase where families are invited to see student projects.

Continue on-going support of ELAC (EL Parents Advisory Group). Adjusted ELAC meeting time to mornings to accommodate parent schedules.
Home School Liaisons will continue to provide Spanish and other language support at meetings and through parent communication.

EL Redesignation celebration for students and families. ELPAC chats.
Provide bus passes/transportation for families to attend school events.

Professional Learning

Describe Professional Learning related to this action.

All PLC's have been provided the opportunity to attend Solution Tree conferences with specific breakouts sessions on engagement.

PL held during buyback and staff meetings on Tier 1 engagement strategies.

SEL support staff attended PL conference on engagement for marginalized populations.

Teachers provided PL opportunities for Restorative Practice trainings, community building circles.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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 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.ernent levels.

Outcomes monitored by Principal, VP, PLC Lead, 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 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.ernent levels.

Outcomes monitored by Principal, VP, PLC Lead, 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.

SBAC math results will decrease distance from standard in math from -44.5 to -29.5.

Outcomes measured by growth from distance from standard.

Outcomes monitored by Principal and teachers.

Fresno High 2026-2027 - SPSA Draft Edits

Action

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

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.

Direct Instructional Services

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.
- 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 educations students as appropriate.
- Special Education and core English teachers will co-teach classes to provide support and differentiation for students with special needs in mainstream classes.
- Students will receive Interactive Notebooks that will serve as an instructional tool for students to process their learning.
- Teachers encourage and provide opportunities to on-line resources such as 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 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 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 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 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 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 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 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 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. 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. 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. 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. 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. 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. 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Parent meetings held during Back to School Night and Open House.
- Monthly parent coffee hours held to inform families of resources and support that are available.
- Regional community events inviting the community and regional schools to showcase student achievement.
- IB showcase where families are invited to see student projects.
- Continue on-going support of ELAC (EL Parents Advisory Group).
- Adjusted ELAC meeting time to mornings to accommodate parent schedules.
- Home School Liaisons will continue to provide Spanish and other language support at meetings and through parent communication.
- EL Redesignation celebration for students and families. ELPAC chats.
  Provide bus passes/transportation for families to attend school events.

Professional Learning

Describe Professional Learning related to this action.

- Our school is part of the Breakthrough Success Community (BTSC) CORE 9th CORE work by bridging practical strategies, ongoing coaching, and cross-district learning.
- All PLC's have been provided with the opportunity to attend Solution Tree conferences with specific breakouts sessions on engagement.

- Link Crew is a high school transition program where trained juniors and seniors (Link Leaders) mentor incoming freshmen to ease their transition into high school.
- Implementing Building Thinking classrooms with Algebra 1.
- PL held during buyback and staff meetings on Tier 1 engagement strategies.
- SEL support staff attended PL conference on engagement for marginalized populations.
- Teachers provided PL opportunities for Restorative Practice training and community building circles.
- BTSC 9th grade CORE work to reduce D/Fs in mathematics.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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 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.ernent levels.

Outcomes monitored by Principal, VP, PLC Lead, 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 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.ernent levels.

Outcomes monitored by Principal, VP, PLC Lead, 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.

SBAC math results will decrease distance from standard in math from -129.2 to -114.

Outcomes measured by growth from distance from standard.

Outcomes monitored by Principal and teachers.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Ds/Fs

Action Details

College & Career Readiness

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.

Direct Instructional Services

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.
- 1.0 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.
- 9th grade BTSC CORE work.

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
- Professinonal 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 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/Interact Fellows
- 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
- 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?

***W*ith 7090 or 7091 funds we plan to support English learner students by the following:**

English Learner (EL): 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 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 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 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 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 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 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 (LTEL): 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Parent meetings held during Back to School Night and Open House.
- Monthly parent coffee hours held to inform families of resources and support that are available.
- Regional community events inviting the community and regional schools to showcase student achievement.
- IB showcase where families are invited to see student projects.
- Continue on-going support of ELAC (EL Parents Advisory Group).
- Adjusted ELAC meeting time to mornings to accommodate parent schedules.
- Home School Liaisons will continue to provide Spanish and other language support at meetings and through parent communication.
- EL Redesignation celebration for students and families. ELPAC chats.
  Provide bus passes/transportation for families to attend school events.

