

**Fresno High**

10621661032507

Principal's Name: Linda Laettner

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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

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

Consolidated Program Assurances



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Linda Laettner	X				
2. Chairperson - Bryan Alonso-Garcia					X
3. Amy Kohl		X			
4. Amy Leung		X			
5. Kelli Ahart		X			
6. Jamie Anthony		X			
7. Eddy Olivera			X		
8. Maise Aguilar					X
9. Emmaleigh Koers					X
10. Sylvia Molina				X	
11. Alejandrina Garcia				X	
12. Sonia Lopez				X	
13. Anne R. Lee				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: Fresno High			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Linda Laettner		April 13, 2021
SSC Chairperson	Bryan J Alonso-Garcia		April 13, 2021

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 2021/22

Fresno - 0185

**ON-SITE ALLOCATION**

3010	Title I	\$241,048 *
7090	LCFF Supplemental & Concentration	\$570,140
7091	LCFF for English Learners	\$82,500
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$39,320</u>
<b>TOTAL 2021/22 ON-SITE ALLOCATION</b>		<b>\$933,008</b>

\* 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	\$60,814
Remaining Title I funds are at the discretion of the School Site Council	<u>\$180,234</u>
Total Title I Allocation	\$241,048

## Fresno High 2021-2022 - SPSA

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

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
4 Year Cohort Graduation Rate		90.95 %	2019-2020	91.95 %
I-Ready ELAD1 On Level		17.08 %	2020-2021	17.08 %
I-Ready Math D1 On Level		12.8 %	2020-2021	12.8 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

#### 4 Year Cohort Graduation Rate

Even though our seniors in 2020 were denied in-person learning for the last quarter, our graduation rate was 91% compared to FUSD rate of 88.2% and state of CA 86.6%. This was a 1% decrease from the 2019 school year.

#### I-Ready ELAD1 On Level

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. Due to the challenges presented by the pandemic including distance learning, the goal is to increase our percentage of students assessed using iReady from 40% of our students. Our walkthrough data shows that lessons are focused on increasing student engagement and connecting to subject based resources.

#### I-Ready Math D1 On Level

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

#### 4 Year Cohort Graduation Rate

Graduation rate for African American students was 89.2% with 33/37 students graduating in 2020 compared to the overall rate of 91%. The graduation rate for Hispanic students matched the overall rate at 91%. Our English learner graduation rate decreased in 19-20 to 73.8%. Homeless and foster youth graduation rate for 2020 was 81.25%

#### I-Ready ELA D1 On Level

Of the students assessed using iReady the percentage of students on grade level for reading was 16.97% Of assessed students in Grade 9 17.9% scored on grade level of reading intervention. Of assessed students in Grade 10 16.94% scored on grade level of reading intervention. Although provided with digital copies of adopted curriculum (IPG 2A), teachers integrating reading, writing, speaking and listening to support students in building their understanding of the text (IPG 2B) has decreased partly because of distance learning. Our African American and Hispanic students scored at grade level on the iReady reading assessment at 6.67% and 14.5% respectfully compared to 16.97% overall rate. Less than 1% of all EL students assessed scored on grade level in reading. SpEd students scored on grade level at 11.2% compared to the overall rate of 16.97%. Challenges in implementing the co-teaching model: distance learning proved challenging in the co-teaching format Insufficient professional learning, feedback, and support given to co-teaching pairs during distance learning. Lack of Tier 3 academic interventions,

Fresno High School continues to implement mathematical supports for all students aligned to the Common Core State Standards with an emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus, coherence and rigor. Professional collaboration and professional learning are utilized in support of student learning of grade level standards through enhanced delivery of instruction such as blended learning strategies. Fresno High has a 0.75 FTE Computer Lab Paraprofessional who coordinates student access to Khan Academy. Fresno High continues to emphasize the use of Tutor.com for all students and math is the most frequent subject supported. Fresno High continues to emphasize the use of common formative assessments in the PLCs to identify students who need additional support and Teaching Fellows and after-school tutoring for additional support for students. Our walkthrough data indicates lessons are focused on increasing student engagement and coherence in the lower level math classes and in the high-level math classes, conceptual understanding is the emphasis. PLC's collaborate to plan units, lessons, and share instruction and differentiating strategies. Due to the challenges presented by the pandemic including distance learning, the goal is to increase our percentage of students assessed using iReady up from the 40% of students.

specifically support for students reading significantly below grade level.

**i-Ready Math D1 On Level**

Of the students assess using iReady the percentage of students on grade level for mathematics intervention was 12.8%. Of assessed students in Grade 9 20.4% scored on grade level for mathematics intervention. Of assessed students in Grade 10, 18.69% scored on grade level for mathematics intervention. Fresno High had inconsistent implementation of tier 3 support through math tutorials with emphasis on African American students with Ds/Fs. Some students used Interactive Notebooks as a tool to process learning in mathematics. 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 scored at grade level on the iReady math assessment at 6.4.4% and 11.34% respectfully compared to 12.8% overall rate. iReady math data showed that none of our EL students scored at grade level in mathematics. One SpEd student (1.79%) scored on grade level compared to the overall rate of 12.8%. The current instructional format, distance learning, created a lack of Tier 3 academic interventions, specifically support for students 2 or more grade levels below in mathematics.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Differences between intended and actual implementation of actions and budget expenditures were impacted by the shift to distance learning. Plans for professional learning were adjusted to use an online platform, and opportunities decreased. We provided resources and tools to support increased student engagement and instruction and did not shift budget priorities within the school year. We did spend less money on substitutes for teacher release time for planning and professional learning than originally allocated. We will increase that amount for next year. We will review our plan for professional learning opportunities, prioritize need versus wants and allocate funds accordingly.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 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 iReady 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 SPSA data, actions, and budget. We took SSC input using MS Form

**2** ELAC:

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

- More English language support for newcomers from tutors and teachers with a specific focus on ELD

**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



for suggested actions.

