

## Fresno High

106216610325071

Principal's Name: *BRYAN D. WELLS*

Principal's Signature: *Bryan D. Wells*

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

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<b>District Goals</b>	
<p>The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

**Consolidated Program Assurances**

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

**School Site Council**

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Bryan Wells	X				
2. Chairperson – Tangelia Murphy					X
3. Silvia Antonio			X		
4. Cathryn Dossetti		X			
5. Amy Kohl		X			
6. Gale Rocha		X			
7. Fatima Gutierrez					X
8. Jasmine Hill					X
9. Delores Miranda				X	
10. Magaly Gonzalez				X	
11. Lilian Precido				X	
12.					
13.					
14.					
15.					

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

**Required Signatures**

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	BRYAN WELLS	B. Wells	
SSC Chairperson	Tangeria Murphy	Tangeria Murphy	4/20/18

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2018/19

Fresno - 0185

**ON-SITE ALLOCATION**

3010	Title I	\$184,375 *
7090	LCFF Supplemental & Concentration	\$532,061
7091	LCFF for English Learners	\$102,870
<b>TOTAL 2018/19 ON-SITE ALLOCATION</b>		<b>\$819,306</b>

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$58,750
Remaining Title I funds are at the discretion of the School Site Council	\$125,625
Total Title I Allocation	\$184,375

## Fresno High 2018-2019 - Single Plan for Student Achievement (SPSA)

### Goal 1 - All Students will excel in reading, writing and math

#### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current %	Target %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	43.982	50.982
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	8.39	15.39

#### Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

#### SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

School wide emphasis on claim, evidence and warrant. Increased writing across subject areas, continued professional learning in a variety of areas to support IB for all.

Reading, writing, across curriculum

Below grade level skill sets.

44% is still very low. Springboard is a great tool and also we have extra readings (novels) that help students.

#### SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Teachers new to teaching.
- Student culture of the testing
- familiarity of tech piece
- Inconsistent application of conceptual math.

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

#### SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- A need for remediation within the rigor of the standard
- Inconsistent use of CFAs

#### SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- More robust use of digital resources
- Inconsistent use of CFAs
- need for RTI

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

**2** ELAC:

**3** Staff:

- Support of the contents embedded within the SPSA Document for the 2018-19 School year.
- Analysis of the SPSA from prior year showed a marked growth in the ELA and Math results. The SSC has requested that we continue the current course of action that we have in place in an attempt to duplicate or increase our student academic achievement.

- A need for more tutorials in math
- Real-life explanations needed for math
- A need for different modalities for instruction.
- More interventions
- More celebrations for those that are achieving.

During the 2014-15 and 2015-16 school year, we had problems hiring full-time math teachers to work in the department. During both years, we had approximately 10 sections of Algebra 1 students that did not have a permanent teacher during most of the school year; these classes would have a different substitute come in every 30 school days. This would affect approximately 350 students each year. Because they did not have a regular teacher, a majority of these students left Algebra 1 poorly prepared for Geometry and Algebra 2. I believe that is a key component that affected our students academic performance on the SBAC test. Additionally, any junior student that is not enrolled in Algebra 2 would probably not be able to Meet/Exceed Standards the year they are tested. We have provided significant supports for students (After School Tutorial in the Library); I feel that this program is not utilized enough by our struggling students.

**Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:**

- .2 Teacher and had **two teachers** preps bought out to support instructional program. Current data shows strong correlation between their support with the instructional departments such as ELA/ Math, and World Languages. Those departments supported have shown substantial gains in student academic growth. No Planned Changes
- Liaison, Sch/Community Spanish- No planned changes
- Liaison, Home/School Spanish- No Planned Changes

## Action 1

**Title:** Mathematics

[Action Details:](#)

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

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

**Explain the Progress Monitoring and data used for this Action**



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

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

**Owner(s):**

Principal

Mathematics Administrator

Math Lead Teachers and Math Professional Learning Communities.

**Timeline:**

On-going through Interim Assessments throughout the school year.

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

Instructional Practice Guide data and AC artifacts (AC agendas, Managabac) will be used to monitor instructional progress.

**Owner(s):**

Principal

Mathematics Administrator

Math Lead Teachers and Math Professional Learning Communities.

**Timeline:**

Bi-Weekly

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

- Professional collaboration and professional learning will support student learning of grade level standards through enhanced delivery of instruction and through the review of data for the purpose of remediation and acceleration within the instructional sequence.
- Students will receive Tier 1 support from the district adopted curriculum and its supplemental supports which include digital resources such as the Dynamic Classroom and Khan Academy.
- Students will receive Tier 2 support through the use small group instruction focused on gaps.
- Students will receive Tier 3 support through math tutorials.
- Students will receive Interactive Notebooks that will serve as an instructional tool for students to process their learning. Math-specific Mandatorials (required lunch-time tutorials) for 9 and 10 grade students.
- Math-specific Tutorials to use specific skill-development content. Continuation and expansion of the SAT/IB Khan Academy Learning Lab hours and opportunities for 11 & 12 grade students.
- Provide targeted tutorial to support students in new accelerated Algebra II/Math Studies.
- Upon enrollment and review of prior math achievement, all Foster Youth and responsible guardians will receive direct referral and enrollment in site mathematical-specific supports (ASSETs, Tutorials, and Learning Lab)
- Students identified as SPED will have additional academic support provided to them through co-teaching

**Specify enhanced services for EL students:**

- Bilingual Instructional Aides will provide primary language support for Beginning EL students.
- EL students will benefit from an added emphasis on math discourse. Specifically, each Algebra I, Geometry, and Algebra II teacher with EL students will participate in a co-teaching lesson with the support of the Math instructional coach and/or Literacy instructional coach.
- To address disproportionality in student achievement for identified ethnic groups, every management team meeting will include data on 1 or more elements of student achievement disaggregated by ethnicity.
- Management team will identify specific actions each individual will own to address the disproportionality.

