

**Dewolf High**

10621661031632

Principal's Name: Frank Duran

Principal's Signature:

A handwritten signature in black ink that reads "Frank Duran". The signature is written in a cursive style with a large, sweeping "F" and "D".

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

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<b>District Goals</b>	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

**Consolidated Program Assurances**

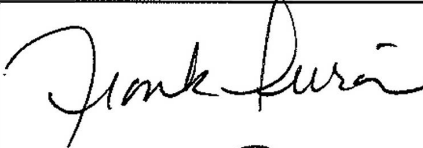
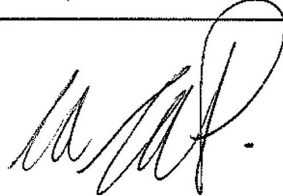
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

**School Site Council**

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Frank Duran	X				
2. Chairperson - Delilah Pineda					X
3. Russell Allen		X			
4. Angela Scrivner		X			
5. Cynthia McCutcheon		X			
6. Jeannette Membrano					X
7. Jessica Brown					X
8. Raymond Ramirez					X
9. Sergio Hernandez Orozco					X
10. Ditania Risueno				X	
11. Raquel Pienda				X	
12. Archie Wmonack			X		
13. Dorothy Aguirre			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**

<b>School Name:</b>			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	<b>Frank Duran</b>		4/11/19
<b>SSC Chairperson</b>	<b>Delilah Pineda</b>		4/11/19

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 2019/20

DeWolf - 0125

**ON-SITE ALLOCATION**

3010	Title I	\$13,416 *
7090	LCFF Supplemental & Concentration	\$47,168
7091	LCFF for English Learners	\$12,192
	3182 Comprehensive Support and Improvement	<u>\$54,180</u>
<b>TOTAL 2019/20 ON-SITE ALLOCATION</b>		<b>\$126,956</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	\$516
Remaining Title I funds are at the discretion of the School Site Council	<u>\$12,900</u>
Total Title I Allocation	<u>\$13,416</u>

## Assurances for Comprehensive Support and Improvement Schools (CSI)

- ❖ Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
  - Utilization of evidence based strategies aligned to state identification.
- ❖ Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).
  - School site team works with CF Pivot Team to complete a root cause analysis and determine areas of focus.
  - School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.
  - School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
  - CSI manager III assigned to school site to support CCI data monitoring.
  - Additional resources available in a “menu of options” for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.
- ❖ Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.
- ❖ Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
  - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- ❖ Site leader access to a District Administrative Support Team to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).
- ❖ Professional learning for site leaders and teachers focused on CSI identified student groups.

## Dewolf High 2019-2020 - School Plan for Student Achievement (SPSA)

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

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
A-G Courses Offered	68.458 %	76.19 %	2017-2018	83.19 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	7 %	1.754 %	2017-2018	8.754 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	7 %	0 %	2017-2018	7 %
One D or F on Any Report Card (grades 2-12)	75.8 %	86.301 %	2017-2018	79.301 %

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

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

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

No SBAC data available as DeWolf did not administer the SBAC for the 2016-2017 school years. Interim scores for 17-18 1-2 for ELA shows 3.5% gain from Interim A to B.

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

No SBAC data available as DeWolf did not administer the SBAC for the 2016-2017 school years.

#### One D or F on Any Report Card (grades 2-12)

There was an increase of 10.25% of "D" grades earned in Q2 from Q1.

Increase in the total number of students enrolled.

There was a 16.42% increase in the number of grades submitted in Q2 from Q1.

Key factors: Attendance 11% drop in attendance from Q1 to Q2. 96.96% to 86.02 and dropping

Attendance is being affected by students that are giving up due to age and number of credits they still need to earn to be able to graduate. Counselor and Social worker are meeting with families to address issues and

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

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

No SBAC data available as DeWolf did not administer the SBAC for the 2016-2017 school years., Therefore a continued focus will be made in working with the all students, including EL and African American students to provide extra tutorial opportunities after school to help increase the percentage of students meeting proficiency.

