

Fresno High

10621661032507

Principal's Name: Linda Laettner

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

Title I SWP

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing 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 Four District Goals supporting the expectation 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


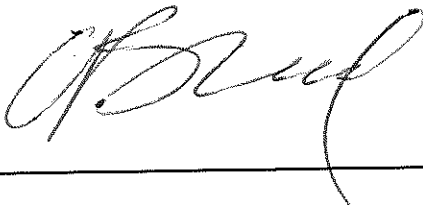
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Linda Laettner	X				
2. Chairperson - Alan Bland					X
3. Meghan Schimmel		X			
4. Melissa Bangerter		X			
5. Amy Kohl		X			
6. Amy Leung		X			
7. Celia Ochoa				X	
8. Anna Lee				X	
9. Esperanza Viscano				X	
10. Sonia Lopez				X	
11. Makylar Ingram					X
12. Alize Bland					X
13. Edmundo Olivera			X		
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 School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Linda Laettner		April 29, 2020
SSC Chairperson	Alan Bland		April 29, 2020

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2020/21

Fresno - 0185

ON-SITE ALLOCATION

3010	Title I	\$235,180 *
7090	LCFF Supplemental & Concentration	\$517,686
7091	LCFF for English Learners	\$104,394
TOTAL 2020/21 ON-SITE ALLOCATION		\$857,260

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$61,006
Remaining Title I funds are at the discretion of the School Site Council	\$174,174
Total Title I Allocation	\$235,180

Fresno High 2020-2021 - School Plan for Student Achievement (SPSA)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	45.519 %	39.949 %	2018-2019	46.949 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	13.767 %	7.162 %	2018-2019	14.162 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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

Fresno High School continues to develop a school-wide focus on inquiry-driven instruction. This approach focuses on best first instruction through Professional Learning, reinforcement of Professional Learning Communities', effective practices, and classroom supports. Professional learning focuses on effective PLCs and the use of common formative assessments as a method to improve student results. In addition, staff PL also emphasizes MYP/IB unit planning based on inquiry-based instruction, performance tasks, and RTI. The goal for percentage met or exceeded standard on the Interim I Assessment for English was to increase by 7% for each respective subject. Grade 10 ELA increased from 39% Interim I to 45% Interim II. IPG walkthrough data shows that more lessons are focused on high quality and adopted text.

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

Fresno High School continues to implement mathematical supports for all students aligned to the Common Core State Standards with an emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus, coherence and rigor. Professional collaboration and professional learning are utilized in support of student learning of grade level standards through enhanced delivery of instruction such as Personalized Learning Initiative (PLI). Fresno High has a 0.75 FTE Computer Lab Paraprofessional who coordinates student access to Khan Academy. Fresno High continues to emphasize the use of common formative assessments in the PLCs to identify students who need additional support and Teaching Fellows and teachers in the after-school tutoring for additional support for students. IPG walkthrough data indicates that more teachers' lessons have focus and coherence in the lower level math

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

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

The goal for percentage met or exceeded standards on the Interim I Assessment for ELA was to increase by 7% for each ELA grade level. The goal for Grade 9 was 25% but Interim I results were 22.3%. Interim II Grade 9 results showed only 20% met or exceeded standards. Both Grade 11 and Grade 12 also decreased by 3% and 29% respectfully from Interim I and II. IPG tenet 2B for challenging content has not increased since the previous school year. 44% of lessons ask students to provide textual evidence to demonstrate their understanding.

Our African American and Hispanic students met or exceeded standards on the Interim II ELA exams at 19% and 24% respectfully compared to 26% overall rate. EL students are currently at 5% meeting or exceeding standards compared to the overall rate of 26%. SpEd students met or exceeded at 13% compared to the overall rate of 26%.

Challenges in implementing the co-teaching model: not all co-teaching pairs shared a common prep. Insufficient staffing to cover all grade levels needing support caused no co-teaching in IB English 11 & 12. Insufficient professional learning, feedback, and support given to co-teaching pairs. Lack of Tier 3 academic interventions, specifically support for students reading significantly below grade level.

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

Fresno High had inconsistent implementation of tier 3 support through math tutorials with emphasis on African American students with Ds/Fs. Some students receive Interactive Notebooks which serve as an

classes and in the high-level math classes, conceptual understanding is the emphasis. Although Algebra I Interim results were invalid in the fall semester, the goal for Geometry was 21% and the results were 26% met or exceeded standards. The Algebra 2 goal was 8% and results showed 31% met or exceeded standards. PLC's collaborate to plan units, lessons, and share instruction and differentiating strategies.

instructional tool to process learning in mathematics although it is being utilized more frequently in the sciences. The goal for percentage met or exceeded standards on the Interim I Assessment for Mathematics was to increase by 7% for each respective mathematics subject. An error on the Interim I test in Algebra created invalid test and did not yield results. IPG walk through data show that although adopted text is being used in lower math classes, we are not seeing consistent fidelity to the standards or acceptable level of rigor. Math procedure is emphasized over conceptual understanding.

Our African American and Hispanic students met or exceeded standards on the Interim II math exams at 18% and 21% respectfully compared to 23% overall rate. EL students are currently at 4% meeting or exceeding standards compared to the overall rate of 23%. SpEd students met or exceeded at 10% compared to the overall rate of 23%.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Differences between intended and actual implementation of actions and budget expenditures were relatively minor. We carried out major plans for professional learning, provided supplemental resources and technology to support instruction and did not shift budget priorities within the school year. We did spend more money on substitutes for teacher release time for planning and professional learning than originally allocated. We will increase that amount for next year. We also spent more for professional learning than previously planned. We will review our plan for professional learning opportunities, prioritize need versus want and allocate funds accordingly.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

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

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

1 SSC:

We utilized SBAC and other instructional data to share with the SSC. They are asked to provide input on current actions and suggestions to shifts in actions. We use SSC meetings to review all SPSA data, actions, and budget and the March SSC to review and approve the final plan/budget and complete current year budget changes,

2 ELAC:

ELAC members are asked to provide input on current actions and suggestions to shifts in actions.