**Explain the actions for Parent Involvement (required by Title I):**

- Parents will be notified via School Messenger and flyers of math tutorials, including specific support through the after school program.
- Teachers will contact and document parents of students receiving a D or F in their math classes.
- A dedicated series of parent workshops on math supports and strategies.

**Describe Professional Learning related to this action:**

- Math teachers will utilize planning time as professional learning through Accountable Community collaboration. Utilizing FUSD's AC Foundations, teachers will create MYP/IB units with common formative development of assessments and performance tasks with an emphasis on conceptual learning.
- Continued collaboration in Japanese Lesson Study.
- Math teachers will spend 8 hours in on-site professional learning around MYP/IB unit planning and common formative assessments and providing remediation within the rigor of the grade level standard.
- Professional Learning to be delivered by Lead Teachers and on-site instructional coaches. Math teachers will engage in professional learning by conducting a book inquiry.
- ALL teachers will receive 3 hours of professional learning on mathematical performance tasks that promote reasoning and problem solving.
- Algebra 1 teachers will continue to engage in professional learning through district iPL days.

- Geometry teachers will continue to be supported through professional learning designed by the district with the on-going job embedded “in-class” supports provided by the department of Curriculum and Instruction.
- Algebra II teachers will receive professional learning to support the adopted CCSS aligned curriculum. Algebra I, Geometry, and Algebra II teachers will participate in 4 professional learning days with Cornerstone Consulting and/or in collaboration with Math Administrator and Math Lead Teachers.

## Action 2

**Title:** Literacy

### Action Details:

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

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

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

Percentage correct on the Interim 1 Assessment for English will increase by 7% for each respective subject.

- Grade 9 FHS 42%
- Grade 10 FHS 44.8%
- Grade 11 FHS 44.5%
- Grade 12 FHS 52.2%

**Owner(s):**

- Principal
- Admin
- Instructional Coach
- ELA Teachers/All Teachers

**Timeline:**

Fall of 2018

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

Percentage correct on the Interim 2 Assessment for English will increase by 7% for each respective subject.

- Grade 9 FHS 37.2%
- Grade 10 FHS 49%
- Grade 11 FHS 48.6%
- Grade 12 FHS 61.5%

**Owner(s):**

- Principal
- Admin
- Instructional Coach
- ELA Teachers/All Teachers

**Timeline:**

Jan/Feb of 2019

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

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

**Owner(s):**

Principal  
Admin  
Instructional Coach  
ILT/Lead Teachers  
All Teachers

**Timeline:**

On-going

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

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

**Owner(s):**

Principal  
Admin  
Instructional Coach  
ILT/Lead Teachers  
All Teachers

**Timeline:**

On-going

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

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

**Owner(s):**

Principal  
Admin  
ILT

**Timeline:**

On-going

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

Professional collaboration and professional learning will support student learning of grade level standards through micro teaching and through the review of data for the purpose of remediation and acceleration within the instructional sequence, subs and supplemental contracts provided

Students will receive Interactive Notebooks that will serve as an instructional tool for students to process their learning.

Students will utilize grade level appropriate materials such as academic articles as supplementary material

Upon enrollment and review of prior academic achievement, all Foster Youth and responsible guardians will receive direct referral and enrollment in site literacy-specific supports (ASSETs, Mandatorials, and Learning Lab).

Students identified as SPED will have additional academic support provided to them through a supplemental support room where they will receive individual/small group assistance from a credentialed SPED teacher.

Increase technology to further provide access to tools such as Khan and digital Springboard.

Students in SPED Math class will have access to additional computers.

**Explain the actions for Parent Involvement (required by Title I):**

Parents will have the opportunity to attend Warrior Walks to engage parents in the instructional focus of the school.

**Specify enhanced services for EL students:**

Specialized tutorials for EL students in writing in order to support students developing the writing skills needed for most classes.

Supplemental Books for EL students.

Beginning ELD students will have access to a Bilingual Instructional Aid in strategic core classes

**Describe Professional Learning related to this action:**

- Professional Learning for Lead Teachers focused on building their content knowledge on unit planning based on MYP/IB pedagogical framework.

- All teachers will utilize planning time as professional learning through Accountable Community collaboration.
- Utilizing FUSD's AC Foundations, teachers will create MYP/IB units with common formative assessments and performance tasks with an emphasis on Inquiry.
- Continued Professional Learning on Inquiry and its supporting standards. MYP and IB Training, RTI, rigor, and assessment philosophies
- Continued PL on alignment of IPG and MYP/IB framework.
- Professional Learning and Collaboration for ELA teachers in aligning Springboard Curriculum to the MYP framework.
- Staff will be provided with ongoing, actionable data and supported with tools to interpret and question data and use it in instructional planning.

### Action 3

Title: MYP/IB/CP

#### Action Details:

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

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

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

Student performance on Internal Assessments

Completion percentage of the Extended Essay and Theory of Knowledge

Planned MYP/DP/CP Units (1+ per quarter), capture of student work and evidence of common assessments aligned with external assessments.

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

Number and Percentage of Students who complete an IB course.

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

Number of students who are designated as a Diploma candidate.

Number of students who receive an IB Diploma

##### Owner(s):

All Teachers/Principals

Principal VP's over DP, CP and MYP

IB Coordinator

MYP Coordinator

##### Timeline:

On-going

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

##### Specify enhanced services for EL students:

Fresno High's IB Language Policy supports for EL students: Students are supported in their development of

Access of all students to a rigorous curriculum framework and student-centered classrooms Access for all students to World Language curriculum and coursework including supplemental textbooks.