- Implement more incentives for students to increase reading on their own for boost in reading comprehension and vocabulary development
- Continue to use tutor.com and khan academy as supports for students.
- Lower class sizes for our math and English
- Teachers in ELA and Math receive additional training or planning time as needed.

- Individual 1-1 tutoring for students so as to support them at their ELD level
- More monetary support towards after-school tutoring for homework help
- More ELD training for tutors and teachers so as establish more clarity within instruction
- Additional materials/resources for ELD

- 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

## Action 1

Title: Mathematics

### Action Details:

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

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

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

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

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

#### Owner(s):

Principal

VP for Math Dept

Math Lead Teachers and Math Professional Learning Communities.

#### Timeline:

On-going

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

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

#### Owner(s):

Principal

VP for Math Dept

Instructional Coach

ILT/Lead Teachers

All Math Teachers

#### Timeline:

On-going

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

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

Owner(s):

Principal  
VP for Math Dept  
All Math Teachers

Timeline:

Quarterly

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

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

Owner(s):

Principal  
VP for Math Dept  
All Math Teachers

Timeline:

2 times per year

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

- Professional collaboration and professional learning will support student learning of grade level standards through enhanced delivery of instruction (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..
- 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.
- 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
- The Afterschool Program will provide academic tutoring through the use of Teaching Fellows, peer tutors, and staff.

Specify enhanced services for EL students:

- Bilingual Instructional Aides will provide primary language support for Beginning EL students.
- EL students will benefit from an added emphasis on math discourse.
- All teachers will utilize best practices in support 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.

## 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:  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 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 ELA 9 and 10 courses and for all EL students. Results will be reviewed to determine student growth.

**Owner(s):**

- Principal
- Admin
- Instructional Coach
- ILT/Lead Teachers
- All Teachers

**Timeline:**

2 times per year

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

- Professional collaboration and professional learning will support student learning of grade level standards through targeted teaching, enhanced delivery of instruction (including targeted technology use) and through the review of data for the purpose of remediation and acceleration within the instructional sequence. Subs for release time and supplemental contracts provided for planning.
- 0.75 FTE for Computer Lab Paraprofessional who provides workshops in computer applications and digital literacy. 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
- Insure sufficient technology is available 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
- The Afterschool Program will provide academic tutoring through the use of Teaching Fellows, peer tutors, and staff.

**Specify enhanced services for EL students:**

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

**Specify enhanced services for low-performing student groups:**

Students identified as SPED will have additional academic support provided to them through co-teaching and access to 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 Leadership

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.

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.

### Action 3

Title: Ds/Fs

Action Details:

Fresno High School will further develop an academic Response to Intervention program as evidenced by on-going tutorials, learning labs, targeted interventions, classroom supports, and enrichment opportunities for students 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 are 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

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).

## Action 4

Title: EL- Redesignation

[Action Details:](#)

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



# 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0185 Fresno High School (Locked)

## G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Ext			Library extra time	1,960.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs	21,076.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Educational software supporting instruction-Edgenuity and Turnitin.com	10,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support classroom instruction	76,033.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Tech repair for students/classroom	11,184.00
G1A2	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst II	0.7500		57,038.00
G1A3	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies to support instruction - **No Food / No Incentives**	12,113.00
G1A3	Title 1 Basic	Instruction	Nc-Equipment			Instructional technology	45,061.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental contracts	92,999.00
G1A3	Sup & Conc	Instruction	Nc-Equipment			Technology	11,300.00
G1A3	Sup & Conc	Instructional Supervision & Admi	Mat & Supp			Materials to support instructional supervision and administration	3,000.00
G1A4	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500		49,175.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			Supplemental Contracts for ELPAC Assessors	7,183.00
G1A4	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500		49,175.00
G1A4	LCFF: EL	Instruction	Bks & Ref			Instructional software licensing	179.00
G1A4	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support EL instruction	4,000.00
G1A4	LCFF: EL	Instruction	Nc-Equipment			Instructional technology	3,222.00

**\$454,698.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
College/Career Readiness		43.72 %	2019-2020	46.72 %
Student-centered real world learning experience - Site Defined		0 %	2020-2021	0 %
College/Career Readiness (Homeless)		38.1 %	2019-2020	41.1 %
College/Career Readiness (African American)		48.65 %	2019-2020	51.65 %
College/Career Readiness (Hispanic)		42.55 %	2019-2020	45.55 %
College/Career Readiness (White)		34.78 %	2019-2020	37.78 %
College/Career Readiness (English Learner)		16.39 %	2019-2020	19.39 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**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. Fresno High showed an increase in the percentage in students who where prepared according to College and Career Indicators from 35.9% in 2019 to 43.7% in 2020.

**College/Career Readiness (African American)**

Fresno High showed an increase in the percentage of African American students who were prepared when compared to total African American graduates according to College and Career Indicators from 13.6% in 2019 to 48.6% in 2020.

**College/Career Readiness (English Learner)**

Fresno High showed an decrease in the percentage of English Learner students who were prepared when compared to total English Learner graduates according to College and Career Indicators from 28.3% in 2019 to 16.3% in 2020.

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

**College/Career Readiness**

As a site there was an overall increase in number and percentage of CTE pathway completion from 7.7% and 13 students to 21.3% and 40 students of the 188 prepared students. 89.4% of prepared students met the criteria via A-G completion.