- Tutorial for English Learners
- Additional support for students with Medical Conditions from Teachers

3 Staff:

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

- Continue to provide BIA support for ELA students
- Provide capable technology support for writing – heavy projects – w/grammar, etc. add-ons (more computer carts)
- Professional Learning for teachers lead by leaders outside of the district and outside the IB curriculum
- After school tutorial for Math. We need more tutors (increase pay for math tutors)
- Reading competitions
- School focused blog to encourage writing

- More bilingual instructional aides (classroom)
- More co-teaching for our SPED populations & more bilingual aides for our second language learners

Action 1

Title: Mathematics

Action Details:

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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

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

Timeline:

On-going

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

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

Owner(s):

Principal
VP for Math Dept
Instructional Coach
ILT/Lead Teachers
All Math Teachers

Timeline:

On-going

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

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

Owner(s):

Principal
VP for Math Dept
All Math Teachers

Timeline:

Quarterly

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

iReady diagnostic assessment will be used in Alg 1 through Alg 2 courses. Results will be reviewed to determine student growth.

Owner(s):

Principal
VP for Math Dept
All Math Teachers

Timeline:

2 times per year

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

- Professional collaboration and professional learning will support student learning of grade level standards through enhanced delivery of instruction (i.e.: Personalized Learning Initiative) and through the review of data for the purpose of remediation and acceleration within the instructional sequence.
- 0.75 FTE for Computer Lab Paraprofessional who provides workshops in computer applications and digital literacy. This person also coordinates student access to Khan Academy, PSAT/SAT on-line preparation workshops.
- Students will receive Tier 1 support from the district adopted curriculum and its supplemental supports which could include digital resources Big Ideas and use of Khan Academy during all math classes.
- Students will receive Tier 2 support through the use small group instruction focused on gaps.
- Students will receive Tier 3 support through math tutorials with emphasis on African-American students with Ds/Fs and special educations students as appropriate..
- Students will receive Interactive Notebooks that will serve as an instructional tool for students to process their learning.
- Continuation and expansion of the SAT/IB Khan Academy Learning Lab hours and opportunities for 11 & 12 grade students.
- Resources to support African-American Advisory Committee mentoring.
- Provide funding for Edgenuity to support credit-recovery options for students

Specify enhanced services for EL students:

- Bilingual Instructional Aides will provide primary language support for Beginning EL students.
- EL students will benefit from an added emphasis on math discourse.
- All teachers will utilize best practices in support academic language acquisition
- Home School Liaisons support the EL program, parents and community members in connecting to school and supporting academic progress throughout the language acquisition process
- Parent Center courses and resources will fluctuate to meet dynamic needs of English Learners and the community

Specify enhanced services for low-performing student groups:

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

Students in SPED math classes will have access to additional computers

Monitor the ratio of special-education students enrolled in same regular educations class sections as general education students.

To address disproportionality in student achievement for identified groups, management team meetings will include data on 1 or more elements of student achievement disaggregated by ethnicity and special education

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

Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the special education student groups, will work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).

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

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

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

- Communication of SBAC scores to parents during the summer and fall of 2020. Provide explanation of results and the impact it has on their students' college academic standing.
- Parents will be sent a digital District FAQ regarding SBAC scores via PeachJar and a District FAQ will be posted on the school website.
- Parents will be notified via School Messenger and digital flyers via PeachJar of math tutorials, including

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.
- Math teachers will be provided professional learning aligned to MYP/DP/CP unit planning and use of MYP/DP/CP subject guide objectives to provide meaningful feedback to students.

- 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.

- PL will be provided to support teachers in aligning instructional practices to the Standards and Practices of the MYP/DP/CP to ensure students and teachers are engaged in rigorous and relevant math learning experiences.
- PL focused on use of the IPG as a planning tool and the MYP/DP/CP Principles into Practice as a planning and teaching tool.
- A variety of professional learning opportunities will be provided by Lead Teachers, on-site instructional coaches and FUSD CIPL.

Action 2

Title: Literacy

Action Details:

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

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

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

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

Owner(s):

Principal
Admin
Instructional Coach
ILT/Lead Teachers
All Teachers

Timeline:

On-going

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

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

Owner(s):

Principal
Admin
Instructional Coach
ILT/Lead Teachers
All Teachers

Timeline:

On-going

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

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

Owner(s):

Principal
Admin

Instructional Coach
ILT/Lead Teachers

Timeline:

On-going

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

iReady diagnostic assessment will be used in ELA9 and 10 courses and for all EL students. Results will be reviewed to determine student growth.

Owner(s):

Principal
Admin

Instructional Coach

ILT/Lead Teachers

All Teachers

Timeline:

2 times per year

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

- Professional collaboration and professional learning will support student learning of grade level standards through targeted teaching, enhanced delivery of instruction (i.e.: Personalized Learning Initiative) and through the review of data for the purpose of remediation and acceleration within the instructional sequence. Subs for release time and supplemental contracts provided for planning.
- 0.75 FTE for Computer Lab Paraprofessional who provides workshops in computer applications and digital literacy. This person also coordinates student access to Khan Academy, PSAT/SAT on-line preparation workshops.
- We will partially fund a teacher prep time/extra period to support implementation of the academic program.
- Students will receive Tier 1 support from the district adopted curriculum and its supplemental supports which could include digital resources from SpringBoard and use of Khan Academy
- Students will receive Tier 2 support through the use small group instruction focused on gaps.
- Students will receive Tier 3 support through tutorials with emphasis on African-American students with Ds/Fs and special education students as appropriate...
- Special Education and core English teachers will co-teach classes to provide support and differentiation for students with special needs in mainstream classes.
- Students will receive Interactive Notebooks that will serve as an instructional tool for students to process their learning.
- Students will utilize grade level appropriate materials such as academic articles as supplementary material
- Increase technology to further provide access to tools such as Khan, digital Springboard and ManageBac.
- Resources to support African-American Advisory Committee mentoring.
- Resources to support Writing Center
- Provide funding for Edgenuity to support credit-recovery options for students
- Students and teachers will utilize Turn-It-In.com as a resource to support student learning

Specify enhanced services for EL students:

- Provide Bilingual Instructional Aides (BIAs) to support the comprehension and academic progress of EL students by working directly with students in SDAIE classrooms throughout the day.
- EL students will benefit from an added emphasis on academic discourse. Teachers will work with instructional coach to implement strategies to support EL students.
- All teachers will utilize best practices in support academic language acquisition
- Supplemental Books for EL students.
- Home School Liaisons support the EL program, parents and community members in connecting to school and supporting academic progress throughout the language acquisition process
- Parent Center courses and resources will fluctuate to meet dynamic needs of English Learners and the community

Specify enhanced services for low-performing student groups:

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

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

Monitor the number of special education student enrolled in the regular education class sections

To address disproportionality in student achievement for identified groups, management team meetings will include data on 1 or more elements of student achievement disaggregated by ethnicity and special education

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

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

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.
- Communication of SBAC scores to parents during the summer and fall of 2020. Provide explanation of results and the impact it has on their students' college academic standing.
- Parents will be sent a digital District FAQ regarding SBAC scores via PeachJar and a District FAQ will be posted on the school website.
- Parents will be notified via School Messenger and digital flyers via PeachJar of tutorials, including specific support through the after school program.
- Teachers will contact parents of students receiving a D or F in their classes.
- Parent workshops on literacy supports and strategies.
- Parent Center will provide meetings and courses/modules to educate parents in high school requirements, Provide translation support for parent meetings, conferences, and phone calls.