Opportunity for all 10th grade students to engage in real-world inquiry-based projects based on their personal interest Support of student growth in social-emotional learning through IB Approaches to Learning, Personal and Professional Skills, International Mindedness, and Theory of Knowledge (Metacognition)

IB tutorials and use of the Khan Academy Learning Lab Increased resources for Recruitment (DP/CP/MYP)

Increased Technology for students for Internal Assessment Uploads including 5-8 dedicated laptops to be located in the IB Office.

DP Summer Learning Programs IB Summer Bridge Program for Incoming 9th graders Increased allotment of resources for Makerspace and Personal Projects.

Student materials for Personal Projects

Resources for Personal Project Showcase

Asupplemental pay contract for Personal Projects and Makerspace to work with teachers and students

Student access to Turn-it-In.com

Teacher and student access to Managebac

#### Explain the actions for Parent Involvement (required by Title I):

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Communication with students and parents of the IB DP Assessment Calendar and MYP Personal Project dates

Involvement of parents in the review of personal projects Parent informational meetings for the MYP to DP or CP transition (Commitment Nights)

Parent participation in the scheduling of DP coursework and full diploma status Communication through principal coffee talks

8th Grade IB/MYP Parent Night to be held in the Spring for Incoming 9th Grade students

### Action 4

Title: Ds/Fs

#### Action Details:

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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.

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

language in the classroom through the use of several instructional strategies, including, but not limited to: the instruction, discussion and use of language registers that are appropriate to activity.

The use of academic sentence frames with varying complexity and freedom depending on the need of the individual student.

The use of groups/collaborative work to insure that every student speaks, writes, reads and listens in each class.

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

#### Describe Professional Learning related to this action:

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IB authorized trainings; on-site and off site professional learning and on-site consultation services conducted by onsite IB support staff; buy-back days; use of 54-hours for professional learning in support of unit planning and common assessments; vertical articulation (including connection with regional feeder schools)

Professional Learning Pull-Out Days for Collaboration around IB instruction, unit planning, and assessments.

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

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

Owner(s):

Principal  
Teachers/PLCs  
All Academic Counselors

Timeline:

On-going

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

Monitoring of A-G course completion.

Owner(s):

Head Counselor  
Academic Counselor

Timeline:

On-going

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

Monitoring of Students attending tutorial

Owner(s):

Admin  
Tutorial Teachers

Timeline:

On-going

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

Grades monitored weekly by Vice Principal Liaison over Department

Owner(s):

Principal  
Vice Principal

Timeline:

Weekly

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

Site records of 9th Graders who attend a 9th grade Intervention and grade monitoring of Intervention students

Owner(s):

9th Grade Intervention Counselor

Timeline:

Weekly

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

Tier 1: All students will receive instruction that is generated from an MYP or DP unit planner.

Tier 2: Students who are struggling in MYP/DP/CP class will be provided after school tutorial assistance.

Tier 3: Students will receive strategic support from teacher, counselor, and staff.

Lunch time mandatory tutorials for students failing a class.

After school tutoring 9 grade as part of the ASSETS program. Students will receive differentiated instruction within the rigor of the Common Core State Standards.

Students will receive academic counseling to promote academic success Academic Counseling will facilitate GPA's Heroes Academic Counseling will coordinate

College Signing Day to promote College and Career Readiness.

Academic Counseling and Campus Culture Director will coordinate and facilitate Principal's Awards and Academic Awards

9th Grade Students who have made academic progress will receive incentives such as certificate.

Explain the actions for Parent Involvement (required by Title I):

Specify enhanced services for EL students:

Continued quarterly monitoring of RFEP students.

Upon enrollment and review of prior academic achievement, all Foster Youth and responsible guardians will receive direct referral and enrollment in site literacy-specific supports (ASSETS, Mandatorials, and Learning Lab)

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

Describe Professional Learning related to this action:

Parents of students involved in tutorials will be contacted by liaisons so they are aware of the program.

Parents of Tier 3 students will be contacted by 9 grade Intervention Counselor and a parent-teacher conference will be held.

Parent informational meetings for parents of incoming 9 grade students on how to be academically successful.

Parent meetings for parents of students who have multiple Ds/Fs.

Continued Professional Learning on grading practices and calibration of grading scales using IB Assessment Policy.

Continued Professional Learning on the rubric development. Continued Professional Learning on utilizing academic

Criteria for Success within the classroom. 9 Grade and 10 Grade teachers will continue to meet monthly to develop academic interventions and to identify students in need of said interventions.

9th grade team and 9th grade counselors will meet regularly to monitor student progress, develop common strategies, and review effects of implementation. 9th grade team will use student focus groups, observation, and surveys to determine learning gaps, and grades (e.g., not understanding that grades don't start over at quarter), develop ATL lessons and activities to fill gaps, and then assess the effects of these strategies.