**College/Career Readiness (African American)**

Of the number of students prepared (188), African American students showed the 2nd lowest percentage of students in the "prepared" level on the college and career readiness indicators at 9.6% when compared to total number of prepared students, although this is an increase from 2019 at 3.6%. 94.4% of African American students met the criteria via A-G completion.

**College/Career Readiness (English Learner)**

Of the number of students prepared (188), English Learner students showed a percentage of 5.3% in the "prepared" level on the college and career readiness indicators when compared to total number of prepared students. 90% of English Learner students met the criteria via A-G completion.

**College/Career Readiness (Hispanic)**

Of the number of students prepared (188), Hispanic students showed a percentage of 72.9% in the

**College/Career Readiness (Hispanic)**

Fresno High showed an increased in the percentage of Hispanic students who were prepared when compared to total Hispanic graduates according to College and Career Indicators from 36.2% in 2019 to 42.55% in 2020.

**College/Career Readiness (Homeless)**

Fresno High showed an increase in the percentage of homeless students who were prepared when compared to total graduates classified as homeless according to College and Career Indicators from 6.7% in 2019 to 38% in 2020.

**College/Career Readiness (White)**

Fresno High showed an decrease in the percentage of white students who were prepared when compared to total white graduates according to College and Career Indicators from 41.7% in 2019 to 34.7% in 2020.

**Student-centered real world learning experience - Site Defined**

Work-based learning opportunities for students at Fresno High consist of Career Exploration, Career Readiness, Certification, Job Shadowing, and Offsite Industry Visits. Our goal is to continue to expand learning opportunities and engage students with relevant experiences.

“prepared” level on the college and career readiness indicators when compared to total number of prepared students. 89.1% of Hispanic students met the criteria via A-G completion.

**College/Career Readiness (Homeless)**

Of the number of students prepared (188),homeless students showed a percentage of 4.3% in the “prepared” level on the college and career readiness indicators when compared to total number of prepared students. 87.5% of homeless students met the criteria via A-G completion.

**College/Career Readiness (White)**

Of the number of students prepared (188),white students showed a percentage of 4.3% in the “prepared” level on the college and career readiness indicators when compared to total number of prepared students. 62.5% of white students met the criteria via A-G completion.

**Student-centered real world learning experience - Site Defined**

Work-based learning opportunities for students at Fresno High consist of Career Exploration, Career Readiness, Certification, Job Shadowing, and Offsite Industry Visits. Our goal is to continue to expand learning opportunities and engage students with relevant experiences.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to challenges presented in distance learning, it was difficult to provide effective project based learning opportunities and work based learning opportunities for our students. Plans for professional learning were adjusted to use an online platform, and opportunities decreased. Tools and resources were provided to support student engagement. Otherwise there were no other differences between intended and actual implementation of actions and budget. We did spend less money on substitutes for teacher release time for professional learning than originally allocated. We will review our plan for professional learning opportunities, prioritize need versus wants and allocate funds accordingly.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 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

**2** ELAC:

ELAC members are asked to provide input on current actions and

**3** Staff:

Staff were asked to provide input on current actions and suggestions

2019-20 School year. After review of student data from 19-20 CTE data, solicit input from SSC to identify needed actions to improve student achievement.

- Internships could be part of a learning about a job before getting a work permit.
- Job skill workshops on campus available to students
- Classes on how to interview
- Tech skills class (typing, excel, PP, MS Word) where students can get certified to help get a job.

suggestions to shifts in actions.

- More choices for students to participate in career technical education such as salon services, home economics, etc
- Increase promotion of CTE for ELs
- Focus on VAPA

to shifts in actions.

- more courses geared towards carpentry arts
- automotive technology brought back into our CTE programs in Fresno Unified
- More field trips that show the sciences, math, art in action.
- I would add SPED support for students in the classes.
- Market and celebrate the CTE program
- Partnerships with outside entities for community service projects for Juniors and Seniors.
- Provide resources to increase the presence of the Street Saints

## Action 1

Title: MYP/IB/CP

### Action Details:

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

During the 2019 - 2020 school year a small section of 9th graders representing a cross section of students were selected to participate in opportunities around civic engagement and service learning. A school wide focus on democracy was launched and students in the small section captured their learning in Managebac. The pandemic and distance learning made service learning efforts difficult. The effort will be made for all students to have the opportunity to engage in one service learning project per semester during the 2021-2022 school year.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Student performance on Internal Assessments and reduction of N's

Completion percentage of the Extended Essay and Theory of Knowledge

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

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

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

Number and Percentage of Students who complete an IB course.

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

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

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.
- We will fund an Independent Service Provider contract to support implementation of IB Computer Science
- Support of student growth in social-emotional learning through IB Approaches to Learning, Personal and Professional Skills, International Mindedness, and Theory of Knowledge (Metacognition).
- Supplemental pay contracts and sub release days for planning.
- Provide resources including supplemental contracts to support implementation of Internal Assessments, Extended Essays, Theory of Knowledge, Personal and Professional Skills
- IB tutorials and 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.
- Supplemental contracts to support DP Summer Learning Programs
- Materials and supplies to support IB Summer Bridge Program for incoming 9th graders
- Student access to Turn-it-In.com
- Teacher, student and parent access to Managebac.
- Resources to support student connection between CP and industry partners.
- Resources to support African-American Advisory Committee mentoring.
- Provide funding for Edgenuity to support credit-recovery options for students
- Provide sub release days for collaboration around IB instruction, unit planning, and assessments.
- Provide supplemental contracts for summer planning and professional learning
- Provide opportunities for incoming and current 9th grade students that would allow access to higher level IB math classes in the 11th and 12th grade.
- Site based Art gallery where IB Art students facilitate a show of their work as part of curriculum.