Leadership

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

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

Describe Professional Learning related to this action:

- 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 development of assessments and performance tasks with an emphasis on inquiry
- All teachers will be provided professional learning aligned to MYP/DP/CP unit planning and use of MYP/DP/CP subject guide objectives to provide meaningful feedback to students.
- PL will be provided to support teachers in aligning instructional practices to the Standards and Practices of the MYP/DP/CP to ensure students and teachers are engaged in rigorous and relevant learning experiences.
- PL focused on use of the IPG as a planning tool and the MYP/DP/CP Principles into Practice as a planning and teaching tool.
- A variety of professional learning opportunities will be provided by Lead Teachers, on-site instructional coaches and FUSD CIPL.
- Continued PL on Inquiry and its supporting standards through MYP/DP/CP training
- PL and collaboration for ELA teachers in aligning Springboard Curriculum to the MYP/DP 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.

During the 2019 - 2020 school year a small section of 9th graders representing a cross section of students were selected to participate in opportunities around civic engagement and service learning. A school wide focus on democracy was launched and students in the small section captured their learning in Managebac. The effort for service learning will expand to all 9th grade students during the 2020-2021 school year.

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

Explain the Progress Monitoring and data used for this Action

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

Student performance on Internal Assessments and reduction of N's

Completion percentage of the Extended Essay and Theory of Knowledge

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

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

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

Number and Percentage of Students who complete an IB course.

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

- 15-16 30.5% 180 passed
- 16-17 30.5% 197 passed
- 17-18 30.6% 191 passed
- 18-19 28.5% 219 passed

Number of students who are designated as a Diploma candidate.

Number of students who receive an IB Diploma

Owner(s):

All Teachers

Principal

VP's over DP, CP and MYP

MYP/DP Coordinator

CP Coordinator

Timeline:

On-going

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

- Access 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. Allotment of resources will be provided for MakerSpace, student materials for Personal Projects and resources to support Personal Project Showcase. 0.125 FTE to coordinate Personal Projects and Makerspace and work with teachers and students. Supplemental pay contracts to facilitate Personal Projects
- Fund a teacher 0.125 FTE to support implementation of service learning in the MYP and assisting DP students with the completion of CAS.
- **We will partially fund two teachers at 0.125 FTE each to support implementation of the academic program.**
- Support of student growth in social-emotional learning through IB Approaches to Learning, Personal and Professional Skills, International Mindedness, and Theory of Knowledge (Metacognition). Supplemental pay contracts and sub release days for planning.
- Provide resources including supplemental contracts to support implementation of Internal Assessments, Extended Essays, Theory of Knowledge, Personal and Professional Skills
- IB tutorials and use of the Khan Academy Learning Lab
- Resources for Recruitment (DP/CP/MYP)
- Technology for students for Internal Assessment Uploads including 5-8 dedicated laptops to be located in the IB Office. Additional supplies to support Internal Assessments.
- Technology-Education Elements (PLI)
- Supplemental contracts to support DP Summer Learning Programs
- Materials and supplies to support IB Summer Bridge Program for incoming 9th graders
- Student access to Turn-it-In.com
- Teacher, student and parent access to Managebac.
- Resources to support student connection between CP and industry partners.
- Resources to support African-American Advisory Committee mentoring.
- Provide funding for Edgenuity to support credit-recovery options for students
- Provide sub release days for collaboration around IB instruction, unit planning, and assessments.
- Provide supplemental contracts for summer planning and professional learning
- Provide opportunities for incoming and current 9th grade students that would allow access to higher level IB math classes in the 11th and 12th grade.

Specify enhanced services for EL students:

Fresno High's IB Language Policy supports for EL students: Students are supported in their development of language in the classroom through the use of several instructional strategies, including, but not limited to: the instruction, discussion and use of language registers that are appropriate to activity.

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

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

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

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

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

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 understanding of DP courses and full diploma status through Principal coffee talks, IB Parent Nights, Warrior Walks, IB website

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

Specify enhanced services for low-performing student groups:

10th grade SPED students participate in Personal Projects.

Targeted efforts to increase SPED participation in CTE/CP.

Continue inclusion practices through out the educational program and campus culture at FHS.

To address disproportionality in student achievement for identified groups, management team meetings will include data on 1 or more elements of student achievement disaggregated by ethnicity and special education

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

Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the special education student groups, will work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).

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

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

Describe Professional Learning related to this action:

IB authorized trainings; on-site and off-site professional learning and on-site consultation services conducted by onsite IB support staff.

Off-site trainings to support professional learning in support of IB and other instruction and to meet IB curriculum change needs.

Coordination of professional learning hours in support of unit planning and common assessments; vertical articulation (including connection with regional feeder schools)

Professional learning sub release days for collaboration around IB instruction, unit planning, and assessments.

Professional learning sub release days for new curriculum planning.

Professional learning during summer using supplemental pay contracts for teachers.

Action 4

Title: Ds/Fs

Action Details:

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

Reasoning for using this action:

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](#)

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

Owner(s):

Principal
Teachers/PLCs
All Academic Counselors

Timeline:

On-going

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

Monitoring of A-G course completion.

Owner(s):

Head Counselor
Academic Counselor

Timeline:

On-going

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

Monitoring of Students attending tutorials

Owner(s):

Admin
Tutorial Teachers

Timeline:

On-going

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

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

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

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

Owner(s):

Principal
Vice Principal
Counselors

Timeline:

Bi-quarterly

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

- Tier 1: All students will receive instruction that is generated from an MYP unit planner or aligned to DP rubric reflecting required skills.
- Tier 2: Students who are struggling in class will be provided after school tutorial assistance.
- Tier 3: Students will receive strategic support from teacher, counselor, and staff.
- Continue the intervention model for 9th grade student using the biology, ELA and Global Humanities teachers to create a rotating RTI team. Tier 3 students were 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 plan for credit recovery or alternative education placement.
- Use of Edgenuity to support credit recovery of credit deficient students.
- Resources to support the following:
 - Academic Counseling will coordinate College Signing Day to promote College and Career Readiness.
 - Academic Counseling and Campus Culture Director will coordinate and facilitate, Honor Roll recognition, Principal's Awards and Academic Awards
 - 9th Grade Students who have made academic progress will receive incentives such as certificate.