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

No SBAC data available as DeWolf did not administer the SBAC for the 2016-2017 school years.

Therefore a continued focus will be made in working with the all students, including EL and African American students to provide extra tutorial opportunities after school to help increase the percentage of students meeting proficiency.

#### One D or F on Any Report Card (grades 2-12)

- Student attendance and lack of completed work leads to less credits being earned.
- Students being referred from Independent studies not accustomed to attending school 5 days per week.



to look for solutions for the students.

**A-G Courses Offered**

20.52% increase in the number of credits earned in Q2 from Q1.

66% increase in the number of graduates from Q1 to Q2. (3-5-12)

**A-G Courses Offered**

- Students not completing assignments in class and or not finishing online work leads to less classes being passed.
- poor attendance rates for some students lead to less credit being earned and less classes being passed.
- Some students as a result of behavior issues may have been schedule to less than 5 periods.

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

Title 1 funds were used to fund Edgenuity MyPath program to serve as a tutorial and baseline assessment. Students did not take assessment seriously based on teacher feedback and review of scores. 2nd issue was not being able to assign credit to the program. Students assigned tutorials did not complete the work or even attempt it. Not cost effective to continue. Will look into other more students and user friendly programs.

2018-2019 Title 1 funds will be used to increase the number of Edgenuity Licenses to offer more Edgenuity content in classes such as Math and create more blended classrooms. Will also need to purchase more technology. Laptops, power strips, keyboards and mice, and headphones.

Additionally, Budget allocations will be used to support opportunities to provide access for all students to reach graduation goals, including:

1. College and Career Ready Field trips to both industry and institutions of higher learning.
2. Additional Online learning opportunities including CTE courses.
3. Dual Enrollment Fresno City College course (s)
4. Bus tokens for transportation including night school, winter session etc.
5. Professional Development to improve instructional practices designed to improve academic literacy, attendance, and graduation for all students.

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

Based on data sets from the California State Dashboard, SBAC, interim, and internal data sets, DeWolf will expand professional development and student learning opportunities to support literacy and graduation goals. As we served our under-served population in Fresno. FUSD will continue to work to improve instructional practices to meet the needs of all our students

**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:

**2** ELAC:

**3** Staff:

SSC reviewed credit completion and graduation rates and agree that purchasing more Edgenuity licenses was a great idea as an option for delivery so students would have opportunities to work at their own pace. 2018-2019 goal is to increase the interim math and ela scores by 7% over 2017-2018.

Elac is combined with the SSC meetings.

Budget priorities: Increase the number of Edgenuity licenses to facilitate coaching versus direct instruction and increase credit recovery. They also like the idea of pretesting students to obtain baseline score and data of pre knowledge.

## Action 1

**Title:** Increase proficiency percentages on SBAC

### Action Details:

By the end of the 2019-2020 school year, DeWolf High School will increase the number of students meeting proficiency on the SBAC ELA by 7% and in Math by 5%. To achieve this goal, DeWolf High School will provide many different platforms to increase learning opportunities for credit recovery and academic growth. DeWolf will allocate funds to support student achievement and academic literacy through technology with a goal of making DeWolf High School a one to one site for computers in the classroom. This is to leverage technology to support digital literacy, academic literacy, and credit recovery. The California Dashboard indicators impacting DeWolf High are Graduation rate, attendance, and suspension rates. In order to make improvement in Graduation rates, there will be a need to continue to expand credit recovery platforms to meet students where they are academically. This may include but not limited to: Self-Funded EDGENUITY; and any traditional/non-traditional opportunities. Additionally, budget allocations will be used to support opportunities to provide access for all students to reach graduation goals, including:

1. College and Career Ready Field trips to both industry and institutions of higher learning.
2. Additional Online learning opportunities including CTE courses
3. Dual Enrollment Fresno City College course (s)
4. Bus tokens for transportation including night school, winter session etc.
5. Professional Development to improve instructional practices designed to improve academic literacy, attendance, and graduation opportunities for all students.
6. Provide extra pay contracts for teachers to provide support beyond class time to help students increase their ELA and Math skills.
7. Teachers will provide extra academic support for students before and after school in attempts to meet the needs of Tier 2 and Tier 3 students who are not meeting success academically.