Professional Learning

Describe Professional Learning related to this action.

All PLC's have been provided the opportunity to attend Solution Tree conferences with specific breakouts sessions on engagement.

BTSC 9th grade support to students. Will begin supporting 10th grade students.

Link Crew training for students and staff.

CADA conference for student leadership to improve climate and culture.

PL held during buyback and staff meetings on Tier 1 engagement strategies.

SEL support staff attended PL conference on engagement for marginalized populations.

Teachers provided PL opportunities for Restorative Practice trainings, community building circles.

Pullout days for PLC planning and collaboration.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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 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.

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 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.

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 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.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

College and Career Readiness

Action Details

College & Career Readiness

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 CA CTE 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 and HBCU partnership with Step Up program.

Direct Instructional Services

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 in the 10th grade.

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, 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
- Original Credit course offerings

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

Parent engagement will be essential in the increase participation of the underserved youth enrolling and completing career programs. Strategic and targeted campaigns through Move up Days shifted to the Fall 2025 school year to inform students and parents about Fresno High program offerings.

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 council 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 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 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 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 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.

African American (AA): 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.

Students with Disabilities (SWD): 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.

Foster Youth (FY): 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.

Homeless (HM): 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Grade level parent meetings held during Back to School Night and Open House.
- Monthly parent coffee hours held to inform families of resources and support that are available.
- Regional community events inviting the community and regional schools to showcase student achievement.
- IB showcase where families are invited to see student projects.
- Continue on-going support of ELAC (EL Parents Advisory Group).
- Adjusted ELAC meeting time to mornings to accommodate parent schedules.
- Home School Liaisons will continue to provide Spanish and other language support at meetings and through parent communication.

- EL Redesignation celebration for students and families. ELPAC chats.
  Provide bus passes/transportation for families to attend school events.

Professional Learning

Describe Professional Learning related to this action.

- Our school is part of the Breakthrough Success Community (BTSC) CORE 9th CORE work by bridging practical strategies, ongoing coaching, and cross-district learning.
- All PLC's have been provided with the opportunity to attend Solution Tree conferences with specific breakouts sessions on engagement.
- Link Crew is a high school transition program where trained juniors and seniors (Link Leaders) mentor incoming freshmen to ease their transition into high school.
- Implementing Building Thinking classrooms with Algebra 1.
- PL held during buyback and staff meetings on Tier 1 engagement strategies.
- SEL support staff attended PL conference on engagement for marginalized populations.
- Teachers provided PL opportunities for Restorative Practice training and community building circles.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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 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.

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 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.

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.

Ultimately achieve these impacts and increase prepared status on the College and Career Readiness Indicator on the CA Dashboard increased from 37.9% in 2024 to 41.7% in 2025 and goal to increase to 47% in 2026.

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.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

MYP/IB/CP

Action Details

College & Career Readiness

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.

Direct Instructional Services

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 projects are showcased.
- 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 Match according to the CA Dashboard.

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

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

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

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

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

- FTE for 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 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 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 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 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 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 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 (LTEL): 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Parent meetings held during Back to School Night and Open House.
- Monthly parent coffee hours held to inform families of resources and support that are available.
- Regional community events inviting the community and regional schools to showcase student achievement.
- IB showcase where families are invited to see student projects.
- Continue on-going support of ELAC (EL Parents Advisory Group).
- Adjusted ELAC meeting time to mornings to accommodate parent schedules.
- Home School Liaisons will continue to provide Spanish and other language support at meetings and through parent communication.
- EL Redesignation celebration for students and families. ELPAC chats.
  Provide bus passes/transportation for families to attend school events.

Professional Learning

Describe Professional Learning related to this action.

