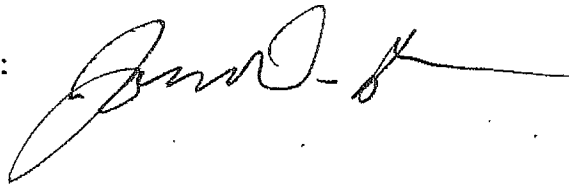


**Fresno High School**

10621661032507

Principal's Name: John Forbes

Principal's Signature:

A handwritten signature in black ink, appearing to read "John Forbes", with a long horizontal flourish extending to the right.

The Fresno Unified School District Board of Education approved this plan on: May 11, 2016

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

# 2016 - 2017 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

## 1 Academic Performance

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	High	Math (SBAC)	2- Standard Met/Exceeded	<a href="#">6169</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	9/9	7.61 %
<input type="checkbox"/>	High	Math (SBAC)	1- Standard Not Met/Nearly Met	<a href="#">6160</a>	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC	9/9	92.39 %
<input checked="" type="checkbox"/>	High	Advanced Placement (AP)	3- Course Retention	<a href="#">5938</a>	Number and percentage of 10th-12th grade students who meet the <a href="#">AP Eligibility Pool Criteria</a> who were appropriately placed in AP course(s), and completed the course(s) in the current year, plus 9th grade students enrolled in AP Human Geography and completed the course in the current year	8/8	5.45 %
<input type="checkbox"/>	High	ELA (SBAC)	5- Achievement Gap	<a href="#">5997</a>	Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate	8/9	41.37 %
<input type="checkbox"/>	High	ELA (SBAC)	1- Standard Not Met/Nearly Met	<a href="#">6142</a>	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC	8/9	59.53 %
<input type="checkbox"/>	High	Math (SBAC)	5- Achievement Gap	<a href="#">5998</a>	Number and percentage of unduplicated students scoring Standard Not Met or Standard Nearly Met on the Math SBAC whose subgroups are more than 10% negatively disproportionately represented	8/9	30.82 %
<input checked="" type="checkbox"/>	High	ELA (SBAC)	2- Standard Met/Exceeded	<a href="#">5926</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC	7/9	38.97 %
<input type="checkbox"/>	High	Advanced Placement (AP)	1- AP Eligibility Pool	<a href="#">5936</a>	Number and percentage of 10th-12th grade students who meet the <a href="#">AP Eligibility Pool Criteria</a>	7/10	19.62 %

## 2 Academic Growth

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	High	EL Redesignation	4- LTEL Redesignation Rate	<a href="#">4774</a>	Number and percentage of Long Term English Learner students redesignated	9/10	10.08 %
<input type="checkbox"/>	High	EL Redesignation	1- English Proficiency Growth	<a href="#">6017</a>	Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments	7/9	20.8 %
<input type="checkbox"/>	High	EL Redesignation	3- Borderline to Redesignation Within 365 Days	<a href="#">5968</a>	Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days	6/9	21.54 %

## 3 Academic Completion

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	High	Career Technical Education (CTE)	3- Graduation and A-G On-Track Status	<a href="#">6355</a>	Number and percentage of CTE participants who graduated A-G on-track	9/9	39.91 %
<input checked="" type="checkbox"/>	High	A-G	3- On-Track Retention Rate	<a href="#">6023</a>	Number and percentage of 9th-12th grade students who were on-track at the beginning of the academic year, are enrolled in the appropriate A-G courses in the current academic year and remain A-G on-track in the most recent quarter	8/9	65.65 %
<input type="checkbox"/>	High	College Enrollment	3- UC SIR Rate	<a href="#">6290</a>	Number and percentage of 12th grade students who submitted a Statement of Intent to Register (SIR) to the University of California (UC)	8/9	21.21 %
<input type="checkbox"/>	High	College-Going Culture	2- EAP Appropriate Course Placement	<a href="#">6172</a>	Number and percentage of 12th grade students who scored 'conditionally ready' for college level English or Math on the Early Assessment Program and are enrolled in the appropriate course to be placed in transferrable, credit-bearing college level Math/English courses	7/8	58.02 %
<input type="checkbox"/>	High	College Enrollment	5- College Readiness Rate	<a href="#">6266</a>	Number and percentage of graduates demonstrating readiness to take college credit-bearing courses	7/9	5.6 %

<input type="checkbox"/>	High	College-Going Culture	1- 12th Grade A-G Competitive Eligibility	<a href="#">6014</a>	Number and percentage of 12th grade students who meet A-G Competitive Eligibility criteria	7/9	60.77 %
<input type="checkbox"/>	High	A-G	4- Off-Track to On-Track	<a href="#">6149</a>	Number and percentage of 9th-12th grade students who started the academic year A-G subject borderline or off-track and moved to A-G on-track status in the most recent quarter	7/10	8.15 %
<input type="checkbox"/>	High	College Enrollment	2- CSU SIR Rate	<a href="#">6289</a>	Number and percentage of 12th grade students who submitted a Statement of Intent to Register (SIR) to the California State University (CSU)	7/9	78.53 %
<input type="checkbox"/>	High	Graduation	4- Graduation Rate	<a href="#">6325</a>	<b>District Dashboard (Goal 4):</b> CORE Waiver: Four Year Cohort Graduation Rate	6/8	84.98 %
<input type="checkbox"/>	High	Career Technical Education (CTE)	1- CTE Enrollment	<a href="#">6344</a>	Number and percentage of 9th-12th grade students enrolled in a Career Technical Education (CTE)	6/10	28.1 %

## 4 Social Emotional

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	High	Suspension	3- Appropriate Behavior Intervention	<a href="#">5951</a>	Number and percentage of 9-12th grade students with one or more suspension incidents (on-campus and/or out of school) and have an appropriate ATLAS Portfolio entry or SAP counselor contact	9/10	15.18 %
<input checked="" type="checkbox"/>	High	Suspension	1- Suspension Rate	<a href="#">6109</a>	Number and percentage of students who have been suspended and/or expelled	8/10	12.68 %
<input type="checkbox"/>	High	Suspension	4- Behavior Growth	<a href="#">3684</a>	Number and percentage of TK-12th grade students who had at least 1 suspension incident in the previous semester and have not had a suspension incident in the current semester	8/10	56.84 %
<input type="checkbox"/>	High	Suspension	2- Disproportionality	<a href="#">5976</a>	Number and percentage of students with 1 or more total suspension incidents whose subgroups are more than 10% negatively disproportionately represented	6/10	99.63 %
<input checked="" type="checkbox"/>	High	Chronic Absenteeism	4- Attendance Retention	<a href="#">5963</a>	Number and percentage of TK-12th grade students who had greater than 90% attendance the previous semester and have maintained greater than 90% attendance during the current semester	6/10	94.68 %

<input type="checkbox"/>	High	Chronic Absenteeism	2- Appropriate Attendance Intervention	<a href="#">6330</a>	Number and percentage of 9-12th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention	6/10	50.41 %
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## 5 Climate Culture