**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 scores will be reviewed quarterly on CFAs and Interim assessments for growth and to drive instructional decisions.
- Quarter grades and credits earned
- Quarterly data conversations with students and staff
- Progress reports
- Fall and Spring semester student transitions returning to comprehensive schools
- Early Graduates
- IPG data reports
- Atlas attendance reports

Owner(s):

Principal, Teachers, ILT and AC

Timeline:

Administration: August 2019- June 2020

Lead teachers: August 2019-2020

Teachers: August 2019-June 2020

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

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CSI Supprt Allocations targeted towards Graduation Rate:

- Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
- Utilization of evidence based strategies aligned to state identification.
- Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).
- School site team works with CF Pivot Team to complete a root cause analysis and determine areas of
- School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.
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- CSI manager III assigned to school site to support CCI data monitoring.
- Additional resources available in a "menu of options" for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.
- Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.
- Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
  - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- Site leader access to a District Administrative Support Team to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).
- Professional learning for site leaders and teachers focused on CSI identified student groups.
- Professional learning for site leaders and teachers focused on CSI identified student groups.

Instructional Services:

Tier 1 Instructional Services

1. Full schedule based on student's academic needs.
2. Online Learning
3. Ac' analysis of student work to determine literacy support needed to support student success.
4. AB1802 conferences
5. FAS adult night school
6. School to home communications

Additional Instructional Services for All Students

- On-Line Credit Recovery labs (EDGENUITY , APEX , ETC.) will be offered after school.
- Supplemental Teaching contracts to support Credit Recovery platforms.
- Supplemental planning contracts to support WASC, Teaching planning, and parent engagement.
- Supplemental planning and teaching contracts to support GOAL 2 activities.
- Budget line allocation to support ADMIN substitute for site administrators for professional development, conferences, and/other off-site job related duties.
- College, CTE, and Enrichment Field trips including transportation, admission, and meals to support College and Career Readiness and Enrichment experiences. GED, HSET, and CHSP support materials and testing vouchers to support students with graduation preparation and response to DASS Graduation indicator.
- AB1802 Conferences
- Student Success Plan meetings
- Site based incentives for earning honor roll, merit list, and principals honor roll.
- Site based incentives for students earning on-track for graduation status.
- 21st century Online credit recovery opportunities during the instructional days such as EDGENUITY , APEX , etc.
- Guaranteed and Viable curriculum to support academic literacy and student success
- Mobile computer labs to support on-line learning opportunities in the classroom.
- Stand-up for Excellence incentives to recognize positive academic, citizenship, attendance, and campus culture contributions made by students, staff, and parents.
- Supplies for production projects for CTE Business and Innovations Course
- CTE materials and supplies to support authentic learning and elective credit opportunities
- Student success incentives for academic literacy, credit acceleration and recovery, SBAC growth, completion of graduation goals, positive attendance growth, etc.
- Field trips and other enrichment activities for 12th grade students
- Entrance Fees and transportation for field trips and other enrichment activities
- Bus tokens for school transportation
- A push will be made to identify seniors who are extremely behind in credits and who may not be able to graduate in one year and provide them with extra support (teacher) to assist with the passing of one of the Diploma equivalency exams: GED, HSET, CHSP.

The alternative education region has established timelines for reviewing student progress at the 5th week and at the semester to evaluate the progress of students. As a result the agreement has been made that DeWolf will join the other alternative ed. sites in the grading policy of no D or F grades. Students must earn a grade of "C" or better to show proficiency of standards and to earn full credit.