- PLC's have been have opportunities to attend Solution Tree conferences with specific breakouts sessions on engagement.
- IB training for staff.
- IB pullout days to support requirement.
- Professional learning during buyback and staff meetings on Tier 1 engagement strategies.
- SEL support staff attends professional learning trainings and conferences on engagement for marginalized populations.
- Teachers provided PL opportunities for Restorative Practice training and community building circles.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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 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.

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 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 1Oth Grade MYP Personal Project.

Outcomes monitored by Principal, VP, IB 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.

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.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0185 Fresno High School (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000		167,903.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support instruction. Also, support G1A2, G1A2, G2A1, and G2A3.	170,000.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500		63,466.00
G1A1	LCFF: EL	Parent Participation	Mat & Supp			Materials and supplies to support instruction.	8,889.00
G1A3	Title 1 Basic	Instruction	Teacher-Supp			Planning and student support. **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	6,504.00
G1A3	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Support student learning.	46,024.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Teacher subs for planning and training **Budget lines for personnel include salaries and related benefits	40,585.00
G1A3	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Support Student Learning	17,903.00
G1A3	Sup & Conc	Instruction	Travel			Travel for PL. Also supports G1A1, G1A2, G2A1, and G2A2.	43,036.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Planning and student tutoring supplementals **Budget lines for personnel include salaries and related benefits	11,902.00
G1A3	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : Support Student Learning	6,073.00
G1A5	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Prep Buyout: Teacher TBD **Budget lines for personnel include salaries and related benefits	14,291.00
G1A5	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Prep Buyout: Teacher TBD **Budget lines for personnel include salaries and related benefits	14,291.00
G1A5	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies, extra funds for possible increase in Prep Buyout cost. G1A1-5	13,455.00

$624,322.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Social-Emotional and Behavioral Supports

Action Details

Health & Wellness

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).

Direct Instructional Services

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 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.

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

- A designated ELAC meeting will address the Warrior Way Learner Profiles and positive behavioral supports.
- Parent Center courses and resources will fluctuate to meet dynamic needs of English Learners and the community.
- Create opportunities for EL students to get involved in athletics, clubs, and lunch or after school tutorials.
- Have conflict resolution and restorative circles to facilitate positive student relationships.
- Targeted EL Students to get involved in rallies, Link Crew ,Club Rush and other assemblies or conferences.
- EL/Intervention Coordinator, BIA and EL VP will monitor EL student suspensions, attendance, and 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 Home School Liaisons to help connect the teacher and staff with parents. Teacher supplementals for planning and student support. Instructional Resources such as books and other supplemental resources. Field trips for targeted students to provide enrichment opportunities. Materials and supplies to support 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 Home School Liaisons to help connect the teacher and staff with parents. Teacher supplementals for planning and student support. Instructional Resources such as books and other supplemental resources. Field trips for targeted students to provide enrichment opportunities. Materials and supplies to support 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 Home School Liaisons to help connect the teacher and staff with parents. Teacher supplementals for planning and student support. Instructional Resources such as books and other supplemental resources. Field trips for targeted students to provide enrichment opportunities. Materials and supplies to support 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 (LTEL): 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 Home School Liaisons to help connect the teacher and staff with parents. Teacher supplementals for planning and student support. Instructional Resources such as books and other supplemental resources. Field trips for targeted students to provide enrichment opportunities. Materials and supplies to support 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 Home School Liaisons to help connect the teacher and staff with parents. Teacher supplementals for planning and student support. Instructional Resources such as books and other supplemental resources. Field trips for targeted students to provide enrichment opportunities. Materials and supplies to support 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 Home School Liaisons to help connect the teacher and staff with parents. Teacher supplementals for planning and student support. Instructional Resources such as books and other supplemental resources. Field trips for targeted students to provide enrichment opportunities. Materials and supplies to support 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 (LTEL): 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Parent meetings held during Back to School Night and Open House.
- Monthly parent coffee hours held to inform families of resources and support that are available.
- Regional community events inviting the community and regional schools to showcase student achievement.
- IB showcase where families are invited to see student projects.
- Continue on-going support of ELAC (EL Parents Advisory Group).
- Adjusted ELAC meeting time to mornings to accommodate parent schedules.
- Home School Liaisons will continue to provide Spanish and other language support at meetings and through parent communication.
- EL Redesignation celebration for students and families. ELPAC chats.
  Provide bus passes/transportation for families to attend school events.