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	High	Student Engagement	3- Disproportionality	<a href="#">5944</a>	Number and percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively disproportionately represented	8/10	21.18 %
<input type="checkbox"/>	High	Student Engagement	4- Long Term Engagement	<a href="#">5948</a>	Number and percentage of unique students engaged in any ongoing Goal 2 activities for 2 or more consecutive years.	6/9	31.72 %

Instructional Superintendent Approval :  No  Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

## B. Action Plan

Domain	<input checked="" type="checkbox"/> I. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 1</b>	<p><i>Detail the action: 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 3 (“Construct viable arguments and critique the reasoning of others”). Supports will center on professional learning, professional collaboration, MYP/IB unit planning with common formative assessments and performance tasks, responses to instruction, tutorials, and other interventions.</i></p>		
<p><i>SQII Element:</i></p> <p>6169</p> <ul style="list-style-type: none"> <li>Number and percentage of students scoring Standard Met or Standard Exceeded on the Math SBAC</li> </ul>	<p><i>SQII Sub-element(s):</i></p> <p>(5) Achievement Gap (1) Standard Met/Nearly Met</p>	<p><i>Site Growth Target:</i></p> <p>15% Math SBAC</p>	<p><i>Vendor (contracted services)</i></p> <p>Faria Systems (The vendor used for Managebac, the IB online informational systems) Office Depot Western Blue IVS Academic Superstore Cornerstone Consulting (IB consultants) ASCD Solution Tree</p>
<input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context	
<p><i>Write a SMART Goal to address each data point:</i></p> <p><i>By the summer of 2017, SBAC data from the Spring 2017 administration of the CAASP/SBAC will show a raw increase of 7% (from 8% to 15%) in the percentage of of students scoring Standards Met or Standard Exceeded on the Math SBAC as measured by SQII indicator 6169.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p>	<p><i>Owner(s)</i></p> <p>Principal Math VPs</p>	<p><i>Timeline</i></p>	

<ul style="list-style-type: none"> <li>Percentage correct on the Interim 1 Assessment for math will increase to meet or exceed the district average for each respective subject:                       Algebra I:                      2015-FHS:10.9%, District: 13%                      Geometry:                      2015-FHS:24.4%, District: 27%                      Algebra II:                      2015-FHS:19.7%, District: 21.6%</li> <li>Percentage correct on the Interim 2 Assessment for math will increase to meet or exceed the district average for each respective subject:                       Algebra I:                      2016-FHS:16.5%, District: 19%                      Geometry:                      2016-FHS:20%, District: 21%                      Algebra II:                      2016-FHS:14.8%, District 18%</li> <li>Analysis of student work in Accountable Communities using common formative and summative assessments to inform instruction. Review of # and % of students at defined achievement levels.</li> <li>Walkthrough data from the Instructional Practice Guide and Managebac will be used to monitor this action and inform next steps.</li> <li>Use of digital assessment literacy through the Illuminate platform accessible through teacher and site reports.</li> </ul>	<p><i>Math PLUS teacher &amp; Instructional Coach Teachers</i></p>	<p><i>Principal will ensure that SBAC Goals will be measured by Summer of 2017.</i></p> <p><i>Principal will ensure that Interim assessment goals will be measured and monitored twice a year, within of testing administration.</i></p> <p><i>Math admin will ensure that the creation and analysis of Common Formative and Summative Assessments will be on-going throughout the year for all math ACs. .</i></p> <p><i>Math admin will utilize the Instructional Practice Walkthrough Guides and the classroom Warrior Expectations when collecting Walkthrough data, bi-weekly.</i></p> <p><i>Math admin will access Managebac as means of monitoring unit development 1x a week.</i></p> <p><i>Math PLUS teacher and Math Lead Teachers will meet bi-weekly in support of AC development.</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li><i>Parents will be notified via School Messenger and flyers of math tutorials, including specific support through the after school program.</i></li> <li><i>Teachers will contact and document parents of students receiving a D or F in their math classes.</i></li> </ul>		



- *A dedicated series of parent workshops on math supports and strategies.*

*Describe related professional learning:*

- *Math teachers will utilize planning time as professional learning through Accountable Community collaboration. Utilizing FUSD’s AC Foundations, teachers will create MYP/IB units with common formative assessments and performance tasks with an emphasis on conceptual learning.*
- *Math teachers will participate in 8 hours of professional learning on SBAC-type assessments and design classroom mini-tasks with aligned focus and format.*
- *Math teachers will spend 8 hours in on-site professional learning around the creation of performance tasks and common formative assessments and providing remediation within the rigor of the grade level standard. Professional Learning to be delivered by Lead Teachers and on-site instructional coaches.*
- *Math teachers will engage in professional learning by conducting a book inquiry on the book, Mathematical Mindsets by Jo Bolen.*
- *ALL teachers will receive 3 hours of professional learning on mathematical performance tasks that promote reasoning and problem solving.*
- *Algebra I teachers will continue to engage in professional learning through district iPL days.*
- *Geometry teachers will continue to be supported through professional learning designed by the district with the on-going job embedded “in-class” supports provided by the department of Curriculum and Instruction.*
- *Algebra II teachers will be receiving district-wide professional learning to support the new adopted CCSS aligned curriculum.*
- *Algebra I, Geometry, and Algebra II teachers will participate in 4 professional learning days with Cornerstone Consulting with specific focus on analysis of student work in support of IB Aims and Objectives within the context of the Scope & Sequence and CCSS focus standards.*
- *Math Mandatorial teachers will receive 4 hours of professional learning and planning time to develop specific skills to focus upon. Professional learning delivered through collaboration of Math Administrator and Lead Teachers.*

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):*

- *Professional collaboration and professional learning will support student learning of grade level standards through enhanced delivery of instruction and through the review of data for the purpose of remediation and acceleration within the instructional sequence.*
- *Students will receive Interactive Notebooks that will serve as an instructional tool for students to process their learning.*
- *Math-specific Mandatorials (required lunch-time tutorials) for 9<sup>th</sup> and 10<sup>th</sup> grade students. Math-specific Mandatorials to use specific skill-development content.*
- *Continuation and expansion of the SAT/IB Khan Academy Learning Lab hours and opportunities for 11<sup>th</sup> & 12<sup>th</sup> grade students.*
- *Upon enrollment and review of prior math achievement, all Foster Youth and responsible guardians will receive direct referral and enrollment in site mathematical-specific supports (ASSETs, Mandatorials, and Learning Lab)*
- *Students identified as SPED will have additional academic support provided to them through a supplemental support room where they will receive individual/small group assistance from a credentialed SPED teacher.*

- To address disproportionality in student achievement for identified ethnic groups, every management team meeting will include data on 1 or more elements of student achievement disaggregated by ethnicity. Management team will identify specific actions each individual will own to address the disproportionality.