#### Specify enhanced services for EL students:

1. Google translation services for Teachers and students to utilize in instructional planning and classroom teaching.
2. Emphasis on instructional strategies and direct instruction focused on text complexity and academic vocabulary.
3. Instructional strategies and direct instruction focused on building knowledge from informational text. Online credit recovery providing front loaded academic vocabulary and frequent exposure to make content accessible to EL learners.
4. On-line credit recovery menu providing clear learning goals and modeling of instruction to support students in working independently and completing DOK 3 and 4 tasks.
5. Technology and other materials such as tablets, laptops, etc. to support on-line credit recovery, SBAC testing, DRP, and redesignation.

EL students will be given the same opportunity to take Edgenuity and Apex to recover credits. Language support is provided through online programs and will be used to support the increase of language acquisition.

Staff will be required to use the GVC and to administer CFAs and other assessments to determine student learning.

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

##### Assurances for Comprehensive Support and Improvement Schools (CSI)

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- CSI manager III assigned to school site to support CCI data monitoring.
- Additional resources available in a "menu of options" for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.
- Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.

- Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
  - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- Site leader access to a District Administrative Support Team to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).
- Professional learning for site leaders and teachers focused on CSI identified student groups.
- Professional learning for site leaders and teachers focused on CSI identified student groups.
- A continued focus will be made in working with the all students, including EL and African American students to provide extra tutorial opportunities after school to help increase the percentage of students meeting proficiency.

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

Parents will be notified of student academic progress via email, report cards, school messenger. Parents will also be informed of the availability of before and after school intervention programs to help students earn additional credits towards graduation.

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

##### Assurances for Comprehensive Support and Improvement Schools (CSI)

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- Utilization of evidence based strategies aligned to state identification.
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- Professional learning for site leaders and teachers focused on CSI identified student groups.

- Professional learning for site leaders and teachers focused on CSI identified student groups.

## Action 2

**Title:** Graduation Rates

### Action Details:

DeWolf High School will provide multiple platforms to increase opportunities for students to meet credit recovery needs for graduation requirements. These opportunities will include platforms including on-line learning/curriculum, APEX and Edgenuity, GED, HSET, CHSP, direct instruction, and credit recovery options that provide accelerated opportunities to recover credits to support all students in their graduation goals. In order to fill credit gaps and needs in student transcripts and in addition to their 6 period schedule, students will have opportunities for multiple platforms to accelerate learning through after-school/and or on-line elective labs, winter and spring session site funded credit recovery courses such as DeWolf Tutorials, Fresno Adult School, ELSP courses, CART, and Duncan.

Purchase more online credit recovery licences from Edgenuity and Apex to provide access to more online credit recovery options:

There is plan in the Alt. Ed region to provide more PB training to all staff so as to create more opportunities to move away from Direct instructional model. Staff will be provided with PBL training over the summer break of 2018.

There is a need to increase the number of Edgenuity courses to provide a more blended learning course for students. Apex and Edgenuity also provide language support for EL Student .

There is also a need to replace old and purchase new laptops for student use.

A push will be made to identify seniors who are extremely behind in credits and who may not be able to graduate in one year and provide them with extra support (teacher) to assist with the passing of one of the Diploma equivalency exams: GED, HSET, CHSP.

The alternative education region has established timelines for reviewing student progress at the 5th week and at the semester to evaluate the progress of students. As a result the agreement has been made that DeWolf will join the other alternative ed. sites in the grading policy of no D or F grades. Students must earn a grade of "C" or better to show proficiency of standards and to earn full credit.

<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

Quarter grades and credits earned

Quarterly data conversations with students and staff

Progress Reports

Fall and Spring semester student transitions returning to comprehensive

Early Graduates

ATLAS Progress Reports

DeWolf Student Success Plans

Classroom walkthrough data

ATLAS attendance reports ATLAS Variable Credit Tool

GED, HSET, and CHSP Completions

Quarterly monitoring of attendance, and credit completion.