# 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0185 Fresno High School (Locked)

## G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A2	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitutes	7,028.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contracts	100,185.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies Student Incentives for D/F Improvement	79,896.00
G1A3	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Senior High	0.2000		25,469.00
G1A3	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplemental Contracts	4,174.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Prep period buyout to release Delanie Walker to grade Extended Essays for IB Programme	12,153.00
G1A3	Sup & Conc	Instruction	Nc-Equipment			Non Capitalized Equipment and Supplies - Technology	30,982.00
G1A3	Sup & Conc	Instruction	Travel			Travel for Conferences ****This line can be used for C-1 Travel Form/Registration/Booking Travel & Hotel if needed**	30,000.00
G1A3	Sup & Conc	Instruction	Travel			IB Travel Conference as well as Other Conference Needs- School wide. **This line can be used for C-1 Travel Form/Registration/Booking Travel & Hotel if needed**	20,000.00
G1A3	Sup & Conc	Instruction	Direct-Graph			Graphics for Branding of Materials for Students	10,000.00
G1A3	Sup & Conc	Instruction	Direct-Food			Direct Food Products from Food Services	1,844.00
G1A3	Sup & Conc	Instruction	Cons Svc/Oth			To Be Determined : Vendor for Professional Consulting Services& Operating will be determined later in the school year for IB/MYP. **Vendor may possibly be Cornerstone?*	8,000.00
G1A4	Title 1 Basic	Instruction	Mat & Supp			: Materials and Supplies. **NO FOOD, NO INCENTIVES**	5,634.00

**\$335,365.00**



## Goal 2 - All Students will engage in arts, activities, and athletic

### School Quality Review

#### School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	76.901	83.901

### Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p><b>1</b> What were the key factors that contributed to these performance outcomes for each metric.</p> <p><b>Goal 2 Participation Rate</b></p> <ul style="list-style-type: none"> <li>Inconsistent capturing of Goal 2 data in the tool.</li> <li>An improvement from last year in terms of student engagement captured numbers. (We have an accurate list of clubs now- due to weekly communication with Campus Culture Director and those who are supporting students in a variety of clubs.</li> <li>More opportunities for students to engage in Goal 2 activities (more clubs, more events)</li> </ul>	<p><b>2</b> What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p><b>Goal 2 Participation Rate</b></p> <ul style="list-style-type: none"> <li>10th grade sub-group (last year's 9th graders) have not been engaged in school.</li> <li>More SPED participating due to SPED centered clubs (Examples- Mybuddy, Pokemon club, etc.)</li> </ul>
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**Step 2:** 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.

<p><b>1</b> SSC:</p> <p><b>How might we better utilize the scanner to record Goal 2 data?</b></p> <ul style="list-style-type: none"> <li>Lanyards for improved Student Identification.</li> <li>Better training structure for ATLAS Goal 2 Tool.</li> <li>Communicate Goal 2 opportunities through Social Media</li> <li>Add incentives to increase Goal 2 participation.</li> </ul>	<p><b>2</b> ELAC:</p> <ul style="list-style-type: none"> <li>Increase opportunities for parent involvement</li> <li>Better parent communication.</li> </ul>	<p><b>3</b> Staff:</p> <ul style="list-style-type: none"> <li>"Staff Involvement and Encouragement"</li> <li>"Kids have options to choose from..."</li> <li>"We have made a more powerful collaborative effort to communicate the availability of these offerings."</li> <li>"I think its probably more but there are too many teachers who don't put the engagements in Atlas"</li> </ul>
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## Action 1

**Title:** Goal 2

### Action Details:

Fresno High School recognizes the importance of our district's second goal (Goal 2): all students will engage in arts, activities and athletics. By providing student access and supports to a multitude of Goal 2 programs, students at FHS

will increase Goal 2 participation throughout the year by engaging in clubs, athletic teams, co-curricular activities and visual and performing arts activities, and class sponsored activities. Additionally, through this action, Fresno High will provide opportunities that promote the transition between 8 grade and 9 grade by supporting FUSD's Transitions/ Move-up initiatives.

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

**Explain the Progress Monitoring and data used for this Action**

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

Data from Student Engagement Tool in ATLAS shows participation in each Goal 2 opportunity (arts, athletics, activities; one-time vs ongoing), and is used to monitor participation and review as part of a Cycle of Continuous Improvement.

Owner(s):

Campus Culture Director  
VP of Goal 2

Timeline:

Quarterly

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

School Climate and Culture Survey Spring 2018 Results for indicators students responding they feel a part of the school.

Owner(s):

Principal  
Admin Team  
CCD

Timeline:

On-going

Monthly monitoring of Goal 2/Student Engagement data using the following indicators:

Number and Percentage of Goal 2 Opportunities Offered to Students

Number and Percentage of Students Not Involved in Goal 2

Number and Percentage of students not engaged in any Goal 2 activities who sub-groups are more than 10% negatively disproportionately represented

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

Increased resources for student rallies such as lighting, music, and spirit accessories. Increased participation in Goal 2 activities such as rallies, assemblies, and lunch activities.

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

Resources/Supplies for SPED dance

Increased options for student clubs based on student surveys

Increased participation of Student Athletics through Intra-Murals Direct support for incoming ninth graders including planners and spirit wear.

Increased resources for VAPA including the Band, Orchestra, Choir, Theatre, and Visual Arts such as art supplies, buses, entry fees and licensing fees.

Specify enhanced services for EL students:

Monthly monitoring of ELL participation along with other sub-groups.

Explain the actions for Parent Involvement (required by Title I):

The Athletic Director will hold informative athletics meetings for parents of athletes.

Describe Professional Learning related to this action:

CADA training for CCD Six hours of Professional Learning and collaboration time for Class Sponsors.

Goal 2 opportunities will be presented for parents of incoming 9th graders in August of 2018

Activities VP, CCD, and Tribal Council VP will coordinate with Tribal Council for added involvement in leadership events.

Parent Volunteers support select dances and games.

Overview of Goal 2 activities offered will be presented at the first ELAC meeting by ELAC VP in the 2018-2019 school year.

Professional Learning to be held by Campus Culture Director and the Activities VP.

Continued off-site Professional Learning for VAPA teachers.

Professional learning for those overseeing a Goal 2 activity on entering student engagements in ATLAS.

Professional learning for coaches providing academic tutorial.