- Re-engagement Center team (including Resource Counseling Assistants) will monitor and counsel case-load students on grades and behavior.
- Resources to support African-American Advisory Committee mentoring.
- 0.125 FTE to support student success and engagement specifically targeted for students receiving special education services.
- 2.0 FTE for Home/School Liaison to communicate directly with parents to support student success.
- Supplemental contracts to support interventions/tutoring
- Utilize resources to allow opportunity for subs to provide planning days and on-site and IB peer class walks, as well as on-site or off-site PL.

Specify enhanced services for EL students:

Continued quarterly monitoring of RFEP students.

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

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

EL students will benefit from an added emphasis on academic discourse. Teachers will work with instructional coach to implement strategies to support EL students.

All teachers will utilize best practices including the integrated ELD supports and SDAIE/SIOP strategies imbedded in instruction in 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

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

Home School Liaisons support the EL program, parents and community members in connecting to school and supporting academic progress throughout the language acquisition process.

2.0 HSL will facilitate learning opportunities for parents at the school.

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

Parenting workshops for bi-lingual parents to support them in understanding how to help their students succeed in school.

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

Specify enhanced services for low-performing student groups:

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

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

To address disproportionality in student achievement for identified groups, management team meetings will include data on 1 or more elements of student achievement disaggregated by ethnicity and special education

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

.125 Additional SpEd support

Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the special education student groups, will work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).

Describe Professional Learning related to this action:

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

Continued Professional Learning on utilizing academic discourse

Continued PL on supporting social-emotional learning in the classroom.

Professional learning to develop cultural proficiency for all staff.

Continued PL on use and implementation of IB Approaches to Learning to support student success.

Continued Professional Learning on planning instruction using IB rubrics and assessment of student learning using IB rubrics and academic skills required.

Action 5

Title: EL- Redesignation

[Action Details:](#)

Fresno High School will continue to implement teacher professional learning around strategies and supports for teaching English Learners (EL) with a focus on supporting re-designation for all EL students within five years. Professional Learning will include academic language acquisition within an inquiry-based content area classroom, literacy skills, writing development and using EL data indicators to inform instruction. Additionally, classroom supports including Bilingual Instructional Assistants, interventions, and incentives will be offered for the purpose of increasing the percentage of students at Fresno High School that are re-designated as English proficient for the 2020-2021 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.

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](#)

Ds/Fs Monitoring

Owner(s):

- Principal
- VP for EL
- All VPs
- Head Counselor
- ELD Teacher
- PLCs
- Instructional Coach

Timeline:

Bi-quarterly

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

RFEP Monitoring

Owner(s):

- Principal
- VP for EL
- PLCs

Timeline:

Quarterly

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

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

Owner(s):

- Principal
- VP for EL
- All VPs
- PLCs

Timeline:

2 times per year

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

Performance on ELPAC

Owner(s):

Principal
VP for EL
All VPs
Head Counselor
ELD Teacher

Timeline:

Annually

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

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

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

EL students in need of additional academic supports will participate in tutorials.

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

Incentives for improvement or redesignation on the ELAPAC..

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

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

EL VP and Counselors will monitor Ds/Fs quarterly

Resources to celebrate student re-designation

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

Technology to support instructions

Books/Supplies to support language acquisition

Specify enhanced services for EL students:

ELPAC Assessors

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

Specify enhanced services for low-performing student groups:

To address disproportionality in student achievement for identified groups, management team meetings will include data on 1 or more elements of student achievement disaggregated by ethnicity and special education

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

Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the special education student groups, will work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).

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

- Parent notification of ELPAC and Interim administrations and strategies to support building language acquisition through ELAC meetings.
- 2.0 HSL will facilitate learning opportunities for parents at the school. Parents will have the opportunity to attend Warrior Walks to engage parents in the instructional focus of the school.
- Communication of SBAC scores to parents during the summer and fall of 2020. Provide explanation of

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.

.Continued emphasis on Academic Discourse in all subject areas and instructional support on the use of Complex Talk.

The instructional coach will provide professional learning on the use of the EL Goal Setting Report to identify target

results and the impact it has on their students' college academic standing.

- Parents will be sent a digital District FAQ regarding SBAC scores via PeachJar in the home language and a District FAQ will be posted on the school website.
- Celebration lunch with re-designated students and their parents.

students and understand all EL students' instructional needs.

2020-2021 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
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies to support classroom instruction - No Food, No Incentives	10,700.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Instructional technology	45,061.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies to support classroom instruction	93,952.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Instructional Technology	800.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Tech repair for students/classroom	6,184.00
G1A2	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst II	0.7500	Also G1A1	55,913.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Ryan Job/1035701 - 0.125 FTE Extra Period	16,531.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Kelli Ahart/1066680 - 0.125 FTE Extra Period	8,184.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250		12,491.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250		12,491.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Teacher substitutes	21,390.00
G1A3	Sup & Conc	Instruction	Travel			Professional Development Conferences	47,534.00
G1A4	Sup & Conc	Instruction	Teacher-Regu	Teacher, Lrng Hndcp, Sdc	0.1250	Samantha Flores/1065702 - 0.125 FTE Extra Period	11,499.00
G1A4	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts	81,375.00
G1A4	Sup & Conc	Instruction	Bks & Ref			Educational Software supporting instruction - Edgenuity and Turn-It-In.com	10,000.00
G1A4	Sup & Conc	Instructional Supervision & Admi	Mat & Supp			Materials to support instructional supervision and administration	3,000.00
G1A4	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Ext			Library Extra Time	1,956.00
G1A4	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Ovr			Classified OT; Also alignes with G4A2	3,626.00
G1A5	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500	Also G1A4	48,236.00
G1A5	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500	Open BIA position	48,974.00
G1A5	LCFF: EL	Instruction	Bks & Ref			Instructional software licenses	179.00
G1A5	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies to support EL instruction	6,000.00
G1A5	LCFF: EL	Instruction	Nc-Equipment			Instructional Technology	12,720.00
G1A5	LCFF: EL	Instruction	Direct-Other			ELPAC Assessments	5,000.00

\$563,796.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	63.379 %	61.325 %	2018-2019	68.325 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

Students at FHS continue to participate in Goal 2 activities 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 provides opportunities that promote the transition between 8 grade and 9th grade by supporting FUSD's Transitions/ Move-up initiatives. For the 19-20 school year there has been an 11% increase in participation from the previous school year.