Professional Learning

Describe Professional Learning related to this action.

- Link Crew is a high school transition program where trained sophomores, juniors and seniors (Link Leaders) mentor incoming freshmen to ease their transition into high school.
- BTSC 9th grade support to students. Will begin supporting 10th grade students.
- All PLC's have been provided with the opportunity to attend Solution Tree conferences with specific breakouts sessions on engagement and alignment.
- Implementing Building Thinking classrooms with Algebra 1.
- PL held during buyback and staff meetings on Tier 1 engagement strategies.
- SEL support staff attended PL conference on engagement for marginalized populations.
- Teachers provided PL opportunities for Restorative Practice training and community building circles.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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 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 Restoritive Practice (RP) Counselor.

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 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.

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, 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.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28

Action Details

Proposition 28 provides funding for arts education, supporting student academic growth, student personal development, social-emotional expression, and a deeper appreciation for diversity and culture.

Direct Instructional Services

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

Fresno High will use Prop 28 funds to strengthen arts education while ensuring students receive tiered supports, consistent monitoring, and equitable access to programs.

Tier 1:

- Quality first teaching (Tier 1) based on standards, student goal setting, checking for understanding, implementation of Classroom Foundations/PLC+ Foundations, and use of formative assessments.
- Universal student access to arts experiences through guest artists, performances, exhibitions, and partnerships with community arts organizations.
- Ensure equitable access for English Learners, students with disabilities, and other underserved groups through differentiated instruction and inclusive program design.
- Universal course offerings and materials so more students can participate in visual and performing arts programs.

Tier 2:

- After school/lunch time support help for select identified students

Tier 3:

- Students will be referred to the Student Success Team when necessary to determine Tier 3 intervention supports.

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 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.
- Supplement the Arts program.

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 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 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 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 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 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 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 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 (LTEL): 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 redesignated
as English proficient. Parent Center courses and resources will fluctuate to meet dynamic needs of English Learners and the community.

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Increase student access to arts experiences through guest artists, performances, exhibitions, and partnerships with community arts organizations. This is done through participation in schoolwide and community events, Back to School Night, Open House, Art Galleries, Regional, and District sponsored events.

Professional Learning

Describe Professional Learning related to this action.

Teacher collaboration in Professional Learning Communities (PLCs), professional development, conferences, and training,

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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...

Classroom walk throughs utilizing the FUSD CSTP's and State VAPA requirements for teacher feedback:

Outcomes measured by walkthrough data focused on state standards school focus areas. 70% of classroom observations will show implementation of standards in the short term.

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...

Class assessments, student participation, student feedback, and engagement:

Outcomes measured by growth from assessment to assessment, student feedback, and engagement.

Outcomes monitored by teachers, grade level PLCs, and admin.

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.

Positive assessment outcomes, student participation, student feedback, and engagement:

Outcomes monitored by Principal and teachers.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0185 Fresno High School (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		86,092.00
G2A1	LCFF: EL	Attendance & Social Work Servic	Local Mileag			Mileage HSL	3,000.00

$89,092.00

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

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.

Direct Instructional Services

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 suppor 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 (LTEL): 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Parent meetings held during Back to School Night and Open House.
- Monthly parent coffee hours held to inform families of resources and support that are available.
- Regional community events inviting the community and regional schools to showcase student achievement.
- IB showcase where families are invited to see student projects.
- Continue on-going support of ELAC (EL Parents Advisory Group).
- Adjusted ELAC meeting time to mornings to accommodate parent schedules.
- Home School Liaisons will continue to provide Spanish and other language support at meetings and through parent communication.
- EL Redesignation celebration for students and families. ELPAC chats.
  Provide bus passes/transportation for families to attend school events.

Professional Learning

Describe Professional Learning related to this action.