[Specify enhanced services for EL students:](#)

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

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

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

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

[Specify enhanced services for low-performing student groups:](#)

10th grade SPED students participate in Personal Projects.

Targeted efforts to increase SPED participation in CTE/CP.

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

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

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

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.

Continuation of Social Emotional Team (COS) 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.

## Action 2

**Title:** College and Career Readiness

[Action Details:](#)

All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. All CTE courses offered are A-G credits for UCs. Fresno High offers programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school including Career Technical Education Courses such as IB Computer Science 1, 2, IB Theater 1, 2 and Technical Theater. There are also Career Program Sequences (Concentrator & Capstone course sequence) including Digital Media – Video Production and Broadcast (IB Film 1&2, Video Production 1&2, Video Production & Broadcasting); Building Construction Trades –(Computer-aided Design and Drafting (CADD), Construction Technology, Interior & Exterior Residential & Commercial Construction, Introduction to HVAC); and Military Sciences (JROTC 1, 2, 3, 4). The Career Program currently has two (2) dual enrollment courses with Fresno City College: Videography (VPB) and HVAC 50 (Intro to HVAC). For the 21-22 school year, two additional dual enrollment courses will open for enrollment: construction 50 (IERCC) and HVAC 51 (Intro to HVAC).

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

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

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

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

Owner(s):

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

Timeline:

On-going

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

- A-G credits earned
- percentage of prepared students according to College and Career

Owner(s):

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

Timeline:

Semester

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

- CTE enrollment and retention disaggregated by ethnicity and gender
- Percentage of CTE pathway completion
- Students meeting criteria via A-G completion disaggregated by sub groups

Owner(s):

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

Timeline:

On-going

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

Students will receive Project-Based Learning

Students will utilize Interactive Notebooks

Student will showcase their work in an Exhibition.

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

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
- Virtual walk for job sites

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

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

Specify enhanced services for EL students:

Monitoring of ELL student enrollment and success in Career Programs.

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

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

Specify enhanced services for low-performing student groups:

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

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.

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

### Action 3

Title: Seal of Biliteracy

Action Details:

Seal of Biliteracy: Fresno High School will continue to develop our students to be graduates who have achieved a high level of literacy and fluency in one or more language(s) in addition to English. This approach will center on best first instruction through Professional Learning and effective practices, in addition to reflective PLC processes. Supports will center on professional learning, on MYP/IB unit planning based on inquiry-based instruction, the use of common formative assessments, performance tasks, and RTI. Fresno High School will continue to implement teacher professional learning around strategies and supports for teaching English Learners (EL) with a focus on supporting students efforts to demonstrate English proficiency on the ELPAC. During the 2020 school year 39.9% of all graduates earned the State Seal of Biliteracy, a slight increase from 2019.

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

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

Student completion of all English language arts requirements for graduation with an overall grade point average (GPA) of 2.0 in those classes.

Number of students who scored "Standard Met" or higher on the ELA Smarter Balanced Summative Assessment.

Number of students demonstrate proficiency in one or more languages, other than English, through one of the following methods:

- Pass a world language International Baccalaureate (IB) examination with a score of 4 or more.
- Completion of a four-years in a world language with an overall GPA of 3.0 or higher and demonstration of oral proficiency in the language comparable to that required to pass the IB examination.

Number of EL students who demonstrate English proficiency on the ELPAC

#### Owner(s):

Principal

VP over EL

All Counselors

#### Timeline:

On-going

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

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

### Specify enhanced services for EL students:

- EL students will benefit from an added emphasis on academic discourse. Teachers will work with instructional coach to implement strategies to support EL students.
- All teachers will utilize best practices in support academic language acquisition
- Supplemental Books for EL students.
- Home School Liaisons support the EL program, parents and community members in connecting to school and supporting academic progress throughout the language acquisition process
- Students are supported in their development of language in the classroom through the use of several instructional strategies, including, but not limited to: the instruction, discussion and use of language registers that are appropriate to activity.
- The use of academic sentence frames with varying complexity and freedom depending on the need of the individual student.
- The use of groups/collaborative work to insure that every student speaks, writes, reads and listens in each

### Specify enhanced services for low-performing student groups:

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

class.

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

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0185 Fresno High School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250		10,698.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250		16,719.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250		16,719.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250		10,978.00
G2A1	Sup & Conc	Instruction	Travel			Professional Development Conferences	47,534.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			Loom Academics : Professional Consultation for IB Computer Science Yr. 2	15,000.00
G2A2	Sup & Conc	Instruction	Direct Trans			Transportation	3,000.00

**\$120,648.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		19.28 %	2020-2021	17.28 %
Suspensions students with 1 or more		0.08 %	2020-2021	0.08 %
Chronic Absenteeism (Students with Disabilities)		27.51 %	2020-2021	25.51 %
Chronic Absenteeism (Homeless)		61.54 %	2020-2021	59.54 %
Chronic Absenteeism (African American)		31.15 %	2020-2021	29.15 %
Chronic Absenteeism (Hispanic)		17.66 %	2020-2021	15.66 %
Chronic Absenteeism (White)		21.9 %	2020-2021	19.9 %
Chronic Absenteeism (English Learner)		19.57 %	2020-2021	17.57 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Chronic Absenteeism**

Fresno High had an overall attendance rate of 93.36% for the 19-20 school year which was a decrease of less than 1% from the previous school year. Because of the pandemic Fresno High went on distance learning for the last quarter of 19-20 school year which correlated with a 1.5% increase in chronic absenteeism from the year before.