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

Goal 2 Participation Rate

The review of our current data shows that our lowest participation rate is our 10th grade students at 50%. Currently, our sophomores' schedules are the most impacted and affect student's ability to engage in co-curricular activities such as music or theatre.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Differences between intended and actual implementation of actions and budget expenditures were relatively minor. FHS implemented a previously unplanned "Kick-off" opportunity for students entering the Diploma Programme as a way to engage them and strengthen interest. We made a concerted effort to assign on-campus personnel to coaching positions to create more opportunity to recruit and encourage current student participation and increase vertical articulation with feeder programs with the intent of increasing 9th grade participation.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Although written into 19-20 SPSA, we plan to increase our efforts to make a connection between 9th grade students with current Restorative Justice 11th and 12th grade students. We will continue to refine how we train Link Crew students along side Restorative Justice students as we encourage contact with 9th grade and strengthen social and self management skills. We are continuing to increase opportunities for engagement for targeted groups such as foster youth as we have established a foster youth club. We have also added robotics and encourage student participation in the FUEL, digital gaming competition. Through support and communication, we have shown a growth in our Mock Trial program as well.

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

1 SSC:

Support of the contents embedded within the SPSA document for the 2019-20 School year. After review of student engagement data from 19-20 Goal 2 data, solicit input from SSC to identify needed actions to improve student achievement.

- Communicate funds and programs available to each teacher and/or program allowing for budgeting (materials and opportunity)
- Continue to utilize student gallery for: School wide open shows – art class shows as required by IB & MYP. Integrate into visual arts standards

2 ELAC:

Support of the contents embedded within the SPSA document for the 2019-20 School year. After review of student engagement data from 19-20 Goal 2 data, solicit input from ELAC to identify needed actions to improve student achievement.

- Keep promoting clubs
- To communicate parent of all the school activities
- Repair and upgrade the sport fields conditions
- More support with the Folkloric Dance Program, better costumes and to have their own place for practices

3 Staff:

Support of the contents embedded within the SPSA document for the 2019-20 School year. After review of student engagement data from Goal 2 data, solicit input from staff to identify needed actions to improve student achievement.

- More funding for VAPA art supplies
- Feeder schools can come to special sports days/free or provide opportunities for them to play w/us
- Provide more electives i.e. cooking, design, gardening, career orientated resume building, applications, interviews, computer, typing
- 9th grade only club expo during frosh orientation
- Provide better fields (good conditions) for **all** sports; football, soccer, LaCrosse. Lights for late practices
- More cultural exposers/fields trips
- More cultural/ethnicl clubs
- More information for students about our school's activities/clubs/sports
- Mentor programs
- Club competitions (intra-mural sport)
- Art exhibit more showcases, utilize hallway display boxes
- Rally – type event to observe band, drama, or other activities as a practice run to promote school spirit & interest
- Clubs have access to funds outside of student fundraising (candy/food/candles) for activities
- Equal budget line to distribute money equally for all athletic school teams. Uniforms, equipment, field conditions, etc.
- As team #'s increase add additional coaching staff money to hire more coaching

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. Fresno High will institute closer CTE AC collaboration; Vertical recruitment starting in 8th grade and Project-based learning in most classrooms.

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.

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

Owner(s):

Campus Culture Director
VP of Goal 2
Athletic Director

Timeline:

Monthly

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

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

Owner(s):

Principal
Admin Team
CCD

Timeline:

On-going

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

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

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

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

Resources to support increased 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

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

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

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

Incoming 9th graders will visit Fresno High the spring before entry to select electives, learn about Goal 2 opportunities, and gain a sense of the culture and climate of Fresno High and how to best enter.

- Incorporation of Summer Bridge to increase engagement in School activities
- Coordinators from Summer Bridge work to engage students in Goal 2 related activities
- Direct support for incoming ninth graders including spirit wear.

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

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

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

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

Specify enhanced services for EL students:

Monthly monitoring of ELL Goal 2 participation

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

Specify enhanced services for low-performing student groups:

Monitoring of SpEd student participation in Unified Sports and Unified Music

Monitoring of SpEd student participation in clubs, VAPA and athletics

Monitoring of SpEd student participation in one-time engagements.

Provide targeted leadership opportunities for SpEd students

Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the special education student groups, will work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).

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

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

Goal 2 opportunities will be presented for parents of incoming 9th graders in August of 2019

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 at FHS will be presented to parents at a variety of parent meetings.

Regional Nights at athletic and engagement events designed to engage the regional community by inviting families of feeder school students.

Describe Professional Learning related to this action:

CADA training for CCD

Professional Learning and collaboration time for Class Sponsors. 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.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
College/Career Readiness	47.49 %	33.158 %	2018-2019	36.158 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

College/Career Readiness

Students continue to be provided with a relevant and rigorous instructional program that provides access to college and career readiness. Fresno High School's Career Program implements certification and instructional content support for all 9th to 12 grade Career Program students that embed California Career Technical Education Standards. Student showcase their work in an Exhibition and benefit from career-focused field trips, and job shadowing. 9th and 12th grade students showed an increase in the number of students enrolled in CTE classes at 37% and 49% respectfully.

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

College/Career Readiness

As a site there was an overall decrease in enrollment in CTE classes from 33% to 31%. 10th and 11th grades showed a decrease with 11th grade being the largest at a 15% decrease. African American students showed the lowest percentage of students in the "prepared" level on the college and career readiness indicators at 13.6%. Students with disabilities and those classified as homeless were at 0% and 6% respectfully compared to the schoolwide percentage of 35.9%.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to staffing hindrances, we were unable to provide project based learning and work based learning opportunities for our video production and videography students. Otherwise there were no other differences between intended and actual implementation of actions and budget.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

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

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

1 SSC:

Support of the contents embedded within the SPSA document for the 2019-20 School year. After review of student engagement data from 19-20 Goal 3 data, solicit input from SSC to identify needed actions to improve student achievement.