Specify additional targeted actions for EL students:

- Bilingual Instructional Aides will provide primary language support for Beginning EL students.
- EL students will benefit from an added emphasis on math discourse. Specifically, each Algebra I, Geometry, and Algebra II teacher with EL students will participate in a co-teaching lesson with the support of the Math instructional coach and/or Literacy instructional coach.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Manditorials - teacher tutoring	2,324
Total									\$2,324

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 2</b>	Detail the action: Fresno High School will continue to implement a school-wide focus on Authentic Literacy (Reading, Writing, and Speaking with an emphasis on Argumentation). This approach will center on best first instruction through Professional Learning, reinforcement of Accountable Communities’ effective practices, and classroom supports and materials.		
<p><i>SQII Element:</i></p> <p>5926 Number and Percentage of Students Scoring Standard Met or Standard Exceeded on the ELA SBAC</p>	<p><i>SQII Sub-element(s):</i></p> <p>2-Standard Met/Exceeded</p>	<p><i>Site Growth Target:</i></p> <p>50%</p>	<p><i>Vendor (contracted services)</i></p> <p>Faria Systems (The vendor used for Managebac, the IB online informational systems)</p> <p>Office Depot</p> <p>Western Blue</p> <p>IVS</p> <p>Academic Superstore</p> <p>Cornerstone Consulting (IB consultants)</p> <p>ASCD</p> <p>Solution Tree</p>

<input type="checkbox"/> <i>New Action</i>	<input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i>	<input checked="" type="checkbox"/> <i>Data</i>	<input checked="" type="checkbox"/> <i>Research-based</i>	<input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>
<p><i>Write a SMART Goal to address each data point:</i></p> <p><i>By the summer of the 2016-2017 school year, SBAC data from the Spring 2017 administration of the CAASP/SBAC will show a raw increase of 11% in the number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC (from 39% to 50%) as measured by SQII indicator 5926.</i></p>					
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <li> <p><i>• Percentage correct on the Interim I Assessment for English will increase to meet or exceed the district average for each respective subject</i></p> <p><i>English I:</i>  <i>2015-FHS:41%, District 42%</i></p> <p><i>English II:</i>  <i>2015-FHS:42.4%, District 45%</i></p> <p><i>English IB Y1:</i>  <i>2015-FHS 44%, District 48%</i></p> <p><i>English IB Y2:</i>  <i>2015-FHS:46.4%, District 53%</i></p> </li> <li> <p><i>• Scores on the Illuminate Interim I assessment will increase:</i></p> <p><i>English I :</i>  <i>2016-FHS 37%, District 41%</i></p> <p><i>English II:</i>  <i>2016-FHS 41%, District 42%</i></p> <p><i>English IB Y1:</i>  <i>2016-FHS: 42.5%, District 46%</i></p> <p><i>English IB Y2:</i>  <i>2016-FHS:34.2%, District 43%</i></p> </li> <li> <p><i>• Analysis of student work in Accountable Communities using common formative and summative assessments to inform instruction. Review of # and % of students at defined achievement levels.</i></p> </li> </ul>			<p><i>Owner(s)</i></p> <p><i>Principal</i>  <i>Vice Principals</i>  <i>Lead Teachers</i>  <i>Warrior</i>  <i>Instructional Support Team</i>  <i>(WIST)</i></p>	<p><i>Timelines:</i></p> <p><i>Principal will distribute Illuminate data to VPs so they can ensure that this data is analyzed by ACs within two weeks of testing administration.</i></p> <p><i>ALL VPs will ensure on-going analysis of common formative and summative assessments for the subject areas they supervise on a bi-weekly basis.</i></p> <p><i>ILT (Lead Teachers) will meet 1x a month for data analysis, PL on high impact instructional practices and highly effective AC practices.</i></p> <p><i>Analysis of student work in Accountable Communities will be on-going by all FHS ACs.</i></p> <p><i>WIST team will meet 2x a month to discuss future PL</i></p>	

<ul style="list-style-type: none"> <li>• <i>Instructional Practice Guide (IPG) walkthrough data and Managebac will be used to monitor this action and inform next steps.</i></li> </ul>		<p><i>and Instructional Support for teachers.</i></p> <p><i>Walkthrough Data utilizing the IPGs will be analyzed weekly through Aligned Instructional Learning Systems (AILS) Meeting</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• <i>Parents will have the opportunity to attend Warrior Walks to engage parents in the instructional focus of the school.</i></li> </ul>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>• <i>All teachers will utilize planning time as professional learning through Accountable Community collaboration. Utilizing FUSD’s AC Foundations, teachers will create MYP/IB units with common formative assessments and performance tasks with an emphasis on Authentic Literacy.</i></li> <li>• <i>Continued Professional Learning on Writing Standard 1.0 Argumentation and its supporting standards</i></li> <li>• <i>Professional Development training utilizing instructional coach as well as teacher leaders to support Complex Talk, Complex Task, and Complex tasks.</i></li> <li>• <i>All teachers will engage in professional learning on SBAC-type assessments and design classroom mini-tasks with aligned focus and format.</i></li> </ul>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> <li>• <i>Professional collaboration and professional learning will support student learning of grade level standards through enhanced delivery of instruction and through the review of data for the purpose of remediation and acceleration within the instructional sequence.</i></li> <li>• <i>Students will receive Interactive Notebooks that will serve an instructional tool for students to process their learning.</i></li> <li>• <i>Students will utilize grade level appropriate materials such as academic articles as supplementary materials in content areas.</i></li> <li>• <i>Upon enrollment and review of prior academic achievement, all Foster Youth and responsible guardians will receive direct referral and enrollment in site literacy-specific supports (ASSETs, Mandatorials, and Learning Lab).</i></li> <li>• <i>Students identified as SPED will have additional academic support provided to them through a supplemental support room where they will receive individual/small group assistance from a credentialed SPED teacher.</i></li> </ul>		
<p><i>Specify additional targeted actions for EL students:</i></p> <ul style="list-style-type: none"> <li>• <i>All teachers will utilize best practices in support academic language acquisition.</i></li> </ul>		

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 3</b>	<p><i>Detail the action: By providing on-going tutorials, learning labs, targeted interventions, classroom supports, and enrichment opportunities for students, Fresno High School will further develop an academic Response to Intervention program with an emphasis 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.</i></p>		
<p><i>SQII Element:</i></p> <p>6023</p> <ul style="list-style-type: none"> <li>Number and percentage of 9<sup>th</sup>-12<sup>th</sup> grade students who were on-track at the beginning of the academic school year, are enrolled in the appropriate A-G courses in the current academic year and remain A-G on-track by the end of ELSP.</li> </ul>	<p><i>SQII Sub-element(s):</i></p> <p>3- On-Track Retention</p>	<p><i>Site Growth Target:</i></p> <p>70%</p>	<p><i>Vendor (contracted services)</i></p>
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		<p><i>Reasoning:</i>    <input checked="" type="checkbox"/> Data    <input type="checkbox"/> Research-based    <input checked="" type="checkbox"/> Local Knowledge/Context</p>	
<p><i>Write a SMART Goal to address each data point:</i></p> <p><i>By the end of the 2016-2017 school year, the number and percentage of 9<sup>th</sup>-12<sup>th</sup> grade students who were on-track at the beginning of the academic year and are enrolled in the appropriate A-G courses in the academic year will increase to 70% as measured by SQII indicator 6023.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <li>Monitoring of # and percentage of students receiving Ds and Fs.</li> <li>Monitoring of A-G course completion.</li> <li>Monitoring of individual students who are assigned Mandatorials and the impact of attending these required tutorial sessions.</li> <li>Monitoring of individual students who exhibit a severe decrease in GPA at the end of the 1<sup>st</sup> and 3<sup>rd</sup> quarters.</li> </ul>		<p><i>Owner(s)</i></p> <p>Principal Mandatorial VP 9<sup>th</sup> Grade VP 10<sup>th</sup> Grade VP 9<sup>th</sup> Grade Intervention Counselor All Academic Counselors</p>	<p><i>Timeline</i></p> <p>Grades will be monitored weekly by 9<sup>th</sup> grade VP, 10<sup>th</sup> Grade VP, and the Intervention Counselor on a weekly basis.</p> <p>A-G Course Completion will be monitored by Academic Counselors after each academic semester.</p>