**Chronic Absenteeism (African American)**

Fresno High showed an increase in the percentage of African American students who were have been chronically absent from 28.9% in 2019-20 to 32.1% in 2020-21

**Chronic Absenteeism (English Learner)**

Fresno High showed an increase in the percentage of English Learner students who were have been chronically absent from 18.3% in 2019-20 to 19.3% in 2020-21

**Chronic Absenteeism (Hispanic)**

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

**Chronic Absenteeism**

As a site there was an overall increase in overall chronic absenteeism for 20-21 with 9th and 10th grade students having the larges rate of chronic absenteeism at 25.5% and 19.5% respectively. In 20-21 9th grade students have shown the lowest rate of daily attendance at 91.64 As a result of distance learning, the 20-21 school year showed an increase in response to students in social-emotional crisis and students choosing not to log into their classes leading to a 19.6% chronic absentee rate in students.

**Chronic Absenteeism (African American)**

Fresno High African American students rate of chronic absenteeism was significantly greater at 32.1% when compared to the overall students rate of 19.6%.

**Chronic Absenteeism (English Learner)**

Fresno High English Learners chronic absenteeism was slightly less when compared to non-EL students at 19.3% for EL compared to 19.7% for non-EL students

**Chronic Absenteeism (Hispanic)**

Fresno High showed an increase in the percentage of Hispanic students who were have been chronically absent from 17.8% in 2019-20 to 18% in 2020-21

**Chronic Absenteeism (Homeless)**

Fresno High showed an significant increase in the percentage of homeless students who were have been chronically absent from 50% in 2019-20 to 69.2% in 2020-21

**Chronic Absenteeism (Students with Disabilities)**

Fresno High showed an slight increase in the percentage of students with disabilities who have been chronically absent from 25.8% in 2019-20 to 27.8% in 2020-21

**Chronic Absenteeism (White)**

Fresno High showed an decrease in the percentage of white students who were have been chronically absent from 27.9% in 2019-20 to 22% in 2020-21

**Suspensions students with 1 or more**

**Suspensions per 100 have shown an overall decline from .5 from 16-17 to 17-18.Current data for 18-19 are at 11.9.**

Fresno High Hispanic students rate of chronic absenteeism was slightly less at 18% when compared to the overall students rate of 19.6%.

**Chronic Absenteeism (Homeless)**

Fresno High homeless students rate of chronic absenteeism was significantly greater at 69.2% when compared to non-homeless students rate of 19.3%.

**Chronic Absenteeism (Students with Disabilities)**

Fresno High rate of chronic absenteeism for students with disabilities was somewhat larger at 27.8% when compared to non-Special Ed students rate of 18.3% and the overall rate of 19.6%

**Chronic Absenteeism (White)**

Fresno High white students rate of chronic absenteeism was slightly larger at 22% when compared to the overall students rate of 19.6%.

**Suspensions students with 1 or more**

**Students with disabilities: suspensions per 100 increased 4.19 African-American students: suspensions per 100 decreased 6.89 Hispanic students: suspensions per 100 increased 0.42**

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Differences between intended and actual implementation of actions and budget expenditures were impacted by the shift to distance learning. Plans for professional learning were adjusted to use an online platform, and opportunities decreased. We provided resources and tools to support increased student engagement and instruction and did not shift budget priorities within the school year. We put an emphasis on cultural proficiency as part of staff professional learning. We will review our plan for professional learning opportunities, prioritize need versus wants and allocate funds accordingly.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

We have budgeted to allow us the opportunity to allocate monies for training and planning around strategies to increase student engagement in school as well as Incentives for students to promote student connection to school.

**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 instructional data to share with the SSC. They are asked to provide input on current actions and suggestions to shifts in

**2** ELAC:

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

**3** Staff:

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

actions. We use SSC meetings to review SPSA data, actions, and budget. After review of student engagement data from 20-21 Goal2 data, solicit input from SSC to identify needed actions to improve student achievement.

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

- Provide students with materials to complete VAPA (arts and crafts) from home
- Provide opportunities for community service such as a community clean up
- Survey students on their interests and use their feedback to plan events

- Activities before school to help with decreasing tardies
- I would like to see more resources for incentives for students who participate in school activities
- Increased resources for VAPA
- Provide resources for incentives to encourage participation in culture and climate activities
- More school spirit and incentives to attend games, incentives to wear spirit gear
- Find outlets that interest the students on campus and in the community

## 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.

Incentives for students to promote good attendance at school.

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

## Action 2

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

### Action Details:

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

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

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

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

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

Weekly monitoring of suspension rates and Ed Code violations.

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/MPs

Culture Climate Team

Restorative Practice Counselor

Resource Counseling Assistants.

COS Team

#### Timeline:

Daily/Weekly

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

- Students will receive instruction through bi-weekly class meetings with appropriate materials (Tier 1)
- Warriors of the Month will be recognized and celebrated for exhibiting attributes of the Warrior Way.
- Students will receive social-emotional supports in the Student Re-Engagement Center with curriculum that promotes the development of social-emotional skills and positive interactions (Tier 2, Tier 3)
- Students will receive instruction on school-wide behavioral expectations through a variety of formats (Tier 1)
- Students who have been identified based on data, will receive social skills awareness through Restorative Practices (Tier 3)
- Support for Men's and Women's Alliance students through field trips, elementary school mentoring, and service projects.(Tier 2)
- Students participating in small group counseling will receive evidence-based curriculum and strategies. Conflict resolution and restorative circles to facilitate positive student relationships (Tier 2, Tier 3). Services may be provided by 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.