Data Cross-Functional Pivot Team and CSI Manager assigned to DeWolf

#### Owner(s):

Principal

Counselor

Teachers

#### Timeline:

August 2019-June 2020

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

Data from the following assessments and reports will be used to review the progress and success of instructional program:

- SBAC
- interim assessments
- IPG data reports
- CFAs
- Classroom observations - walkthroughs
- Data from Cross-Functional Pivot Team and CSI Manager
- Data from Equity and Access

**Owner(s):**

Admin, ILT and AC

**Timeline:**

August 2019 - June 2020

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

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Tier 1 Instructional services:

1. Full schedule of courses based on student need and flexible master schedule
2. Online learning
3. AB1802 Conferences
4. FAS Night school
5. Academic Mentoring
6. School to home communication
7. Student enrichment Field trips
8. GD, HSET, CHSP - High School Equivalency Diploma Options
9. Online CTE College Courses
10. Dual Enrollment College Courses

Additional Instructional Services for All Students:

- On-Line Credit Recovery labs (EDGENUITY, APEX, ETC.) will be offered after school.
- Supplemental Teaching contracts to support Credit Recovery platforms.
- Supplemental planning contracts to support WASC, Teaching planning, and parent engagement.
- Supplemental planning and teaching contracts to support GOAL 2 activities.
- Budget line allocation to support ADMIN substitute for site administrators for professional development, conferences, and/or other off-site job related duties.
- College, CTE, and Enrichment Field trips including transportation, admission, and meals to support College and Career Readiness and Enrichment experiences. GED, HSET, and CHSP support materials and testing vouchers to support students with graduation preparation and response to DASS Graduation indicator.
- AB1802 Conferences
- Student Success Plan meetings
- Site based incentives for earning honor roll, merit list, and principals honor roll.
- Site based incentives for students earning on-track for graduation status.
- 21st century Online credit recovery opportunities during the instructional day such as EDGENUITY, APEX, etc.
- Guaranteed and Viable curriculum to support academic literacy and student success
- Mobile computer labs to support on-line learning opportunities in the classroom.
- Stand-up for Excellence incentives to recognize positive academic, citizenship, attendance, and campus culture contributions made by students, staff, and parents.
- Supplies for production projects for CTE Business and Innovations Course
- CTE materials and supplies to support authentic learning and elective credit opportunities
- Student success incentives for academic literacy, credit acceleration and recovery, SBAC growth, completion of graduation goals, positive attendance growth, etc.
- Field trips and other enrichment activities for 12th grade students

- Entrance Fees and transportation for field trips and other enrichment activities
- Bus tokens for school transportation

#### Specify enhanced services for EL students:

1. Google translation services for Teachers and students to utilize in instructional planning and classroom teaching. 2. Emphasis on instructional strategies and direct instruction focused on text complexity and academic vocabulary. 3. Instructional strategies and direct instruction focused on building knowledge from informational text. Online credit recovery providing front loaded academic vocabulary and frequent exposure to make content accessible to EL learners. 5. On-line credit recovery menu providing clear learning goals and modeling of instruction to support students in working independently and completing DOK 3 and 4 tasks. 6. Technology and other materials such as tablets, laptops, etc. to support on-line credit recovery, SBAC testing, DRP, and redesignation.

EL students will be given the same opportunity to take Edgenuity and Apex to recover credits. Language support is provided through online programs and will be used to support the increase of language acquisition.

Utilization of ELPAC assessors.

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

Parents will be informed of all programs being offered to all students for credit recovery through parent conferences, email, monthly meetings and or 1:1 parent conferences.

Back to School and Open House events

Social Media

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

##### **Tier 2 Instructional Services**

1. One on One Student Success Plan Meeting
2. AC's determine additional support needed to support student success
3. Academic Goal Setting Conference
4. Khan Academy Tutorials
5. Academic Mentoring
6. School to home communication

##### **Tier 3 Instructional Services**

1. Parent conferences
2. School Social worker referral
3. Emminence Program Referral (if applicable)
4. Focus in working with the all students, including EL and African American students to provide extra tutorial opportunities after school to help increase the percentage of students meeting proficiency.