- Our school is part of the Breakthrough Success Community (BTSC) CORE 9th CORE work by bridging practical strategies, ongoing coaching, and cross-district learning.
- All PLC's have been provided with the opportunity to attend Solution Tree conferences with specific breakouts sessions on engagement.
- Link Crew is a high school transition program where trained juniors and seniors (Link Leaders) mentor incoming freshmen to ease their transition into high school.
- Implementing Building Thinking classrooms with Algebra 1.
- PL held during buyback and staff meetings on Tier 1 engagement strategies.
- SEL support staff attended PL conference on engagement for marginalized populations.
- Teachers provided PL opportunities for Restorative Practice training and community building circles.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence ☑ Moderate 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
We will achieve these changes in knowledge and learning... Include how these outcomes will be measured and who will monitor them.	*Shape these behaviors...* Include how these outcomes will be measured and who will monitor them.	*And ultimately achieve these impacts.* 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.

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.

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

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

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.

Direct Instructional Services

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.

.4375 FTE Attendance Records Assistant will support follow up with Tier 2 and Tier 3 students and their families with chronic absenteeism.

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 (LTEL): 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Parent meetings held during Back to School Night and Open House.
- Monthly parent coffee hours held to inform families of resources and support that are available.
- Regional community events inviting the community and regional schools to showcase student achievement.
- IB showcase where families are invited to see student projects.

- Continue on-going support of ELAC (EL Parents Advisory Group).
- Adjusted ELAC meeting time to mornings to accommodate parent schedules.
- Home School Liaisons will continue to provide Spanish and other language support at meetings and through parent communication.
- EL Redesignation celebration for students and families. ELPAC chats.
  Provide bus passes/transportation for families to attend school events.

Professional Learning

Describe Professional Learning related to this action.

- All PLC's have been provided with the opportunity to attend Solution Tree conferences with specific breakouts sessions on engagement.
- IB training for staff.
- IB pullout days to support requirement.
- Link Crew is a high school transition program where trained sophomores, juniors, and seniors (Link Leaders) mentor incoming freshmen to ease their transition into high school.
- Implementing Building Thinking classrooms with Algebra 1.
- PL held during buyback and staff meetings on Tier 1 engagement strategies.
- SEL support staff attended PL conference on engagement for marginalized populations.
- Teachers provided PL opportunities for Restorative Practice training and community building circles.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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 providing opportunities for families to participate and engage in their students' education.

Outcomes measured by family participation in the following:

- School Site Council

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.

Family Climate and Culture survey

Outcomes measured by the percentage of favorable family climate and culture survey responses in the family engagement domain.

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.

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%.

- 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.

Outcomes monitored by Principal, VP, Parent University Liason, Counselors, HSL, and teachers.

Outcomes monitored by Principal, VP, Parent University Liason, Counselors, HSL, and teachers.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0185 Fresno High School (Locked)

G3 - Operational Excellence

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.	17,000.00
G3A1	Sup & Conc	Instructional Supervision & Admi	Cl&Tech-Over			Classified support overtime. **Budget lines for personnel include salaries and related benefits	1,782.00
G3A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Ext			Library Extra time **Budget lines for personnel include salaries and related benefits	1,243.00
G3A1	Sup & Conc	Parent Participation	Direct-Food			Food services to support parent involvement.	2,000.00
G3A2	Title 1 Basic	Attendance & Social Work Servic	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Liaison cannot translate mandatory items (i.e. ELAC and IEP) **Budget lines for personnel include salaries and related benefits	92,978.00
G3A2	Sup & Conc	Instructional Supervision & Admi	Cl&Tech-Reg	Assistant, Attendance Records	0.4375		19,555.00
G3A2	Sup & Conc	Plant Maintenance & Operations	Cls Sup-Ovr			Custodial support for parent events. **Budget lines for personnel include salaries and related benefits	3,109.00