Parent Center courses and resources will fluctuate to meet dynamic needs of English Learners and the community

Specify enhanced services for low-performing student groups:

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

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

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

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).

### Action 3

Title: Goal 2

Action Details:

Fresno High School recognizes the importance of the district's goal to increase student engagement in their school and community. By providing student access and supports to a multitude of programs, students at Fresno High will increase participation throughout the year by engaging in clubs, athletic teams, co-curricular activities and visual and performing arts activities, and class sponsored activities. Additionally, through this action, Fresno High will provide opportunities that promote the transition between 8 grade and 9 grade by supporting FUSD's Transitions/ Move-up initiatives. Fresno High will institute closer CTE AC collaboration; We will provide opportunities and resources to support the expectation that all students 9-12 will engage in service learning projects. Vertical recruitment starting in 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 opportunity (arts, athletics, activities; one-time vs ongoing), and is used to monitor participation and review as part of a Cycle of Continuous Improvement.

Monitoring of Student Engagement data using the following indicators:

Number and Percentage of Opportunities Offered to Students

Number and Percentage of Students Not Involved in school based opportunities.

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

Owner(s):

Campus Culture Director

VP of Goal 2

Athletic Director

Timeline:

Monthly

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

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

Owner(s):

Principal  
Admin Team  
CCD

Timeline:

On-going

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

Number of Diploma Programme students who complete CAS

Number of students 9-12 engaged in service learning projects.

Number of 10th grade MYP Programme students complete Personal Project

Owner(s):

Principal  
Admin Team  
CAS Coordinator  
Personal Project Coordinator

Timeline:

On-going

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

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

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

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

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

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

Resources/Supplies for SPED dance

Increased options for student clubs based on student surveys

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

Provide

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

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

Materials and supplies to support Summer Theatre Outreach

Supplemental contracts to support Summer Theatre Outreach

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

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

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

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

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

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

Specify enhanced services for EL students:

Monthly monitoring of ELL Goal 2 participation

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

Specify enhanced services for low-performing student groups:

Monitoring of SpEd student participation in Unified Sports and Unified Music

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

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

Provide targeted leadership opportunities for SpEd students

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).

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0185 Fresno High School (Locked)

### G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Not to be used for translation for mandatory items(i.e. IEP or ELAC)	63,855.00
G3A1	Sup & Conc	Instructional Supervision & Admin	CI&Tech-Reg	Assistant, Attendance Records	0.4375		16,142.00
G3A1	One-Time School	Instruction	Mat & Supp			: Materials and supplies to support student return and involvement	34,128.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8000		55,698.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		66,052.00
G3A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.2000		13,924.00
G3A2	LCFF: EL	Attendance & Social Work Service	Local Mileag			RCA Mileage	2,317.00
G3A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250		14,583.00
G3A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sub			Classified subs/RCA	107.00
G3A3	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage	500.00

**\$267,306.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Student Survey - Caring adult		63.45 %	2019-2020	70.45 %
Staff Survey – Overall Positive in Belonging Domain		61.44 %	2019-2020	65 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Staff Goal - Site Defined**

Provide staff with learning opportunities through on-site and off-site trainings. Budget time and funds for subs for teachers to attend off-site learning conferences, so they can continue to find and participate in professional development with the goal of academic success for students. Continue to provide support and guidance for new teachers and those new to the site. All teachers receive professional learning on Common formative and summative assessments (formal and informal) Staff Professional Learning regarding PLC practices and protocols. Instructional leadership Team will focus on site goals of assessment, engagement, and clarity. Continued emphasis and professional learning in support of cultural literacy for all staff.

**Staff Survey – Overall Positive in Belonging Domain**

Spring of 2020, 61% of staff surveyed reported a positive sense of belonging in the school setting. 74% of those who responded were classroom teachers. There were similar results based on experience on site. Of staff with 3-5 years experience on site, 60% reported a positive sense of belonging compared to staff with over 10 years experience on site where 61% reported a positive sense of belonging.

**Student Survey - Caring adult**

51% of surveyed students felt there was a teacher or other adult in school who cared about them. 31% of surveyed students stated that having more positive interactions with teachers would help improve their current learning experience. 25% stated more time to connect individually with their teachers.,

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

**Staff Goal - Site Defined**

Provide staff with on-going cultural proficiency training through on-site regularly scheduled staff meetings designed for PL. Regional ILT focus on SEL in order to better understand and support the needs of students.

**Staff Survey – Overall Positive in Belonging Domain**

31% of staff surveyed identified Hispanic or Latino where 40% identified white and 3% African American. 19% were other or multi-ethnic.

**Student Survey - Caring adult**

64% of African American students felt there was a teacher or other adult in school who cared about them compared to 48% of Hispanic and 60% of white students. 71% of Special Education students felt there was a teacher or other adult in school who cared about them.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

As this is a new district goal for 2021-22 year, there were no previous actions and budget expenditures aligned to meet this goal. We continue provided resources in support of cultural proficiency and did not shift budget priorities

within the school year.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

We will budget to allow us the opportunity to allocate monies for subs to provide training 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 instructional data to share with the SSC. They are asked to provide input on current actions and suggestions to shifts in actions. We use SSC meetings to review SPSA data, actions, and budget. After review of student and staff survey data, solicit input from SSC to identify needed actions to meet the goal.

- Internships could be part of a learning about a job before getting a work permit.
- Job skill workshops on campus available to students
- Classes on how to interview
- Tech skills class (typing, excel, PP, MS Word) where students can get certified to help get a job.