	<p><i>Mandatorial VP will monitor participation rates and measure impact.</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• <i>Parents of students involved in tutorials will be contacted by liaisons so they are aware of the program.</i></li> <li>• <i>Parents of Tier 3 students will be contacted by 9<sup>th</sup> grade Intervention Counselor and a parent-teacher conference will be held.</i></li> <li>• <i>Parent informational meetings for parents of incoming 9<sup>th</sup> grade students on how to be academically successful.</i></li> <li>• <i>Parent meetings for parents of students who have multiple Ds/Fs.</i></li> <li>• <i>Parents have the option of enrolling students in Mandatorials.</i></li> </ul>	
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>• <i>Continued Professional Learning on grading practices.</i></li> <li>• <i>Continued Professional Learning on the rubric development.</i></li> <li>• <i>Continued Professional Learning on utilizing academic Criteria for Success within the classroom.</i></li> <li>• <i>9<sup>th</sup> Grade and 10<sup>th</sup> Grade teachers will continue to meet monthly to develop academic interventions and to identify students in need of said interventions.</i></li> </ul>	
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> <li>• <i>Lunch time mandatory tutorials for students failing a class.</i></li> <li>• <i>After school tutoring 9<sup>th</sup> grade as part of the ASSETS program.</i></li> <li>• <i>Students will receive differentiated instruction within the rigor of the Common Core State Standards.</i></li> <li>• <i>Students will receive academic counseling to promote academic success.</i></li> <li>• <i>Upon enrollment and review of prior academic achievement, all Foster Youth and responsible guardians will receive direct referral and enrollment in site literacy-specific supports (ASSETS, Mandatorials, and Learning Lab).</i></li> <li>• <i>Students identified as SPED will have additional academic support provided to them through a supplemental support room where they will receive individual/small group assistance from a credentialed SPED teacher.</i></li> <li>• <i>SPED, Foster Youth, and our African-American sub-groups will be monitored and those receiving multiple Ds/Fs will be enrolled in tutorials and receive additional academic counseling.</i></li> </ul>	
<p><i>Specify additional targeted actions for EL students:</i></p> <ul style="list-style-type: none"> <li>• <i>Continued quarterly monitoring of RFEP students.</i></li> </ul>	

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				substitute teachers for teacher planning days	6,855
3	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental contracts for summer planning, manditorials, Reengagement Center, IB coordinator, Interamurals, tutoring, IB Personal Project, IB CAS, IB Theory of Knowledge	139,488
3	1	Title 1 Basic	Instruction	Books & Other Reference				Math journal workbooks Science journal workbooks Sketch books	6,772
3	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Computers/technology	20,189
3	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				2016/2017 Planner Warrior Way posters Forms	14,256
3	1	Sup & Conc	Instruction	Materials & Supplies				Office and classroom supplies IB Shipping Charges Software Technology Supplemental books Safety Equipment - radios Managebac	105,468
3	1	Sup & Conc	Instruction	Non Capitalized Equipment				Computers/technology	19,811
Total									\$312,839



Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 4</b>	<p><i>Detail the action: Fresno High School will further develop its IB Middle Years Programme (MYP) and IB Diploma Programme through the development of a guaranteed curriculum, professional learning, vertical articulation and alignment of courses. Fresno High will initiate the IB Careers Programme in support of rigorous career-technical education (CTE) coursework. Fresno High will expand implementation of IB MYP Personal Projects for all 10<sup>th</sup> grade students, and increase academic supports for students through inquiry-based, internationally minded, and service-based learning opportunities; thereby offering all Fresno High School students equitable access to a rigorous curriculum so that all students have the greatest number of post-secondary options upon graduation. Additionally, Fresno High School will further support its IB programs by providing support for Internal Assessments, Extended Essays, Theory of Knowledge, Personal and Professional Skills, and funding extra pay contracts for those providing services beyond the school day.</i></p>		
<p>SQII Element: 5938</p> <p>IB</p>	<p>SQII Sub-element(s): Course Retention (Enrollment) IB Exam Pass Rates</p>	<p>Site Growth Target: TBD (Waiting for SQII data indicator)</p>	<p>Vendor (contracted services) Faria (The vendor used for Managebac, the IB online informational systems) IBO Cornerstone Consulting ASCD Solution Tree</p>
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context	
<p>Write a SMART Goal to address each data point:                  By June of 2017, the number of FHS students passing IB assessments (4+)* will increase by 5% from June 2016.                  *4+ represents a passing score on an IB Assessments.</p>			



	<p><i>Owner(s)</i>  <i>Principal</i>  <i>VP over DP, CP</i>  <i>IB Support Staff</i></p>	<p><i>Timeline</i></p> <p><i>Principal will distribute IB exams scores for measurement by Summer of 2017.</i></p> <p><i>Principal will ensure that Interim assessment goals will be measured and monitored twice a year, within of testing administration</i></p> <p><i>VPs over DP/CP/MYP will work with IB and MYP coordinators to monitor Managebac bi-weekly, with quarterly checks of planned units.</i></p> <p><i>VPs over their designated departments will monitor Common Formative and Summative Assessments will be on-going throughout the year.</i></p> <p><i>Walkthrough Data utilizing the IPGs and classroom Warrior Expectations will be analyzed weekly through Aligned Instructional Learning Systems (AILS)Meeting</i></p>
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <li><i>• Student performance on Internal Assessments</i></li> <li><i>• Completion percentage of the Extended Essay and Theory of Knowledge</i></li> <li><i>• Planned MYP/DP/CP Units (1+ per quarter), capture of student work and evidence of common assessments aligned with external assessments.</i></li> <li><i>• Number and percentage of students who complete the 10<sup>th</sup> Grade MYP Personal Project</i></li> </ul>		<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li><i>• Communication with students and parents of the IB DP Assessment Calendar and MYP Personal Project dates</i></li> <li><i>• Involvement of parents in the review of personal projects</i></li> <li><i>• Parent informational meetings for the MYP to DP or CP transition (Commitment Nights)</i></li> </ul>

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

*Describe related professional learning:*

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

*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
- Opportunity for all 10<sup>th</sup> grade students to engage in real-world inquiry-based projects based on their personal interest
- Support of student growth in social-emotional learning through IB Approaches to Learning, Personal and Professional Skills, International Mindedness, and Theory of Knowledge (Metacognition)
- IB tutorials and use of the Khan Academy Learning Lab

*Specify additional targeted actions 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.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	Sup & Conc	Instruction	Travel				Travel and Conferences	40,000
4	1	Sup & Conc	Instruction	Travel & Conferences				Conferences	20,000
								Total	\$60,000