$137,667.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0185 Fresno High School (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employeename	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0185	1110	1000	1160	Teacher-Supp					G1A3	Planning and student support. **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	6,504.00
060	3010	0185	1110	1000	5110	Subagreements					G1A3	Education and Leadership Foundation : Support student learning.	46,024.00
060	3010	0185	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	Tillman, James	1.0000	G2A1		86,092.00
060	3010	0185	1110	3130	2210	Cls Sup-Reg	Liaison, Home/School Spanish	W125	Antonio, Silvia	1.0000	G3A2	Liaison cannot translate mandatory items (i.e. ELAC and IEP) **Budget lines for personnel include salaries and related benefits	92,978.00
030	7090	0185	1110	1000	1110	Teacher-Regu	Teacher, Spec Assgn	T083	Zavala-Silva, Stephanie	1.0000	G1A1		167,903.00
030	7090	0185	1110	1000	1110	Teacher-Regu	Teacher, Senior High	T079	(New/Open Position)	0.1250	G1A5	Prep Buyout: Teacher TBD **Budget lines for personnel include salaries and related benefits	14,291.00
030	7090	0185	1110	1000	1110	Teacher-Regu	Teacher, Senior High	T079	(New/Open Position)	0.1250	G1A5	Prep Buyout: Teacher TBD **Budget lines for personnel include salaries and related benefits	14,291.00
030	7090	0185	1110	1000	1120	Teacher-Subs					G1A3	Teacher subs for planning and training **Budget lines for personnel include salaries and related benefits	40,585.00
030	7090	0185	1110	1000	4300	Mat & Supp					G1A1	Materials and supplies to support instruction. Also, support G1A2, G1A2, G2A1, and G2A3.	170,000.00
030	7090	0185	1110	1000	4300	Mat & Supp					G1A5	: Materials and Supplies, extra funds for possible increase in Prep Buyout cost. G1A1-5	13,455.00
030	7090	0185	1110	1000	5110	Subagreements					G1A3	Education and Leadership Foundation : Support Student Learning	17,903.00
030	7090	0185	1110	1000	5221	Travel					G1A3	Travel for PL. Also supports G1A1, G1A2, G2A1, and G2A2.	43,036.00
030	7090	0185	1110	1000	5723	Direct-Maint					G3A1	Maintain equipment in support of student engagement.	17,000.00
030	7090	0185	1110	2100	2410	Cl&Tech-Reg	Assistant, Attendance Records	W011	Trejo, Tatiana	0.4375	G3A2		19,555.00
030	7090	0185	1110	2100	2440	Cl&Tech-Over					G3A1	Classified support overtime. **Budget lines for personnel include salaries and related benefits	1,782.00
030	7090	0185	1110	2420	2230	Cls Sup-Ext					G3A1	Library Extra time **Budget lines for personnel include salaries and related benefits	1,243.00
030	7090	0185	1110	2495	5767	Direct-Food					G3A1	Food services to support parent involvement.	2,000.00
030	7090	0185	1110	8100	2240	Cls Sup-Ovr					G3A2	Custodial support for parent events. **Budget lines for personnel include salaries and related benefits	3,109.00
030	7091	0185	4760	1000	1160	Teacher-Supp					G1A3	Planning and student tutoring supplementals **Budget lines for personnel include salaries and related benefits	11,902.00
030	7091	0185	4760	1000	2110	Ins Aide-Reg	Paraprof, Bilingual Spanish	W030	Perez Guillen, Rosa	0.7500	G1A1		63,466.00
030	7091	0185	4760	1000	5110	Subagreements					G1A3	Education and Leadership Foundation : Support Student Learning	6,073.00
030	7091	0185	4760	2495	4300	Mat & Supp					G1A1	Materials and supplies to support instruction.	8,889.00
030	7091	0185	4760	3130	5211	Local Mileag					G2A1	Mileage HSL	3,000.00

$851,081.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$231,598.00
Sup & Conc	7090	$526,153.00
LCFF: EL	7091	$93,330.00
Grand Total		**$851,081.00**

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	$624,322.00
G2 - The Whole Child (SEL and Engagement)	$89,092.00
G3 - Operational Excellence	$137,667.00
Grand Total	**$851,081.00**