**2** ELAC:

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

- Recruit teachers' with strong backgrounds and qualifications to support students.
- Increase support for teachers ie. TAs, BIAs, TSAs

**3** Staff:

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

- Provide teachers with more support after entering the classroom.
- More events or little rewards given to those newer teachers.

**Action 1**

**Title:** Staff Job Satisfaction

**Action Details:**

Continued work in Professional Learning Communities through use of data to drive PLCs, instructional decisions and practices that affect student learning. Provide opportunities to increase teacher agency through teachers work in subject area PLCs, where they meet to discuss curriculum and student support, focused on school goals, and develop a plan of action designed to improve collective teacher efficacy. Provide opportunities for staff learning through off-site conferences (IB and others) aligned with professional development focused on the improved academic outcomes of students. Ensure appropriate support for teacher success through technology, planning time, and an Instructional Coach to provide ongoing support to new teachers, as well as any teachers who request assistance with planning, lesson execution, or management. Encourage teacher/student connections through advisory period that is focused on teachers and students to build positive connections outside of subject area content. Advisory will also help students develop SEL competencies through structured lessons.

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

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

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

- Teachers work in subject area PLCs focused on instructional goals and building teacher efficacy as monitored through PLC rubrics and surveys.
- Staff participation in professional development during Buyback Days and Staff PL Meetings, focused on district and site-level goals.
- Number of teachers attending off-site learning conferences (IB trainings and other)
- Number of teachers using technology, and technology programs to support student engagement and learning.
- Survey of technology tools being used by teachers
- Teachers supported by Instructional Coach and types of support.
- Student behavior data tied to SEL skills in advisory

Owner(s):

Principal  
 Vice Principals  
 IB MYP/DP/CP Coordinators

Timeline:

On-going

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

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

Specify Professional Development or Staff Services to support EL students:

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

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

- On-going cultural proficiency training as part of scheduled staff meetings designed for PL.
- Weekly training opportunities provided to staff focused on advisory lesson centered on SEL needs of students.
- Lead A4 advisor supporting the work of A4 campus mentors who are supporting identified at-risk African American students.
- Project Access Counselor will monitor Foster/Homeless students data on attendance, grades and behaviors.
- After school program including Teaching Fellows to support struggling students with tutoring
- SPED, Foster Youth, and our African-American sub-groups will be monitored and those receiving multiple Ds/Fs will be referred to tutorials and receive additional academic counseling.

# 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0185 Fresno High School (Locked)

## G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	One-Time School	Plant Maintenance & Operations	Cls Sup-Ovr			Custodial overtime	5,192.00

**\$5,192.00**



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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		92.82 %	2019-2020	99.82 %
Parent Survey - Safe and secure		85.37 %	2019-2020	92.37 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Family Goal - Site Defined**

Understanding that families (parents/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. 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

**Parent Survey - Respected and welcomed**

A positive sense by families of being accepted, valued, and included, by others (teacher and peers) in all school settings is important to school success. Parent survey data regarding feeling welcome and respected on campus showed 90% of families responded in the affirmative for welcomed and 94% for respected.

**Parent Survey - Safe and secure**

Adults feeling safe at school and around school, including feeling safe from verbal abuse or exclusion is important in increased parent involvement. Parent survey data regarding feeling safe on campus showed 86% of families responded in the affirmative.

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

**Family Goal - Site Defined**

Of the number of responding, 90% of families of Hispanic students felt that Fresno High welcomed parent suggestions and valued their input. 81% of families with English Learner students felt the school valued their input. Families of 10th grade students had the largest percentage (88%) that felt the school viewed them as a partner in their child's education. 80% of families with children with disabilities felt the school welcomed their suggestions.

**Parent Survey - Respected and welcomed**

91% of families of Hispanic students responding in the affirmative regarding school connectedness with Fresno High compared to 86% of all respondents and 82% of families of white students. Families of English Learner students responded favorably at 79% compared to 86% of all respondents. Families of students with disabilities responded favorably regarding school connectedness 82% compared to 89% of families without a child with a disability.

**Parent Survey - Safe and secure**

89% of all families of Hispanic students responding in the affirmative regarding school safety compared to 86% of all families and 86% of families of white students. Families of English Learner students responded favorably at 91% compared to 85% of non-English learner families. Families of students of two or more races/ethnicities responded favorably regarding school safety 73% compared to 86% of all families.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Differences between intended and actual implementation of actions and budget expenditures were impacted by the shift to distance learning. Fresno High as made cultural proficiency a focus for professional learning for staff through the use of an online platform. We continue provided resources in support of cultural proficiency and did not shift budget priorities within the school year. We will review our plan for professional learning opportunities, prioritize need versus wants and allocate funds accordingly.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

We have budgeted to allow us the opportunity to allocate monies for subs to provide training 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 instructional data to share with the SSC. They are asked to provide input on current actions and suggestions to shifts in actions. We use SSC meetings to review SPSA data, actions, and budget. After review of parent survey data, solicit input from SSC to identify needed actions to meet the goal.

- Expand coffee chats so that working parents/guardians can participate
- Update website and use it as a way to communicate with student families and community
- Increase participation of adults who are guardians of students (group homes, foster care).
- Use of the school site as a space where services are provided to the community after school/on weekends.
- Family celebratory events hosted by students.
- Saturday breakfast once a month for parents.