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 5</b>	<p><i>Detail the action: Fresno High School recognizes that attendance is a critical component for student success. In the 2016-2017 academic school year, Fresno High will continue to develop a unified multi-tiered system of interventions for attendance. Through the development of such an attendance system, it is the intent to improve our student attendance through the creation of escalated attendance supports that is, to the best of our abilities, both guaranteed and viable. These tiered systems of support for attendance which will include providing a part-time attendance clerk that will support the needs of all students and a full-time school Child Welfare Attendance Specialist who will extend targeted interventions for those who are identified as chronically absent. 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.</i></p>		
<p><i>SQII Element:</i></p> <p>5963</p> <ul style="list-style-type: none"> <li>Number and percentage of TK-12<sup>th</sup> grade students who had greater than 90% attendance the previous semester and have maintained greater than 90% during the current semester</li> </ul>	<p><i>SQII Sub-element(s):</i></p> <p>4-Attendance Retention</p>	<p><i>Site Growth Target:</i></p> <p>95.68%</p>	<p><i>Vendor (contracted services)</i></p>
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		<p><i>Reasoning:</i>    <input checked="" type="checkbox"/> Data    <input checked="" type="checkbox"/> Research-based    <input checked="" type="checkbox"/> Local Knowledge/Context</p>	
<p><i>Write a SMART Goal to address each data point:</i></p> <p><i>By the end of the 2017 academic school year, the number and percentage of 9<sup>th</sup>-12<sup>th</sup> grade students who had greater than 90% attendance the previous semester and have maintained greater than 90% attendance during the current semester will increase from 94.68% to 95.68% as measured by the SQII indicator 5963.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <li>Weekly Monitoring of Attendance Data by the Attendance team and Attendance VP, measuring the following data points:                             <ul style="list-style-type: none"> <li>Weekly ADA rates</li> <li>Tier 2 students, students who have been identified as Habitually Truant or Chronically Absent.</li> </ul> </li> </ul>		<p><i>Owner(s)</i></p> <p>Principal Attendance VP Attendance Team (including Child Welfare Attendance Specialist, Community Liaison,</p>	<p><i>Timeline</i></p> <p>Principal will communicate attendance trend data in climate/culture email 2x a month.</p>

<ul style="list-style-type: none"> <li>○ Tier 3, students who have been identified as severely chronically absent and are in the midst of the SART/SARB process.</li> <li>● Child Welfare Attendance Specialist will generate a weekly list of Tier 2 chronically absent students and document interventions including parent conferences and home visits.</li> <li>● The attendance team will utilize daily absences to target interventions.</li> </ul>	<p>Home School Liaison, and Attendance Clerks)</p>	<p>VP over Attendance will pull weekly ADA reports for analysis.</p> <p>VP over Attendance will generate a list of Tier 2 students on a weekly basis for distribution to attendance team.</p> <p>Child Welfare Attendance Specialist will utilize Tier 2 data and provide a list of documented interventions to VP over attendance on a weekly basis.</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>● Bi-weekly Attendance Matters Meetings—These meetings focus on providing parents with information regarding Fresno High’s attendance policy, strategies for improvement of attendance, and support services available on-site.</li> <li>● On-going parent phone calls notifying parents of missed class periods.</li> <li>● SART Meetings</li> </ul>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>● In the 2016-2017 school year, there will be staff development on attendance procedures and interventions.</li> <li>● The attendance team will hold weekly meetings in which interventions are further developed.</li> </ul>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> <li>● Tier 2 and Tier 3 students will receive on-going notification of their attendance and meetings with the Child Welfare Attendance Specialist.</li> <li>● Students who are identified as Tier 3 will participate in an attendance compact.</li> <li>● Attendance Matters Meetings will have an added component for student involvement.</li> <li>● Child Welfare Attendance will track and provide additional supports for our SPED, Foster Youth, and African-American sub-groups.</li> </ul>		
<p><i>Specify additional targeted actions for EL students:</i></p> <ul style="list-style-type: none"> <li>● Parents of EL students will be given attendance notification in Spanish and Hmong.</li> <li>● Attendance meetings will be held in English and Spanish for parents of EL students.</li> </ul>		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Sup & Conc	Instructional Supervision & Administration	Clerical, Technical & Office-Reg	Assistant, Attendance Records	0.4375			15,119
5	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Specialist, Chd Wel & Attnd I	1.0000			65,580
5	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Overtime				Overtime for HSL/Case Manager	8,351
Total									\$89,050

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates/ ELL Re-designation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/
<b>Action # 6</b>	<p><i>Detail the action: Fresno High School will continue to implement 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, literacy skills, writing development and using EL data indicators to inform instruction. Additionally, classroom supports, 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 2016-2017 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.</i></p>		
<p><i>SQII Element:</i></p> <p>4774</p> <ul style="list-style-type: none"> <li>Number and percentage of Long Term English Learner students redesignated.</li> </ul>	<p><i>SQII Sub-element(s):</i></p> <p>4-Long Term English Learners (LTEL) Rate</p>	<p><i>Site Growth Target:</i></p> <p>15%</p>	<p><i>Vendor (contracted services)</i></p>
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	<p><i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context</p>	
<p><i>Write a SMART Goal to address each data point:</i></p> <p><i>The percentage of Fresno High School’s Long Term English Learners (LTELs) who are redesignated by the end of the 2016-2017 school year will rise from 2014-2015 of 10.08% to 15% as measured by SQII indicator 4774.</i></p>			

	<i>Owner(s)</i>	<i>Timeline</i>
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <li>• <i>Monitoring after each DRP (each DRP administration is a window of opportunity for re-designation for Level 4 and 5 EL students).</i></li> <li>• <i>Monitoring of CELDT data to ensure correct course placement.</i></li> <li>• <i>Monitoring of D's and F's at each quarter for EL students to ensure that students are placed in EL tutorials when warranted.</i></li> <li>• <i>Monitoring of EL students performance on Illuminate Interim Assessment</i></li> <li>• <i>Monitoring of academic progress for ninth grade EL students through FHS' ninth grade PUSH model.</i></li> </ul>	<p><i>Principal VP of English Learners Head Counselor EL Instructional Coach Teachers</i></p>	<p><i>Principal will communicate EL data or learning strategy each week to entire staff.</i></p> <p><i>Head Counselor will ensure correct placement of EL students in course at the beginning of the academic school year.</i></p> <p><i>Head Counselor and EL VP will work on placing Bilingual Instructional Aides in classes of need at the beginning of the academic school year.</i></p> <p><i>EL VP will monitor DRP data twice a year within two weeks of testing administration.</i></p> <p><i>EL VP will monitor Ds/Fs quarterly and EL tutorial attendance on a bi-weekly basis. .</i></p> <p><i>EL Instructional Coach will hold bi-weekly EL sessions with 9<sup>th</sup> grade ELA and Science teachers.</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p>		
<ul style="list-style-type: none"> <li>• <i>Parent notification of CELDT and DRP administrations and strategies to support building language acquisition through ELAC meetings.</i></li> </ul>		

*Describe related professional learning:*

- Professional learning through intentional collaboration with EL Coach with an emphasis on developing lessons with high impact EL strategies and learning activities.
- Professional learning on Criteria for Success for academic writing.
- Professional Learning on implementing the ELD and State Standards will be held in the beginning of the 2016-2017 school year. .
- Continued emphasis on Academic Vocabulary in all subject areas
- Principal will continue to communicate EL Instructional Focus weekly to all staff members by way of the Warrior Focus email.
- The instructional coach will provide professional learning on the use of the EL Goal Setting Report to identify target students and understand all EL students' instructional needs.
- The instructional coach will continue to provide professional learning on deconstructing sentences.