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

Teachers will receive training on how to use Apex and Edgenuity to facilitate the credit recovery options of students. Project based learning and PLI training also planned for all the faculty of Alternative Ed sites.

#### Assurances for Comprehensive Support and Improvement Schools (CSI)

- Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA
- Utilization of evidence based strategies aligned to state identification.
- Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).
- School site team works with CF Pivot Team to complete a root cause analysis and determine areas of
- School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.
- School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
- CSI manager III assigned to school site to support CCI data monitoring.
- Additional resources available in a "menu of options" for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.
- Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.



- Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
  - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- Site leader access to a District Administrative Support Team to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).
- Professional learning for site leaders and teachers focused on CSI identified student groups.
- Professional learning for site leaders and teachers focused on CSI identified student groups.

# 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0125 DeWolf High School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Edgenuity: Site License for Credit Recovery Split funded: 3010- \$7,729, 7090 - \$3,517 & 7091 - \$3,754	7,729.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Instructional & classroom related materials & supplies. **NO FOOD, NO INCENTIVES**	350.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			For Parent Participation **NO FOOD, NO INCENTIVES**	516.00
G1A1	ESSA School Imp	Instruction	Teacher-Subs			Teacher Substitutes for professional development, site visits, and other off site meetings	10,882.00
G1A1	ESSA School Imp	Instruction	Travel			: Travel for Professional learning to increase student learning **PBL & PLI for Teachers and Admin to attend conferences to develop and implement PBL & PLI learning	24,519.00
G1A1	ESSA School Imp	Instructional Supervision & Admir	Crt Supr-Sub			Admin Substitutes for Professional Development, Site Visits and other off site trainings	4,000.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Edgenuity: Site License for Credit Recovery Split funded: 3010- \$7,729, 7090 - \$3,517 & 7091 - \$3,754	3,517.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Crt Supr-Sub			Admin Substitutes for Professional Development, Site Visits and other off site trainings.	3,059.00
G1A1	LCFF: EL	Instruction	Bks & Ref			: Edgenuity: Site License for Credit Recovery Split funded: 3010- \$7,729, 7090 - \$3,517 & 7091 - \$3,754	3,754.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	499.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	4,150.00

**\$62,975.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	48.975 %	12.651 %	2017-2018	19.651 %

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

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

**Goal 2 Participation Rate**

Based on current GOAL 2 Data, Dewolf High School will improve engagement opportunities for all students through the expansion of traditional/non-traditional clubs, activities by 5%. This will include the expansion of field trips both to institutions of higher learning and industry partners.

- All students will participate in a minimum of one engagement.
- Student transiency and short term enrollment of students impacts SBAC scores as student predominantly enroll as 11th grade and 12th grade students.
- New Culture and Climate Director this year learning the ropes of what to do to create a more positive climate and to create more opportunities for students to get involved. Planning for more activities and increased clubs on campus to increase participation is the plan for next year.

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

**Goal 2 Participation Rate**

- part time Campus culture director not on campus until after lunch
- lack of a full time campus culture director leads to less activities being planned Goal 2 Participation Rate Goal 2 Participation Rate

Disproportionality continues to affect all groups involving parent engagement. A need for non-traditional and traditional actions to impact parent engagement is needed to incorporate parents into their students academic progress. Events such as Saturday drop-in coffee chats, Principal Sidewalk Coffee Chats, etc.

- Teachers have made personal phone calls each quarter to inform parents of academic progress or needs of improvement.
- Continued focus on creating and maintaining an ELAC committee and also creating parent groups to address the needs of EL and African American students by offering more tutorial opportunities after school for credit recovery and more activities during lunch.

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

Allocations of Goal 2 actions will remain similar to 2018-2019 but will build upon momentum created by the addition of new clubs on campus.