**2** ELAC:

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

- Continue parent phone calls on Sundays
- Strengthen the relationship between parents and the school ie. classes for parents so that they may learn how to best support EL students at home
- promote English classes for parents to increase attendance

**3** Staff:

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

- Grade level parent meetings either quarterly or at the very least at the start of each semester
- I would like to see a pre Junior year parent meeting to prepare the sophomores for the rigor they will experience entering in to the IB program as Juniors.
- Maybe a run down of electives/clubs in a slower paced presentation? Parents just don't know.
- We could continue to offer parent meetings via the internet.
- Provide training sessions for EL parents so they are able to login into ATLAS and TEAMS to monitor their children's progress.
- Offer evening chats...parents work too. Maybe a Saturday breakfast once a month

**Action 1**

**Title:** Parent Involvement

**Action Details:**

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

sponsored events, resulting in increased parent involvement. Home School Liaisons will facilitate parent outreach and Spanish interpretation for parents.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

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

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

Attendance Monitoring of Each of the following Parent Initiatives:

- Coffee Chat
- FHS Parent Classes
- Parent/Teacher Club Meetings
- ELAC Meetings
- International Baccalaureate (IB)/Diploma Program(DP)
- Parent Meetings
- Parent University Workshops
- COE sponsored Parent Workshops
- Responses on the Parent Survey in the Spring of 2021 will be used as interim evidence.

#### Owner(s):

Principal  
Admin  
Counselors  
Home School Liaisons  
Parent University Liaison

#### Timeline:

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

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

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

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

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

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

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

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

See direct services and services for ELs

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0185 Fresno High School (Locked)

### G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Classified support for parent involvement. Babysitting, translation, clerical support.	634.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Not to be used for translation for mandatory items(i.e. IEP or ELAC)	70,210.00
G5A1	Sup & Conc	Plant Maintenance & Operations	Cls Sup-Ovr			Custodial overtime	797.00
G5A1	Sup & Conc	Instructional Library, Media & Tech	Cls Sup-Ovr			Classified support overtime	3,633.00
G5A1	Sup & Conc	Instructional Library, Media & Tech	Cl&Tech-Over			Clerical and office overtime.	390.00
G5A1	Sup & Conc	Parent Participation	Direct-Graph			Parent communication	5,000.00
G5A1	Sup & Conc	Parent Participation	Direct-Food			Parent involvement activities	2,000.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Support parent involvement	2,500.00

**\$85,164.00**

# 2021-2022 Budget for SPSA/School Site Council

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

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Ext			Library extra time	1,960.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs	21,076.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Educational software supporting instruction-Edgenuity and Turnitin.com	10,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support classroom instruction	76,033.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Tech repair for students/classroom	11,184.00
G1A2	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst II	0.7500		57,038.00
G1A3	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies to support instruction - **No Food / No Incentives**	12,113.00
G1A3	Title 1 Basic	Instruction	Nc-Equipment			Instructional technology	45,061.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental contracts	92,999.00
G1A3	Sup & Conc	Instruction	Nc-Equipment			Technology	11,300.00
G1A3	Sup & Conc	Instructional Supervision & Admin	Mat & Supp			Materials to support instructional supervision and administration	3,000.00
G1A4	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500		49,175.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			Supplemental Contracts for ELPAC Assessors	7,183.00
G1A4	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500		49,175.00
G1A4	LCFF: EL	Instruction	Bks & Ref			Instructional software licensing	179.00
G1A4	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support EL instruction	4,000.00
G1A4	LCFF: EL	Instruction	Nc-Equipment			Instructional technology	3,222.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250		10,698.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250		16,719.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250		16,719.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250		10,978.00
G2A1	Sup & Conc	Instruction	Travel			Professional Development Conferences	47,534.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			Loom Academics : Professional Consultation for IB Computer Science Yr. 2	15,000.00
G2A2	Sup & Conc	Instruction	Direct Trans			Transportation	3,000.00
G3A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Not to be used for translation for mandatory items(i.e. IEP or ELAC)	63,855.00
G3A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Reg	Assistant, Attendance Records	0.4375		16,142.00
G3A1	One-Time School	Instruction	Mat & Supp			: Materials and supplies to support student return and involvement	34,128.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8000		55,698.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		66,052.00
G3A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.2000		13,924.00

G3A2	LCFF: EL	Attendance & Social Work Service	Local Mileage			RCA Mileage	2,317.00
G3A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250		14,583.00
G3A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sub			Classified subs/RCA	107.00
G3A3	Sup & Conc	Attendance & Social Work Service	Local Mileage			Mileage	500.00
G4A1	One-Time School	Plant Maintenance & Operations	Cls Sup-Ovr			Custodial overtime	5,192.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Classified support for parent involvement. Babysitting, translation, clerical support.	634.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	Not to be used for translation for mandatory items(i.e. IEP or ELAC)	70,210.00
G5A1	Sup & Conc	Plant Maintenance & Operations	Cls Sup-Ovr			Custodial overtime	797.00
G5A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Ovr			Classified support overtime	3,633.00
G5A1	Sup & Conc	Instructional Library, Media & Te	Cl&Tech-Over			Clerical and office overtime.	390.00
G5A1	Sup & Conc	Parent Participation	Direct-Graph			Parent communication	5,000.00
G5A1	Sup & Conc	Parent Participation	Direct-Food			Parent involvement activities	2,000.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Support parent involvement	2,500.00
							<b>\$933,008.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$241,048.00
Sup & Conc	7090	\$570,140.00
LCFF: EL	7091	\$82,500.00
One-Time School	7099	\$39,320.00
<b>Grand Total</b>		<b>\$933,008.00</b>

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$454,698.00	
G2 - Expand student-centered and real-world learning experiences	\$120,648.00	
G3 - Increase student engagement in their school and community	\$267,306.00	
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$5,192.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$85,164.00	
<b>Grand Total</b>		<b>\$933,008.00</b>