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):*

- Bilingual Aides will be placed in classes with a significant number of English Learners. They will help explain directions and/or instruction and monitor student progress of classwork and their understanding of the homework.
- EL students will be involved in CELDT and DRP chats prior to administration of test to ensure clear communication of the purpose of the exams and to know how they will be tested.
- EL students in need of additional academic supports will participate in EL tutorials.
- Ninth grade EL students in need of additional differentiation will participate in flexible pull-out teaching sessions during non iPL weeks where their 9<sup>th</sup> grade ELA and science teachers provide additional EL supports.
- Incentives for improvement on CELDT and DRP tests.
- Enhanced testing accommodations for CELDT and EL students taking the DRP that are borderline for redesignation.

*Specify additional targeted actions for EL students: (See above direct instructional services to students)*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	3	EL	Instruction	Instr Aide- Regular Salaries	Paraprof, Bilingual Hmong	0.7500			42,291
6	3	Sup & Conc	Instruction	Instr Aide- Regular Salaries	Paraprof, Bilingual Spanish	0.3750			20,189
6	3	EL	Instruction	Instr Aide- Regular Salaries	Paraprof, Bilingual Spanish	0.3750			20,189



6	3	EL	Instruction	Instr Aide- Regular Salaries	Paraprof, Bilingual Spanish	0.7500			40,956
6	3	Title 1 Basic	Instruction	Teacher- Regular Salaries	Teacher, Senior High	0.4000			35,989
6	3	Title 1 Basic	Instruction	Teacher- Supplemental Salaries				Sub for Rita Dias	3,583
6	1	Sup & Conc	Instruction	Direct-Other (Dr)				CELDT Assessor	5,000
6	1	EL	Instruction	Books & Other Reference				supplemental books	1,000
								<b>Total</b>	<b>\$169,197</b>

<b>Domain</b>	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 7</b>	<p><i>Detail the action: 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. This model will ensure that parents and guardians are equipped with strategies to better support the academic and social-emotional needs of their students while providing valuable input through feedback loops and decision-making processes for the betterment of all students. Fresno High will also implement a comprehensive parent communication and outreach program to develop greater parent attendance at school sponsored events, resulting in increased parent involvement. A Home School Liaison and Community School Liaison will facilitate parent outreach and Spanish interpretation for parents.</i></p>		
<p><i>SQII Element:</i></p> <p>#356</p> <ul style="list-style-type: none"> <li>Number and percentage of parents that respond “Agree” or “Strongly Agree” to “I feel respected and welcomed at my child’s school”</li> </ul>	<p><i>SQII Sub-element(s):</i></p> <p>Parent Engagement</p>	<p><i>Site Growth Target:</i></p> <p>90%</p>	<p><i>Vendor (contracted services)</i></p>



<input type="checkbox"/> <i>New Action</i>	<input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i>	<input checked="" type="checkbox"/> <i>Data</i>	<input checked="" type="checkbox"/> <i>Research-based</i>	<input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>
<p><i>Write a SMART Goal to address each data point:</i></p>					
<p><i>For 2016-2017 administration of parent surveys, the number and percentage of parents that respond “Agree” or “Strongly Agree” to “I feel respected and welcomed at my child’s school” will be 90% as measured by SQII indicator 356.</i></p>					
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <li>• <i>Attendance Monitoring of Each of the following Parent Initiatives:</i> <ul style="list-style-type: none"> <li>○ <i>Coffee Chat</i></li> <li>○ <i>FHS Parent Classes</i></li> <li>○ <i>Tribal Council Meetings</i></li> <li>○ <i>ELAC Meetings</i></li> <li>○ <i>International Baccalaureate (IB)/Diploma Program(DP) Parent Meetings</i></li> <li>○ <i>Parent University Workshops</i></li> <li>○ <i>FCOE sponsored Parent Workshops</i></li> <li>○ <i>Warrior Walks</i></li> <li>○ <i>Regional Parent Meetings</i></li> </ul> </li> <li>• <i>Responses on the Parent Survey in the Spring of 2016 will be used as interim evidence.</i></li> <li>• <i>Community School Liaison (CSL) and Home School Liaison (HSL) will track parent outreach through data collection on a weekly basis.</i></li> </ul>			<p><i>Owner(s)</i></p> <p><i>Principal</i> <i>IB VP</i> <i>DP VP</i> <i>Parent University VP</i> <i>HSL VP</i> <i>ELAC VP</i></p>	<p><i>Timeline</i></p> <p><i>Principal will monitor Coffee Chat Meetings Monthly</i></p> <p><i>HSL VP will monitor Parent attendance of Parent Classes on a bi-weekly basis.</i></p> <p><i>Tribal Council VP will monitor attendance of monthly meetings.</i></p> <p><i>ELAC VP will monitor quarterly meetings.</i></p> <p><i>HSL VP will measure Regional Parent Meetings attendance, 1x each semester.</i></p> <p><i>IB/DP VP will collect attendance data after each meeting.</i></p> <p><i>HSL will measure CSL and HSL parent outreach data on a weekly basis.</i></p>	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• <i>Grade Distribution Night will be held in the Fall and Spring of the 2016-2017 school year.</i></li> <li>• <i>Coffee Chats will be held monthly as an opportunity for parents to hold discussions on pertinent FHS topics.</i></li> <li>• <i>The Home School Liaison (HSL) and Community School Liaison (CSL) will hold workshops focused on parent selected topics.</i></li> </ul>					

- Tribal Council’s Vice Principal will serve as a liaison to further develop a working relationship with the parent group.
- IB/DP parent meetings will be held monthly to inform parents of pertinent IB/DP information on the navigation of each program.
- Parent University will hold a series of 2-4 parent workshops on key topics affecting parents.
- Parent Warrior Walks will be held monthly as a way of providing insight on classroom instruction and State Standards.
- Fresno High will hold regional parent meetings twice a year.
- Daily home visits conducted by the Child Welfare Attendance Specialist, Home School Liaison, and Community School Liaison.
- Home School Liaison will be housed in the Counseling office to better support parent conferences.