- Internships/job shadowing should be part of a pre-requisite to getting a work permit. These kids have NO real world expectation.
- Certain days where professionals hold workshops on campus available to students/engage with students
- Mock interviews w/actual companies more than just CTE classes (yearbook & Journalism)
- Diagnostic software for career center to help students identify job/career strengths & weaknesses
- Tech skills class (typing, excel, PP, word)

2 ELAC:

Support of the contents embedded within the SPSA document for the 2019-20 School year. After review of student engagement data from 19-20 Goal 3 data, solicit input from ELAC to identify needed actions to improve student achievement.

- For counselor to motivate students to have short term goals (step by step guarantee)
- Counselor need to spend more time talking with student

3 Staff:

Support of the contents embedded within the SPSA document for the 2019-20 School year. After review of student engagement data from Goal 3 data, solicit input from staff to identify needed actions to improve student achievement.

- Workplace tech includes Google Business (free) would benefit students to use "Google Classroom" as well as Microsoft to be proficient in the workplace
- Guest speakers who stress work ethics of job experiences
- Increase visibility of program & opportunities for work-based learning experiences and resume workshops
- Continue to expand CTE opportunities – Cooking certification (food handling), Automotive, Administrative Assistant

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 12th grade Career Program 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:

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

Owner(s):

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

Timeline:

On-going

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

- A-G credits earned

Owner(s):

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

Timeline:

Semester

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

CTE enrollment and retention disaggregated by ethnicity and gender

Owner(s):

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

Timeline:

On-going

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

Students will receive Project-Based Learning

Students will utilize Interactive Notebooks

Student will showcase their work in an Exhibition.

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

0.75 FTE for Computer Lab Paraprofessional who provides workshops in computer applications and digital literacy. This person also coordinates student access to Khan Academy, PSAT/SAT on-line preparation workshops.

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

- work permits
- work-based learning experiences
- industry guest experiences
- resume workshops
- paid and unpaid internships
- career interest inventories
- volunteer and service learning information and opportunities

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

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

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

Specify enhanced services for EL students:

Monitoring of ELL student enrollment and success in Career Programs.

With our EL population showing an increase of 5.1% from a 16-17 rate of 17.1% to 22.2% in 17-18 we will continue to use HSL/Spanish to communicate the benefits of CTE program as part of college and career readiness.

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

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

Parent Meetings regarding CTE by CP Coordinator

Home School Liaisons will work with families of students who have historically been under-involved in Goal 3 (e.g., EL) to engage parents in understanding the role of Goal 3 in students' academic success.

Specify enhanced services for low-performing student groups:

CP Coordinator collaborates with Special Education staff to identify special needs students who would benefit from participation in Career Programs. CP Coordinator collaborates with Special Education staff to monitor need accommodations and services to allow special needs students to be successful.

Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the special education student groups, will work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).

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

To address disproportionality in student achievement for identified groups, management team meetings will include data on 1 or more elements of student achievement disaggregated by ethnicity and special education

Describe Professional Learning related to this action:

Off-Site Professional Development for certifications

Pull-out Days for CTE teachers to work with CP Coordinator

The CP Coordinator will support teachers in implementation of Career Program learning by providing ongoing professional development, support for planning time, and feedback.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
ADA Attendance		93.61 %	2018-2019	94.61 %
Chronic Absenteeism	19.774 %	18.098 %	2018-2019	16.098 %
Suspensions Per 100	13.397 %	16.305 %	2018-2019	15.305 %
Student Survey - Caring adult		47.544 %	2018-2019	54.544 %
Graduation Rate	91.408 %	90.396 %	2018-2019	91.396 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

Fresno High has developed a unified multi-tiered system of interventions for attendance. All students receive messages from teachers and staff regarding the importance of attendance and the correlation to grades and overall success. These messages are delivered at multiple times during the school year during class meetings. Recorded messages go to parents of any student absent from class during the day. The Home School and Community Liaisons make personal contact with parents of students through home visits as well as phone calls who have less than 90% attendance. Parents are provided with access information and encouraged to track their student's attendance through ATLAS. Students can attend Saturday Academy for enrichment opportunities and to recoup attendance hours. To date, Fresno High has overall attendance rate of 93.7% for the 19-20 school year which is consistent from the previous school year of 93.6%.

Graduation Rate

17-18 Graduation rate was 90.4% and increased 2.3% to 18-19 Graduation rate of 92.1%. There were 21 less students enrolled in in 18-19 as compared to 17-18.

Suspensions Per 100

Suspensions per 100 have shown an overall increase from 1.91 from 17-18 to 18-19. Current data for 19-20 is at 10.29.

ADA Attendance

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

Chronic Absenteeism

African American students maintained rate of absenteeism from 17-18 to 18-19 with 30.3% to 30.5 respectively. Current rate of absenteeism for African American students for 19-20 is 23.2%. Foster youth rate is trending upward; in 17-18 with 4/19 students tracked at 21.1%. 18-19, with 9/27 students tracked at 33.3%. Current rate of 38% with 8/21 students tracked.

Graduation Rate

17-18 Graduation rate for African American students was 86.1% with 31/36 students graduating. In 18-19 the graduation rate was 81.8% for African American student with 36/44 student graduating. The graduation rate for foster youth fell by 4.9% at there was 8 less identified foster youth seniors. Our English learner graduation rate increased from 17-18 to 18-19 by 2.7% to 85.2%. Students with disabilities graduation rate also increased from by 12.3% from 17-18 to 18-19.

Suspensions Per 100

Suspension rate for African American increased from 17-18 to 18-19. Current rate is 26.92%

ADA Attendance

Foster and Homeless youth have the lowest ADA at 90% and 87%. Unfortunately both foster and homeless youth ADA are trending downward. African American students have the lowest percentage of ADA compared to other significant groups at 91%. While African American student ADA data is lowest, it is trending up. 17-18 it was 90.74; 18-19 it was 91.11; currently it is 91.8 in 19-20.

Average Daily Attendance for 17-18 was 93.02; 18-19 ADA was 93.61. We are approaching target for 19-20 with a ADA rage of 93.45

Student Survey - Caring adult

Student survey data re: caring adult on campus showed 50.3% of students responded in the affirmative. In 18-19 with 30 less student responses showed 47.5% of students responded in the affirmative re: caring adult on campus.