# 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0185 Fresno High School (Locked)

## G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation Supports for Students.	2,000.00

**\$2,000.00**

**Goal 3 - All Students will demonstrate the character and competencies for workplace success**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current %	Target %
CTE Enrollment	31.223	38.223

Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p><b>1</b> What were the key factors that contributed to these performance outcomes for each metric.</p> <p><b>CTE Enrollment</b></p> <ul style="list-style-type: none"> <li>• Consistent CTE Leadership</li> <li>• Closer collaboration CTE AC collaboration</li> <li>• Vertical recruitment starting in 8th grade</li> <li>• Project-based learning in most classrooms.</li> </ul>	<p><b>2</b> What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p><b>CTE Enrollment</b></p> <ul style="list-style-type: none"> <li>• CTE is male dominated, struggle to recruit Female students to STEM(District-wide)</li> <li>• We need to gear recruitment and program to the needs of ELL and SPED making sure that is accessible to all types of learners (visual, auditory, etc)</li> <li>• Need to continue a target availability and awareness to sub-groups.</li> </ul>
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**Step 2:** 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.

<p><b>1</b> SSC:</p> <ul style="list-style-type: none"> <li>• 10th grade year is smaller due to PE (Master Scheduling)</li> <li>• Why is SPED going down?</li> <li>• What supports are currently in place?</li> <li>• Scheduling Challenges</li> <li>• Out-reach and building potential student candidates by visiting and recruiting Regional Feeder Schools.</li> </ul>	<p><b>2</b> ELAC:</p> <ul style="list-style-type: none"> <li>• A plus is that there's more computers available for student use.</li> <li>• More parent meetings regarding CTE, which has helped the communication and support of this program.</li> <li>• Requests for more study sessions that are career based for 2018-19.</li> </ul>	<p><b>3</b> Staff:</p> <ul style="list-style-type: none"> <li>• Staff has shared a need more information regarding the CP Program and how it connects to the IB Principles at Fresno High School.</li> </ul>
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**Action 1**

**Title:** College and Career Readiness

**Action Details:**

College and Career Readiness: All students will be provided a relevant and rigorous instructional program that provides access to college and career readiness. Fresno High School's Career Program will implement certification and

instructional content support for all 9th to 12<sup>th</sup> grade engineering students that embed California Career Technical Education Standards. Support will center on 1) Provide professional development experiences to enhance the knowledge and skills of instructional staff and time to develop the essential components of a guaranteed and viable curriculum where all students have the time and opportunity to learn essential skills. 2) Implement a multi-tiered system to improve academic performance. 3) Develop systems to ensure all students graduate prepared for college and career.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

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

- Pass rate on industry certifications
- A-G credits earned
- CTE enrollment and retention
- CELDT • Graduation rates
- Dropout rates
- Chronic absenteeism
- National Education Technology Standards (NETS)

Owner(s):

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

Timeline:

On-going

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

Students will receive Project-Based Learning  
Students will utilize Interactive Notebooks  
Student will showcase their work in an Exhibition.  
Students will benefit from career-focused field trips.

Specify enhanced services for EL students:

Monitoring of ELL students in Pathways

Explain the actions for Parent Involvement (required by Title I):

Parent Meetings regarding CTE by CP Coordinator

Describe Professional Learning related to this action:

Off-Site Professional Development  
Pull-out Days for CTE teachers to work with CP Coordinator

## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0185 Fresno High School (Locked)

### G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instructional Supervision & Adm	Mat & Supp			Materials and supplies for admin and supervision supports to students.	5,381.00
G3A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst II	0.7500		49,308.00
G3A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Ext			Classified Support- Extra Time and Benefits.	1,967.00
G3A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Ovr			Clerical Overtime as Needed *Library Support -Liaisons -Attendance Records Assistant -Paraprofessional Computer Lab Assistant	7,125.00
G3A1	Sup & Conc	Instructional Library, Media & Te	Cl&Tech-Over			Overtime for Clerical, Technical & Office Staff *Attendance & Social Work Services	393.00

**\$64,174.00**

**Goal 4 - All Students will stay in school on target to graduate**

**School Quality Review**

**School Level Dashboard**

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	20.358	18.358
Suspensions Per 100	18.242	17.242

**Needs Assessment**

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p><b>1</b> What were the key factors that contributed to these performance outcomes for each metric.</p>	<p><b>2</b> What were the key factors that contributed to the disproportionality for any significant subgroups.</p>
<p><b>Chronic Absenteeism</b></p> <p>Weekly Monitoring of Attendance Data by the Attendance team and Attendance VP, measuring the following data points:</p> <ul style="list-style-type: none"> <li>• Weekly ADA rates</li> <li>• Tier 2 students, students who have been identified as Habitually Truant or Chronically Absent.</li> <li>• Tier 3, students who have been identified as severely chronically absent and are in the midst of the SART/SARB process.</li> </ul> <p><b>Suspensions Per 100</b></p> <p>Student suspension based upon Chronic Absenteeism will decrease 5% as measured by most recent Tableau Data, or Power BI data from REA.</p>	<p><b>Chronic Absenteeism</b></p> <p>In the 2018-19 academic school year, Fresno High will continue to implement a unified multi-tiered system of interventions for attendance.</p> <ul style="list-style-type: none"> <li>• <b>SATURDAY ACADEMY</b>- will be in place on a bi-monthly basis to capture and support those students who are chronically absent from the school site.</li> </ul> <p>Through the implementation of this attendance support system, it is the intent to improve our student attendance through the creation of escalated attendance supports that is, to the best of our abilities, both guaranteed and viable. These tiered systems of support for attendance which will include providing a part-time attendance clerk that will support the needs of all students and two full-time school Resource Counseling Assistants who will extend targeted interventions for those who are identified as chronically absent, and in need of social-emotional support. Additionally, the school will continue to fund key attendance programs and activities such as the Attendance Matters meetings that provides parents with pivotal information regarding attendance and strategies to support the improvement of attendance, as well as the Attention to Attendance Meetings held on a monthly basis.</p> <p><b>Suspensions Per 100</b></p>