*Describe related professional learning:*

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

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):*

*Specify additional targeted actions for EL students:*

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

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	3	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	1.0000			55,206
7	3	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Sch/Community Spanish	1.0000			64,240
7	3	Title 1 Basic	Parent Participation	Other Classified-Supplemental				Babysitting	1,176

7	3	EL	Parent Participation	Materials & Supplies				Grade Distribution supplies Parent Center Supplies Parent Meeting supplies	3,197
7	2	EL	Parent Participation	Materials & Supplies				Parent Participation	4,000
7	3	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Center office supplies/technology	6,000
7	2	Sup & Conc	Attendance & Social Work Services	Local Mileage				Local Mileage for HSL	2,000
								<b>Total</b>	<b>\$135,819</b>

<b>Domain</b>	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 8</b>	<p><i>Detail the action: 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.</i></p>		
<p><i>SQII Element:</i></p> <p>6109</p> <ul style="list-style-type: none"> <li>Number and percentage of students who have been suspended and/or expelled</li> </ul>	<p><i>SQII Sub-element(s):</i></p> <p>Suspension Rate</p>	<p><i>Site Growth Target:</i></p> <p>8%</p>	<p><i>Vendor (contracted services)</i></p>
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		<p><i>Reasoning:</i>    <input checked="" type="checkbox"/> Data    <input checked="" type="checkbox"/> Research-based    <input checked="" type="checkbox"/> Local Knowledge/Context</p>	
<p><i>Write a SMART Goal to address each data point:</i></p>			

<p><i>By the end of the 2016-2017 school year, the number and percentage of students who have been suspended and/or expelled will decrease from the end of 2014-2015 end of the school year average of 12.49% to 8% as measured by SQII indicator 6190. .</i></p>		
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <li>• <i>Tracking of ATLAS misbehavior log entries to inform classroom and individual student needs.</i></li> <li>• <i>On-going calibration of incidents of suspensions and responses to referrals.</i></li> <li>• <i>Weekly monitoring of suspension rates and Ed Code violations.</i></li> <li>• <i>Weekly monitoring of Student Re-Engagement Center (SRC) data which will include reason for referral.</i></li> </ul>	<p><i>Owner(s)</i></p> <p><i>Principal Culture &amp; Climate VP SRC VP SRC Teacher</i></p>	<p><i>Timeline</i></p> <p><i>Principal will communicate Social-Emotional Data in staff update bi-weekly.</i></p> <p><i>SRC VP and SRC Teacher will provide SRC data weekly.</i></p> <p><i>Culture and Climate VP will meet with Culture and Climate team monthly and communicate to staff.</i></p> <p><i>Class Meetings VP will work with Culture and Climate team to ensure the Class Meetings are held 2x a month.</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• <i>Select parent meetings will be centered on social-emotional and positive behavior supports.</i></li> <li>• <i>Parent notification of misbehaviors</i></li> <li>• <i>Parent conferences will be scheduled to support students who are disproportionately disciplined for defiance.</i></li> <li>• <i>Summer home visits for in-coming 9<sup>th</sup> grade students who have been identified as “at-risk” based on 8<sup>th</sup> grade data.</i></li> <li>• <i>Home Visits for Students who exhibit repeated misbehaviors.</i></li> </ul>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>• <i>Admin team will participate in job-embedded on-going professional learning on discipline that mediates behavior.</i></li> <li>• <i>On-going Professional Learning on Eric Jensen’s Engaging Students with Poverty in Mind.</i></li> <li>• <i>Continued support for on-going Discipline in the Secondary Classroom trainings held monthly at FHS by the district’s Climate and Culture TSA for the Fresno High region.</i></li> <li>• <i>Continued support for off-site CHAMPs and Tough Kids training.</i></li> <li>• <i>Professional learning to support strategies for student engagement.</i></li> </ul>		

<ul style="list-style-type: none"> <li>On-going training for FHS' Culture and Climate team.</li> </ul> <p>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</p> <ul style="list-style-type: none"> <li>Students will receive instruction through bi-weekly class meetings with appropriate materials.</li> <li>Warriors of the Month will be recognized and celebrated for exhibiting attributes of the Warrior Way.</li> <li>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.</li> <li>Students will receive instruction on school-wide behavioral expectations using information from the student handbooks.</li> <li>Students will receive classroom supports from those attending Discipline in the Secondary Classroom, CHAMPS, and Tough Kids Training.</li> <li>Support for Men's and Women's Alliance students through field trips, elementary school mentoring, and service projects.</li> <li>Guest speakers for targeted student audiences.</li> <li>Field trips for targeted students to provide enrichment opportunities.</li> <li>Enhanced monitoring of data to surface disproportionality amongst sub-groups.</li> </ul> <p>Specify additional targeted actions for EL students:</p> <ul style="list-style-type: none"> <li>A designated ELAC meeting will address the Warrior Way Learner Profiles and positive behavioral supports.</li> </ul>
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Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 9</b>	Detail the action:		
	Fresno High School recognizes the importance of our district's second goal (Goal 2): all students will engage in arts, activities and athletics. By providing student access and supports to a multitude of Goal 2 programs, students at FHS will increase Goal 2 participation throughout the year by engaging in clubs, athletic teams, co-curricular activities and visual and performing arts activities, and class sponsored activities. Additionally, through this action, Fresno High will provide opportunities that promote the transition between 8 <sup>th</sup> grade and 9 <sup>th</sup> grade by supporting FUSD's Transitions/ Move-up initiatives.		
SQII Element:  5944 <ul style="list-style-type: none"><li>Number and percentage of unduplicated students not engaged in any Goal 2</li></ul>	SQII Sub-element(s):  (3) Disproportionality	Site Growth Target: 15%	Vendor (contracted services)

<p>activities who are more than 10% negatively disproportionate</p>			
<p><input type="checkbox"/> New Action</p>	<p><input checked="" type="checkbox"/> On-going</p>	<p>Reasoning: <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context</p>	
<p>Write a SMART Goal to address each data point:</p> <p>By the end of the 2016-2017 school year, the number and percentage of unduplicated students not engaged in any Goal 2 activities who are more than 10% negatively disproportionate will decrease from the 2014-2015 end of the school year percentage of 21.18% to 15% as measured by SQII indicator 5944.</p>			
<p>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</p> <ul style="list-style-type: none"> <li>• Monthly monitoring of Goal 2/Student Engagement data using the following indicators:             <ul style="list-style-type: none"> <li>○ Number and Percentage of Goal 2 Opportunities Offered to Students As of March 2016, at 59.78%</li> <li>○ Number and Percentage of Students Not Involved in Goal 2 As of March 2016, at 40%</li> <li>○ Number and Percentage of SPED Students who are Not Engaged in any Goal 2 Activity. As of March 2016, at 50.22%</li> <li>○ Number and Percentage of Foster Youth Nott Engaged in any Goal 2 Activity As of March 2016, at 71.79%</li> </ul> </li> <li>• School Climate and Culture Survey Spring 2016 Results for indicators students responding they feel a part of the school.</li> </ul>	<p>Owner(s)</p> <p>Principal Activities VP Surveys VP VAPA VP Student Engagement VP Campus Culture Director (CCD) Athletic Director</p>	<p>Timeline</p> <p>Student Engagement VP will pull Student Engagement data on a monthly basis.</p> <p>Surveys VP will present Spring Survey Data.</p> <p>CCD will offer Goal 2 input trainings on a monthly basis.</p>	
<p>Explain the Targeted Actions for Parent Involvement (required by Title I):</p> <ul style="list-style-type: none"> <li>• Informative athletics meetings for parents of athletes.</li> <li>• Tribal Council involvement in leadership events.</li> <li>• Parent Volunteers support select dances and games.</li> </ul>			
<p>Describe related professional learning:</p> <ul style="list-style-type: none"> <li>• CADA training for CCD</li> <li>• Six hours of Professional Learning and collaboration time for Class Sponsors. Professional Learning to be held by Campus Culture Director and the Activities VP.</li> <li>• Continued off-site Professional Learning for VAPA teachers.</li> </ul>			