Student Survey - Caring adult

African American students responding in the affirmative regarding a caring adult on campus stayed consistent from 17-18 to 18-19 with 30.3 and 30.5 respectively. Foster youth responses were trending up from with 21.1% in 17-18 to 33.3% 18-19 responding in the affirmative.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

We have not completed to our targeted rate a celebration of students who have improved attendance. We continue to do Warrior shout outs but did not implement Warriors of the month. We currently have 1 noon time assistant and are seeking additional NTAs. Overall, there were only minor differences between intended and actual implementation.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

We added two metrics to this year's SPSA in ADA attendance and Student Survey-Caring Adult.

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

1 SSC:

Support of the contents embedded within the SPSA document for the 2019-20 School year. After review of student engagement data from 19-20 Goal 4 data, solicit input from SSC to identify needed actions to improve student achievement.

- Reinstate 6-week summer school platform
- A social emotional class required for all 9th graders
- Bring back year long sociology for living class (in 9th)
- More liaisons to communicate between schools & parents
- Bilingual services for parents

2 ELAC:

Support of the contents embedded within the SPSA document for the 2019-20 School year. After review of student engagement data from 19-20 Goal 4 data, solicit input from ELAC to identify needed actions to improve student achievement.

3 Staff:

Support of the contents embedded within the SPSA document for the 2019-20 School year. After review of student engagement data from Goal 4 data, solicit input from staff to identify needed actions to improve student achievement.

- Need an attendance liaison
- Have Juniors & particularly Seniors who are behind in credits/credit recovery come and share their road/what they'd do different. They care more about what peers say as opposed to us.
- Revised lunch detention
- Home visits (liaison for home school)
- Incentives for doing what you're supposed to...
- Add 4 CA's and one VP of attendance

Action 1

Title: Attendance

Action Details:

Fresno High School recognizes that attendance is a critical component for student success. In the 2020-2021 academic school year, Fresno High will continue to develop a unified multi-tiered system of interventions for attendance. All students will receive messages from teachers and staff regarding the importance of attendance and the correlation to grades and overall success. These messages will be delivered at multiple times during the school year during class meetings. Recorded messages will go to parents of any student absent from class during the day. Through the use of attendance reports, the Home School Liaisons will make personal contact with parents of students through home visits as well as phone calls who have less than 90% attendance. Bi-monthly attendance meetings with the parents of students who have been truant. Incentives will be offered for high attendance percentage. REC teachers and staff will continue to provide social-emotional support as it impacts learning and attendance. Support for attendance will include providing a part-time attendance clerk that will support the needs of all students. Additionally, the school will continue to fund key attendance programs and activities such as the Attendance Matters meetings that provides parents with pivotal information regarding attendance and strategies to support the improvement of attendance.

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

Explain the Progress Monitoring and data used for this Action

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

For overall monitoring of Chronic Absence rate and ADA:

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

Owner(s):

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

Timeline:

Weekly/Monthly

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

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

Owner(s):

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

Timeline:

On-going

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

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

Owner(s):

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

Timeline:

Monthly

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

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

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

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

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

2.0 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.

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

Resources to support African-American Advisory Committee mentoring

Resources to support celebration of improved attendance

Specify enhanced services for EL students:

A translator provided at all A2A meetings.

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

Specify enhanced services for low-performing student groups:

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

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

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

To address disproportionality in student achievement for identified groups, management team meetings will include data on 1 or more elements of student achievement disaggregated by ethnicity and special education

Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the special education student groups, will work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).

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

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

Describe Professional Learning related to this action:

All staff will understand the importance of accurate and timely attendance recording; and will develop and communicate an all-site common message about attendance.

The attendance team will hold weekly meetings in which interventions are further developed.

Action 2

Title: Parent Involvement

Action Details:

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

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Attendance Monitoring of Each of the following Parent Initiatives:

- Coffee Chat
- FHS Parent Classes
- Tribal Council Meetings
- ELAC Meetings
- International Baccalaureate (IB)/Diploma Program(DP)
- Parent Meetings
- Parent University Workshops
- COE sponsored Parent Workshops
- Warrior Walks
- Responses on the Parent Survey in the Spring of 2020 will be used as interim evidence.

Owner(s):

Principal
Admin
Counselors
Home School Liaisons
Parent University Liaison

Timeline:

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

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

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

Supplies/materials to support site needs to host/supervise events and parent involvement

Extra-pay/overtime for classified employees to support events and parent involvement

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

See direct services and services for ELs

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

- Grade Distribution Night will be held in the Fall and Spring of the 2020-21 school year.
- Coffee Chats will be held monthly as an opportunity for parents to hold discussions on pertinent FHS topics.
- The Home School Liaisons (HSL) will arrange 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 regularly 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.
- Daily home visits conducted by the Home School Liaisons

Describe Professional Learning related to this action:

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

- One Home School Liaison will be housed in the Counseling office to better support parent conferences.

Action 3

Title: Social-Emotional and Behavioral Supports

Action Details:

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

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

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

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

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

Weekly monitoring of suspension rates and Ed Code violations.

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

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

Owner(s):

Principal

VP of REC/VPs

Culture Climate Team

Restorative Practice Counselor

Resource Counseling Assistants.

Timeline:

Daily/Weekly

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

- Students will receive instruction through bi-weekly class meetings with appropriate materials (Tier 1)
- Warriors of the Month will be recognized and celebrated for exhibiting attributes of the Warrior Way.
- Students will receive social-emotional supports in the Student Re-Engagement Center with curriculum that promotes the development of social-emotional skills and positive interactions (Tier 2, Tier 3)
- Students will receive instruction on school-wide behavioral expectations through a variety of formats (Tier 1)
- Students who have been identified based on data, will receive social skills awareness through Restorative Practices (Tier 3)
- Support for Men's and Women's Alliance students through field trips, elementary school mentoring, and service projects. (Tier 2)
- Students participating in small group counseling will receive evidence-based curriculum and strategies. Conflict resolution and restorative circles to facilitate positive student relationships (Tier 2, Tier 3). Services may be provided by 2.0 FTE Resource Counseling Assistants, Re-engagement Center teacher, Restorative Practices Counselor, School Social Worker.
- 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 provided in SSW space.
- Continued compensation of Culture and Climate team and resources to support their work.
- Additional adult supports in Re-Engagement Center: Restorative Counselor, teacher and 2.0 FTE Resource Counseling Assistants to manage students referred to the Re-Engagement Center. The tiered systems of support for students will extend targeted interventions for those who are identified as in need of social-emotional support.