**Step 2:** 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.

<b>1</b> SSC:	<b>2</b> ELAC:	<b>3</b> Staff:



**Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:**

**Action 1**

**Title:** Attendance

**Action Details:**

Fresno High School recognizes that attendance is a critical component for student success. In the 2018-2019 academic school year, Fresno High will continue to develop a unified multi-tiered system of interventions for attendance. Through the development of such an attendance system, it is the intent to improve our student attendance through the creation of escalated attendance supports that is, to the best of our abilities, both guaranteed and viable. These tiered systems of support for attendance which will include providing a part-time attendance clerk that will support the needs of all students. Additionally, the school will continue to fund key attendance programs and activities such as the Attendance Matters meetings that provides parents with pivotal information regarding attendance and strategies to support the improvement of attendance.

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

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

Weekly Monitoring of Attendance Data by the Attendance team and Attendance VP, measuring the following data points: Weekly ADA rates Tier 2 students, students who have been identified as Habitually Truant or Chronically Absent.

Tier 3, students who have been identified as severely chronically absent and are in the midst of the SART/SARB process.

Resource Counseling Assistants (RCAs) will generate a weekly list of Tier 2 chronically absent students and document interventions including parent conferences and home visits.

The attendance team will utilize daily absences to target interventions.

**Owner(s):**

Principal

Attendance VP

Attendance Team (Community Liaison, Home School Liaison, Parent University Liaison and Attendance Clerks)

**Timeline:**

Principal will communicate attendance trend data in climate/culture email 1x a month.

VP over Attendance will pull weekly ADA reports for analysis.

9th Grade VP and VP over Attendance will generate a list of Tier 2 students on a weekly basis for distribution to attendance team.

RCAs will utilize Tier 2 data and provide a list of documented interventions to VP over attendance on a weekly basis.

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

Tier 2 and Tier 3 students will receive on-going notification of their attendance and meetings with the VP who oversees attendance and the RCAs.

Students who are identified as Tier 3 will participate in an attendance compact.

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

**Specify enhanced services for EL students:**

A translator provided at all A2A meetings.

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

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

**Explain the actions for Parent Involvement (required by Title I):**

**Describe Professional Learning related to this action:**

Bi-weekly Attendance Matters Meetings—These meetings focus on providing parents with information regarding Fresno High’s attendance policy, strategies for improvement of attendance, and support services available on-site.  
On-going parent phone calls notifying parents of missed class periods.  
SART Meetings for Tier 3 students

In the 2018-2019 school year, there will be staff development on attendance procedures and interventions. The attendance team will hold weekly meetings in which interventions are further developed.

## Action 2

**Title:** EL Re-designation

### Action Details:

Fresno High School will continue to implement teacher professional learning around strategies and supports for teaching English Learners (EL) with a focus on supporting re-designation for all EL students within five years. Professional Learning will include academic language acquisition within an inquiry-based content area classroom, literacy skills, writing development and using EL data indicators to inform instruction. Additionally, classroom supports including Bilingual Instructional Assistants, interventions, and incentives will be offered for the purpose of increasing the percentage of students at Fresno High School that are re-designated as English proficient for the 2017-2018 school year. Extension learning for parents of English Learners will also be offered through Parent University and Fresno High School’s Community and Home School Liaisons.

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

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

Ds/Fs Monitoring

RFEF Monitoring

Performance on Illuminate

#### Owner(s):

Principal

VP of ELL

PLCs

Instructional Coach

#### Timeline:

Principal will communicate EL data in Warrior Focus (Quarterly)

Head Counselor

EL VP will work on placing Bilingual Instructional Aides in classes of need at the beginning of the academic school year.

EL VP will monitor Ds/Fs quarterly and EL tutorial attendance on a bi-weekly basis.

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

Bilingual Aides will be placed in classes with a significant number of English Learners. They will help explain directions and/or instruction and monitor student progress of classwork and their understanding of the homework.

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

EL students in need of additional academic supports will participate in EL tutorials. Ninth grade EL students in need of additional differentiation will participate in flexible pull-out teaching sessions during non iPL weeks where their 9 grade ELA and science teachers provide additional EL supports.

Incentives for improvement on the CELDT.

#### Specify enhanced services for EL students:

ELPAC Assessors

Explain the actions for Parent Involvement (required by Title I):

Parent notification of CELDT and Illuminate administrations and strategies to support building language acquisition through ELAC meetings.

Parent Warrior Walks will address ELL instructional needs

Describe Professional Learning related to this action:

Professional learning through intentional collaboration with Instructional Coach with an emphasis on developing lessons with high impact EL strategies and learning activities.

Professional learning on Criteria for Success for academic writing.

Professional Learning on implementing the ELD and State Standards will be held in the beginning of the 2018-2019 school year. .

Continued emphasis on Academic Vocabulary in all subject areas

Principal will communicate EL Instructional Focus quarterly to all staff members by way of the Warrior

Focus email.

The instructional coach will provide professional learning on the use of the EL Goal Setting Report to identify target students and understand all EL students' instructional needs.

The Instructional Coach will provide instructional support on the use of Complex Talk.

### Action 3

**Title:** Parent Involvement

Action Details:

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

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

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

Attendance Monitoring of Each of the following Parent Initiatives:

- Coffee Chat
- FHS Parent Classes
- Tribal Council Meetings
- ELAC Meetings
- International Baccalaureate (IB)/Diploma Program(DP)
- Parent Meetings
- Parent University Workshops F
- COE sponsored Parent Workshops
- Warrior Walks
- Regional Parent Meeting

Responses on the Parent Survey in the Spring of 2018 will be used as interim evidence.