<ul style="list-style-type: none"> <li>Professional learning for those overseeing a Goal 2 activity on entering student engagements in ATLAS.</li> <li>Professional learning for coaches providing academic tutorial.</li> </ul>
<p>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</p> <ul style="list-style-type: none"> <li>Increased participation in numbers of students participating in rallies, assemblies, co-curricular activities, clubs, and athletics.</li> <li>Monthly monitoring of Goal 2/Student Engagement data for the following sub-groups:             <ul style="list-style-type: none"> <li>SPED</li> <li>Foster Youth</li> <li>African-American</li> <li>ELL</li> </ul> </li> </ul> <p>Specify additional targeted actions for EL students:</p> <ul style="list-style-type: none"> <li>Monitoring in number and percentage of EL students engaged in Goal 2 activities.</li> <li>Overview of Goal 2 activities offered will presented at the first ELAC meeting in the 2016-2017 school year.</li> </ul>

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
9	3	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			wade gilbert	Consultant for Tier II academics and athletics	3,000
9	3	Sup & Conc	Instruction	Direct Transportation (Dr)				Study trips to visit college campus/museums/	5,000
Total									\$8,000

C.1. Budget – Allocations and Planned Expenditures

*(Insert Budget Report)*

D.1. Centralized Services - No Centralized Services are utilized at this time.

Office of State and Federal Programs  
 Preliminary Site Categorical Allocations

FY 2016/17

Fresno - 0185

**ON-SITE ALLOCATION**

3010	Title I	\$195,479 *
7090	LCFF Supplemental & Concentration	\$470,117
7091	LCFF for English Learners	\$111,633
<b>TOTAL 2016/17 ON-SITE ALLOCATION</b>		<b>\$777,229</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$58,799
Remaining Title I funds are at the discretion of the School Site Council	\$136,680
<b>Total Title I Allocation</b>	<b>\$195,479</b>

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.



# 2016-2017 Budget for SPSA/School Site Council

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

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Supp			Manditorials - teacher tutoring	2,324.00
3	1	Title 1 Basic	Instruction	Bks & Ref			: Math journal workbooks Science journal workbooks Sketch books	6,772.00
3	1	Title 1 Basic	Instruction	Nc-Equipment			: Computers/technology	20,189.00
3	1	Sup & Conc	Instruction	Teacher-Subs			substitute teachers for teacher planning days	6,855.00
3	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for summer planning, manditorials, Reengagement Center, IB coordinator, Interamurals, tutoring, IB Personal Project, IB CAS, IB Theory of Knowledge	139,488.00
3	1	Sup & Conc	Instruction	Mat & Supp			Office and classroom supplies IB Shipping Charges Software Technology Supplemental books Safety Equipment - radios Managebac	105,468.00
3	1	Sup & Conc	Instruction	Nc-Equipment			Computers/technology	19,811.00
3	1	Sup & Conc	Instruction	Direct-Graph			2016/2017 Planner Warrior Way posters Forms	14,256.00
4	1	Sup & Conc	Instruction	Trvl & Conf			Conferences	20,000.00
4	1	Sup & Conc	Instruction	Travel			Travel and Conferences	40,000.00
5	2	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Reg	Assistant, Attendance Records	0.438		15,119.00
5	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attn I	1.000		65,580.00
5	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ovr			Overtime for HSL/Case Manager	8,351.00
6	3	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Senior High	0.400		35,989.00
6	3	Title 1 Basic	Instruction	Teacher-Supp			Sub for Rita Dias	3,583.00
6	3	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.375		20,189.00
6	1	Sup & Conc	Instruction	Direct-Other			CELDT Assessor	5,000.00
6	3	EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Hmong	0.750		42,291.00
6	3	EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.750		40,956.00
6	3	EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.375		20,189.00
6	1	EL	Instruction	Bks & Ref			: supplemental books	1,000.00
7	3	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting	1,176.00
7	3	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Center office supplies/technology	6,000.00
7	3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Sch/Community Spanish	1.000		64,240.00
7	3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.000		55,206.00
7	2	Sup & Conc	Attendance & Social Work Service	Local Mileag			Local Mileage for HSL	2,000.00
7	3	EL	Parent Participation	Mat & Supp			Grade Distribution supplies	3,197.00

3			Parent Participation	Mat & Supp	Parent Center Supplies Parent Meeting supplies	3,197.00
7	2	EL	Parent Participation	Mat & Supp	Parent Participation	4,000.00
9	3	Sup & Conc	Instruction	Direct Trans	: Study trips to visit college campus/museums/	5,000.00
9	3	Sup & Conc	Instruction	Cons Svc/Oth	wade gilbert : Consultant for Tier II academics and athletics	3,000.00
						<b>\$777,229.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$195,479.00
Sup & Conc	7090	\$470,117.00
EL	7091	\$111,633.00
<b>Grand Total</b>		<b>\$777,229.00</b>

Domain Totals	Budget Totals
Academic	\$381,163.00
Culture & Climate	\$301,016.00
Social/Emotional	\$95,050.00
<b>Grand Total</b>	<b>\$777,229.00</b>

E.1. Assurances

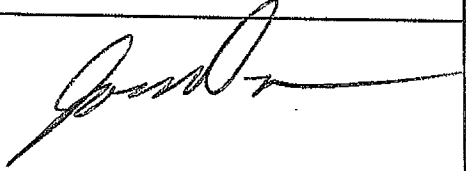

The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees received 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 educationally disadvantaged students, students with disabilities, gifted and talented students, English Learners, and migrant students.
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.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement Policy and the Parent-School Compact.
Strategies to improve students' achievement, meet measurable objectives, provide high quality professional development, and support struggling students use scientifically-based research. The reforms provide opportunities for all students to meet State Standards by implementing the Common Core, extending learning time, and supporting grade-level and school-level student transitions.
The Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester for annual approval by the Board of Education.

E.2. School Site Council

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - John Forbes</b>	X				
2. <b>Chairperson - Julie Pullinger</b>		X			
3. <b>Marisol Martinez</b>		X			
4. <b>Brandon Crum</b>		X			
5. <b>Alisa Rakich-Brooks</b>		X			
6. <b>Rosalie Gunn</b>			X		
7. <b>Inez Tapia</b>				X	
8. <b>Virginia Gonzalez</b>				X	
9. <b>Sandra Iyall</b>				X	
10. <b>Jesus Avalos</b>					X
11. <b>Nick Molina</b>					X
12. <b>Arista Sayavong</b>					X
13.					
14.					
15.					
<input type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

<b>Title I School Site:</b>
<input type="checkbox"/> This site operates as a non-Title I school.

E.3. Required Signatures

<b>School Name:</b> 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 consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	John Forbes		3/29/16
SSC Chairperson	Julie Pullinger		3/29/16

E.4. Addendum – Attach Site Parent Involvement Policy/Compact/SSC Bylaws