- Increase the number of adults supervising on campus (Volunteer Community Organizations, Noon time Assistants and
- volunteers)

Specify enhanced services for EL students:

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

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.

Restorative Practice Counselor, Academic counselors, and Social Worker to refer to local agencies and coordinate family educational opportunities

Specify enhanced services for low-performing student groups:

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

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

To address disproportionality in student achievement for identified groups, management team meetings will include data on 1 or more elements of student achievement disaggregated by ethnicity and special education

Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the special education student groups, will work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).

Describe Professional Learning related to this action:

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

An active Culture and Climate Team, comprised of teachers, classified staff, administrators, counselors, and students will meet monthly to function as a leadership team for climate—reviewing data, recommending plans, and presenting to staff.

Regional Collaboration on Social-Emotional skills.

On-going Professional Learning on SEL skills during dedicated staff meetings. SSW and RP Counselor working with ACs.

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

Professional learning to support strategies for student engagement.

Professional learning for teachers to integrate SEL strategies in regular classroom instruction: growth mindset, self-awareness, self-management, self-efficacy and social awareness through a variety of strategies.

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

2020-2021 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	Sup & Conc	Plant Maintenance & Operations	Cls Sup-Ovr			Custodial and classified OT	795.00
G4A1	Sup & Conc	Instruction	Direct Trans			Transportation for Students	1,000.00
G4A1	Sup & Conc	Instructional Supervision & Adm	Cl&Tech-Reg	Assistant, Attendance Records	0.4375		13,878.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sub			Classified substitutes	107.00
G4A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			: Mileage	500.00
G4A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			HSL/RCA Mileage	2,500.00
G4A2	Title 1 Basic	Parent Participation	Oth Cls-Supp			Translators and Child care	632.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Also aligns with G1A5 and G1A4 HSL duties from Title I cannot be used for translation of mandatory items such as ELAC and IEP.	68,409.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	HSL duties from Title I cannot be used for translation of mandatory items such as ELAC and IEP.	62,142.00
G4A2	Sup & Conc	Instruction	Direct-Graph			Graphics for parent communication	6,000.00
G4A2	Sup & Conc	Instruction	Direct-Food			Parent Involvement Activities	2,000.00
G4A2	Sup & Conc	Instructional Library, Media & Te	Cl&Tech-Over			Clerical and Office overtime	390.00
G4A2	LCFF: EL	Parent Participation	Mat & Supp			Support parent involvement	2,500.00
G4A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8000	Also aligns with G4A1	54,444.00
G4A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8000	Also aligns with G4A1	51,646.00
G4A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.2000	Also aligns with G4A1	13,610.00
G4A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.2000	Also aligns with G4A1	12,911.00

\$293,464.00

2020-2021 Budget for SPSA/School Site Council

State/Federal Dept 0185 Fresno High School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies to support classroom instruction - No Food, No Incentives	10,700.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Instructional technology	45,061.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies to support classroom instruction	93,952.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Instructional Technology	800.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Tech repair for students/classroom	6,184.00
G1A2	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst II	0.7500	Also G1A1	55,913.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Ryan Job/1035701 - 0.125 FTE Extra Period	16,531.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Kelli Ahart/1066680 - 0.125 FTE Extra Period	8,184.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250		12,491.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250		12,491.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Teacher substitutes	21,390.00
G1A3	Sup & Conc	Instruction	Travel			Professional Development Conferences	47,534.00
G1A4	Sup & Conc	Instruction	Teacher-Regu	Teacher, Lrng Hndcp, Sdc	0.1250	Samantha Flores/1065702 - 0.125 FTE Extra Period	11,499.00
G1A4	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts	81,375.00
G1A4	Sup & Conc	Instruction	Bks & Ref			Educational Software supporting instruction - Edgenuity and Turn-It-In.com	10,000.00
G1A4	Sup & Conc	Instructional Supervision & Adm	Mat & Supp			Materials to support instructional supervision and administration	3,000.00
G1A4	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Ext			Library Extra Time	1,956.00
G1A4	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Ovr			Classified OT; Also aligns with G4A2	3,626.00
G1A5	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500	Also G1A4	48,236.00
G1A5	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500	Open BIA position	48,974.00
G1A5	LCFF: EL	Instruction	Bks & Ref			Instructional software licenses	179.00
G1A5	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies to support EL instruction	6,000.00
G1A5	LCFF: EL	Instruction	Nc-Equipment			Instructional Technology	12,720.00
G1A5	LCFF: EL	Instruction	Direct-Other			ELPAC Assessments	5,000.00
G4A1	Sup & Conc	Plant Maintenance & Operations	Cls Sup-Ovr			Custodial and classified OT	795.00
G4A1	Sup & Conc	Instruction	Direct Trans			Transportation for Students	1,000.00
G4A1	Sup & Conc	Instructional Supervision & Adm	Cl&Tech-Reg	Assistant, Attendance Records	0.4375		13,878.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sub			Classified substitutes	107.00
G4A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			: Mileage	500.00
G4A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			HSL/RCA Mileage	2,500.00
G4A2	Title 1 Basic	Parent Participation	Oth Cls-Supp			Translators and Child care	632.00
G4A2		Attendance & Social Work Service	Cls Sup-Reg		1.0000		55,100.00

G4A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Also aligns with G1A5 and G1A4 HSL duties from Title I cannot be used for translation of mandatory items such as ELAC and IEP.	68,409.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	HSL duties from Title I cannot be used for translation of mandatory items such as ELAC and IEP.	62,142.00
G4A2	Sup & Conc	Instruction	Direct-Graph			Graphics for parent communication	6,000.00
G4A2	Sup & Conc	Instruction	Direct-Food			Parent Involvement Activities	2,000.00
G4A2	Sup & Conc	Instructional Library, Media & Te	CI&Tech-Over			Clerical and Office overtime	390.00
G4A2	LCFF: EL	Parent Participation	Mat & Supp			Support parent involvement	2,500.00
G4A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8000	Also aligns with G4A1	54,444.00
G4A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8000	Also aligns with G4A1	51,646.00
G4A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.2000	Also aligns with G4A1	13,610.00
G4A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.2000	Also aligns with G4A1	12,911.00

\$857,260.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$235,180.00
Sup & Conc	7090	\$517,686.00
LCFF: EL	7091	\$104,394.00
Grand Total		\$857,260.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$563,796.00
G4 - All students will stay in school on target to graduate	\$293,464.00
Grand Total	\$857,260.00