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

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**Explain the actions for Parent Involvement (required by Title I):**

- Grade Distribution Night will be held in the Fall and Spring of the 2018-2019 school year.
- Coffee Chats will be held monthly as an opportunity for parents to hold discussions on pertinent FHS topics.
- The Home School Liaison (HSL) and Community School Liaison (CSL) will hold workshops focused on parent selected topics.
- Tribal Council's Vice Principal will serve as a liaison to further develop a working relationship with the parent group.
- IB/DP parent meetings will be held monthly to inform parents of pertinent IB/DP information on the navigation of each program.
- Parent University will hold a series of 2-4 parent workshops on key topics affecting parents.
- Parent Warrior Walks will be held monthly as a way of providing insight on classroom instruction and State Standards.
- Fresno High will hold regional parent meetings twice a year.
- Daily home visits conducted by the Child Welfare Attendance Specialist, Home School Liaison, and Community School Liaison.
- Home School Liaison will be housed in the Counseling office to better support parent conferences.

**Owner(s):**

Principal  
Admin  
Counselors  
Community School Liaison and Home School Liaison  
Parent University Liaison

**Timeline:**

Principal will monitor Coffee Chat Meetings Monthly  
HSL VP will monitor Parent attendance of Parent Classes on a bi-weekly basis.  
Tribal Council VP will monitor attendance of monthly meetings.  
ELAC VP will monitor quarterly meetings.  
HSL VP will measure Regional Parent Meetings attendance, 1x each semester.  
IB/DP VP will collect attendance data after each IB meeting.  
HSL VP will measure CSL and HSL parent outreach data on a weekly basis.

**Specify enhanced services for EL students:**

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- Continue on-going support of ELAC (EL Parents Advisory Group)
- Continue to provide English classes HSL and CSL will continue to provide Spanish support at meetings and through parent communication

**Describe Professional Learning related to this action:**

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- Home School Liaison (HSL) and Community School Liaison (CSL) will attend district sponsored professional learning throughout the school year.
- The Vice Principal that oversees HSL and CSL will hold bi-weekly meetings with both that will serve as jobembedded training.
- Teachers will receive updates and information regarding parent outreach opportunities.

**Action 4**

**Title:** Social-Emotional and Behavioral Supports

**Action Details:**

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Fresno High School will create a multi-tiered system of escalated behavioral and social-emotional supports for students as a way of developing positive social-emotional skills that align to the school-wide learner outcomes known as FHS' Warrior Way Learner Profiles. Tier 1 services will focus on the school-wide development of the Warrior Way and the consistency of communication and implementation of social emotional initiatives developed through FHS' Climate and Culture team along with the curriculum developed for Class Meetings. Through the use of data and teacher input, students in need of Tier 2 and 3 supports will receive escalated, targeted interventions with the emphasis on mediating behavior and the restoration of the learning process and environment. These interventions include the Student Re-Engagement Center, FHS' Re-Engagement TSA, FHS' Restorative Counselor, and two dedicated Assistant Resource Counselors. Fresno High will also begin implementation of a PBIS (Positive Behavior Intervention Supports).

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

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

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

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

Weekly monitoring of suspension rates and Ed Code violations.

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

Reporting of Small Group Counseling.

Owner(s):

Principal

VP of SRC/MPs

Culture Climate Team

Restorative Practice Counselor

Resource Counseling Assistants.

Timeline:

SRC VP and SRC Teacher will provide SRC data weekly.

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

Students will receive instruction through bi-weekly class meetings with appropriate materials (Tier 1)

Warriors of the Month will be recognized and celebrated for exhibiting attributes of the Warrior Way. Students will receive social-emotional supports in the Student Re-Engagement Center with curriculum that promotes the development of social-emotional skills and positive interactions (Tier 2, Tier 3)

Students will receive instruction on school-wide behavioral expectations using information from the student handbooks (Tier 1)

Students who have been identified based on data, will receive social skills awareness through Discipline that Restores. (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.(Tier 2, Tier 3)

Guest speakers for targeted student audiences (Tier 2)

Field trips for targeted students to provide enrichment opportunities.

Vice Principals will provide instruction to 9th grade students targeting positive behavior strategies twice a year (Tier 1)

Incentives for students to promote student connection to school such as luncheons for students who demonstrate growth. (Tier 2)

Students will benefit from resources such as posters, etc in SSW space.

Specify enhanced services for EL students:

A designated ELAC meeting will address the Warrior Way Learner Profiles and positive behavioral supports.

Enhanced monitoring of data to surface disproportionality amongst sub-groups.

[Explain the actions for Parent Involvement \(required by Title I\):](#)

Select parent meetings will be centered on social-emotional and positive behavior supports.

Parent notification of misbehaviors Parent conferences will be scheduled to support students who are disproportionately disciplined for defiance.

Summer home visits for in-coming 9 grade students who have been identified as “at-risk” based on 8 grade data.

Home Visits for students who exhibit repeated misbehaviors.

Select Parent class/Coffee chat dedicated to providing information on the following:  
Accessing community resources, depression, healthy relationships, etc.

[Describe Professional Learning related to this action:](#)

Admin team will participate in job-embedded on-going professional learning on discipline that mediates behavior.

Regional Collaboration on Social-Emotional skills.

On-going Professional Learning on SEL skills, with a minimum of 3 dedicated staff meetings. SSW and RP Counselor working with ACs.

Development of a Social Emotional Team that meets regularly to work on Tiered supports.

Continued compensation of Culture and Climate team and resources to support their work.

Professional learning to support strategies for student engagement.

On-going training for FHS' Culture and Climate team.

# 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0185 Fresno High School (Locked)

## G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Sub			Classified Substitutes for Community Liaison /RCA	1,430.00
G4A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Reg	Assistant, Attendance Records	0.4375		13,972.00
G4A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.2000	HS ELD Support Teacher	23,708.00
G4A2	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500		46,486.00
G4A2	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500		45,205.00
G4A2	LCFF: EL	Instruction	Bks & Ref			Books and other instructional materials	179.00
G4A2	LCFF: EL	Instruction	Direct-Other			ELPAC/CELDT Assessors	5,000.00
G4A3	Title 1 Basic	Parent Participation	Oth Cls-Supp			Parent Participation	612.00
G4A3	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement Monies. **NO FOOD, NO INCENTIVES**	9,527.00
G4A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Sch/Community Spanish	1.0000		73,216.00
G4A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Also supports Goal 4 & Action 1,2.	64,313.00
G4A3	LCFF: EL	Parent Participation	Mat & Supp			Parent Project Materials and supplies and also: *Parent Center/EL Classes *Parent Meetings *Grade Distribution	6,000.00
G4A4	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		63,490.00
G4A4	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		62,629.00
G4A4	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage for Social Workers and Attendance Liaisons.	2,000.00

**\$417,767.00**

# 2018-2019 Budget for SPSA/School Site Council

## State/Federal Dept 0185 Fresno High School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A2	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitutes	7,028.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contracts	100,185.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies Student Incentives for D/F Improvement	79,896.00
G1A3	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Senior High	0.2000		25,469.00
G1A3	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplemental Contracts	4,174.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Prep period buyout to release Delanie Walker to grade Extended Essays for IB Programme	12,153.00
G1A3	Sup & Conc	Instruction	Nc-Equipment			Non Capitalized Equipment and Supplies - Technology	30,982.00
G1A3	Sup & Conc	Instruction	Travel			Travel for Conferences ****This line can be used for C-1 Travel Form/Registration/Booking Travel & Hotel if needed**	30,000.00
G1A3	Sup & Conc	Instruction	Travel			IB Travel Conference as well as Other Conference Needs- School wide. **This line can be used for C-1 Travel Form/Registration/Booking Travel & Hotel if needed**	20,000.00
G1A3	Sup & Conc	Instruction	Direct-Graph			Graphics for Branding of Materials for Students	10,000.00
G1A3	Sup & Conc	Instruction	Direct-Food			Direct Food Products from Food Services	1,844.00
G1A3	Sup & Conc	Instruction	Cons Svc/Oth			To Be Determined : Vendor for Professional Consulting Services& Operating will be determined later in the school year for IB/MYP. **Vendor may possibly be Cornerstone?*	8,000.00
G1A4	Title 1 Basic	Instruction	Mat & Supp			: Materials and Supplies. **NO FOOD, NO INCENTIVES**	5,634.00
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation Supports for Students.	2,000.00
G3A1	Sup & Conc	Instructional Supervision & Admir	Mat & Supp			Materials and supplies for admin and supervision supports to students.	5,381.00
G3A1	Sup & Conc	Instructional Library, Media & Tei	Cls Sup-Reg	Paraprof, Computer Lab Asst II	0.7500		49,308.00
G3A1	Sup & Conc	Instructional Library, Media & Tei	Cls Sup-Ext			Classified Support- Extra Time and Benefits.	1,967.00
G3A1	Sup & Conc	Instructional Library, Media & Tei	Cls Sup-Ovr			Clerical Overtime as Needed *Library Support -Liaisons -Attendance Records Assistant -Paraprofessional Computer Lab Assistant	7,125.00
G3A1	Sup & Conc	Instructional Library, Media & Tei	CI&Tech-Over			Overtime for Clerical, Technical & Office Staff *Attendance & Social Work Services	393.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Sub			Classified Substitutes for Community Liaison /RCA	1,430.00
G4A1	Sup & Conc	Instructional Supervision & Admir	CI&Tech-Reg	Assistant, Attendance Records	0.4375		13,972.00
G4A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.2000	HS ELD Support Teacher	23,708.00
G4A2	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500		46,486.00



G4A2	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500		45,205.00
G4A2	LCFF: EL	Instruction	Bks & Ref			Books and other instructional materials	179.00
G4A2	LCFF: EL	Instruction	Direct-Other			ELPAC/CELDT Assessors	5,000.00
G4A3	Title 1 Basic	Parent Participation	Oth Cls-Supp			Parent Participation	612.00
G4A3	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement Monies.**NO FOOD, NO INCENTIVES**	9,527.00
G4A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Sch/Community Spanish	1.0000		73,216.00
G4A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Also supports Goal 4 & Action 1,2.	64,313.00
G4A3	LCFF: EL	Parent Participation	Mat & Supp			Parent Project Materials and supplies and also: *Parent Center/EL Classes *Parent Meetings *Grade Distribution	6,000.00
G4A4	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		63,490.00
G4A4	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		62,629.00
G4A4	Sup & Conc	Attendance & Social Work Service	Local Mileage			Mileage for Social Workers and Attendance Liaisons.	2,000.00
							<b>\$819,306.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$184,375.00
Sup & Conc	7090	\$532,061.00
LCFF: EL	7091	\$102,870.00
<b>Grand Total</b>		<b>\$819,306.00</b>

Goal Totals	Budget Totals	
G1 - All students will excel in reading, writing, and math	\$335,365.00	
G2 - All students will engage in arts, activities, and athletics	\$2,000.00	
G3 - All students will demonstrate the character and competencies for workplace success	\$64,174.00	
G4 - All students will stay in school on target to graduate	\$417,767.00	
<b>Grand Total</b>		<b>\$819,306.00</b>