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

No significant changes are being made to this goal but there will an intentional focus on using resources to expand clubs and activities. This will include supplemental contracts to provide to staff members to mentor as a club adviser or support campus activities

**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.

<p><b>1</b> SSC:</p> <p>Student on SSC liked the idea of the Game consoles and stated that it would be very helpful to bridge the gap between ethnic groups and groups that would normally not play together to spend time together at lunch.</p>	<p><b>2</b> ELAC:</p> <p>N/A</p>	<p><b>3</b> Staff:</p> <p>Priorities: provide more on campus activities to increase student engagement and connectedness to school.</p>
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### Action 1

**Title:** Chronic Absenteeism

[Action Details:](#)

#### Goal Participation Rate

By the end of 2019-2020 school year, DeWolf will improve attendance rates by 5%. This goal will be accomplished by implement strategic interventions to engage and support all students to attend school daily. By creating individual connections with each student, the staff at DeWolf High School will break down the conditions that have failed students by creating an emotionally and physically safe learning environment where students are connected to their school. This will be completed by recognizing moments of success, individual conferences, creating GOAL 2 engagements and improving opportunities for parents to be involved with their student's education.

**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 the following assessments and reports will used to review the progress and success of instructional program:

- Atlas attendance reports
- Quarter grades and credits earned
- Mentoring chats with students by staff
- Semester transitions to main school
- admin dashboard
- AB1802 conferences
- Goal 2 participation

**Owner(s):**

Admin,  
ILT  
AC,  
teachers,  
counselor

**Timeline:**

Weekly, monthly and quarterly.

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

Specify enhanced services for EL students:

1. Google translation services for Teachers and students to utilize in instructional planning and classroom teaching.
2. Emphasis on instructional strategies and direct instruction focused on text complexity and academic vocabulary.
3. Instructional strategies and direct instruction focused on building knowledge from informational text.
4. Online credit recovery providing front loaded academic vocabulary and frequent exposure to make content accessible to EL learners.
5. On-line credit recovery menu providing clear learning goals and modeling of instruction to support students in working independently and completing DOK 3 and 4 tasks.
6. Technology and other materials such as tablets, laptops, etc. to support on-line credit recovery, SBAC testing, DRP, and re-designation.

Specify enhanced services for low-performing student groups:

CSI Support Allocations targeted towards graduation rate"

- Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
- Utilization of evidence based strategies aligned to state identification.
- Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).
- School site team works with CF Pivot Team to complete a root cause analysis and determine areas of
- School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.
- School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
- CSI manager III assigned to school site to support CCI data monitoring.
- Additional resources available in a "menu of options" for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.
- Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.
- Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
  - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- Site leader access to a District Administrative Support Team to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).
- Professional learning for site leaders and teachers focused on CSI identified student groups.
- Professional learning for site leaders and teachers focused on CSI identified student groups.

**Tier 2 Instructional Services**

1. One on One Student Success Plan Meeting
2. AC's determine additional support needed to support student success
3. Academic Goal Setting Conference
4. Khan Academy Tutorials
5. Academic Mentoring
6. School to home communication

**Tier 3 Instructional Services**

1. Parent conferences

2. School Social worker referral
3. Eminence Program Referral (if applicable)
4. Flexible Scheduling (If Needed)
5. SARB (If Needed)
6. Academic Mentoring

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

- Bi-Weekly/Monthly parent engagement home visitations for selected students to share student transcript, schedule, bell schedule, and invitation to school events.
- Parent Participation funds for Math and Literacy nights in order to build fluency skills Parent Data Chats and Information events to improve overall parent attendance and support partnerships between home and school
- Principal, Counselor and Office staff will work on developing more consistent communication system with parents

Describe Professional Learning related to this action:

- Professional Learning through site based, district led, off-site Professional Development/Conferences for staff.
- Site based and off-site professional learning focused on targeted instruction to support academic literacy in all credit recovery options.
- Professional learning supporting instructors better supporting student success in the re-designation of English Language learners.
- Professional Development focused on CSTP's 1, 2, and 4 to support student engagement, classroom management, and instructional planning in order support student success in both academic and social emotional domains.
- Professional Development using relevant professional publications, periodicals, and literature to continually support CSTP's to better support academic literacy and student success.
- Professional learning to support the continued implementation of online education

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
CTE Enrollment	31.691 %	60.843 %	2017-2018	67.843 %
College/Career Readiness		0 %	2017-2018	3 %

**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.

**CTE Enrollment**

CTE course opportunities are available through construction and Urban Innovation courses. These CTE courses impact roughly 50% of our campus. Based on the DASS indicators, there is a need for an expansion of CTE learning opportunities to meet the requirements in the CTE indicator. College/Career Readiness

**College/Career Readiness**

Dual Enrollment course offered through Fresno City College dual enrollment class. Based on the new DASS indicator, there is a need to expand Dual Enrollment courses. For the 2018-2019 school year, Cambridge has had a small number of students attached to the current course. There is a need to recruit and retain more students in the courses.

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

**CTE Enrollment**

- Key factors contributing to the disproportionality of our low performing student groups include the need for additional CTE, Dual Enrollment, or AP courses to increase the access for all students. College/Career Readiness
- Key factors contributing to the disproportionality of our low performing student groups include the need for additional opportunities for students to access project based learning, personal learning initiative, and opportunities to visit universities and industries school
- Tutorials will be made available to target EL and African American sub groups to increase school connectedness and increase in academic proficiency.

**College/Career Readiness**

- Key factors contributing to the disproportionality of our low performing student groups include the need for additional opportunities for students to access project based learning, personal learning initiative, and opportunities to visit universities and industries.

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

Additional changes needed include an expansion of either CTE, and Dual Enrollment courses. These expenditures will support course offerings supported by project based learning, personalized learning initiative, and field trips to universities and industry.

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

Edgenuity has over 20 CTE courses that we would like to access and offer next year to increase the number of students completing CTE courses. All students will have the opportunity to access these courses but an emphasis will be made to increase the number of EL and African American students that are enrolled and passing the courses with tutorials after school to provide extra support.

**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:

SSC reviewed enrollment numbers and agreed that increasing the number of certificates students can earn is important and worthwhile. Students are working on earning certificates in Food handling, OSHA 10 and Microsoft Suites.

**2** ELAC:

N/A

**3** Staff:

Staff reviewed the numbers of enrolled students and questioned the increase in numbers and the possibility of increasing enrollment of the construction class back to a fulltime course a DeWolf.

### Action 1

**Title:** CTE increase

[Action Details:](#)

By the end of the 2019-2020 school year, DeWolf High School will increase the number of students taking CTE and Dual Engagement Courses by 5%. This goal will be supported through the implementation of strategic interventions and opportunities to support the development of character, competencies, and CTE participation. By expanding CTE experiences for every student based on College and Career competencies DeWolf High School students will have baseline skills for entry level positions. This will be measured by the number of students who complete at least one semester/two quarters of Dual Enrollment with a C minus or better (Academic/CTE subjects)

**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

Quarter grades and credits earned  
Number of students enrolled in FCC class  
Number of students completing FCC class with a C minus or better  
Number of students taking Advance to College (FCC) courses  
Number of students completing Advance to College (FCC) courses  
Number of students taking part in CTE field trips  
Number of students taking part in internships  
Quarterly data conversations with students and staff  
Fall and Spring semester student transitions returning to comprehensive  
Early Graduates  
ATLAS Progress Reports  
DeWolf Student Success Plans  
Classroom walk through data  
ATLAS attendance reports ATLAS Variable Credit Tool

Owner(s):

Admin, ILT and AC, Counselor

Timeline:

Weekly, monthly and quarterly for the 2019-2020 school year.

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

CSI Support Allocations targeted towards graduation rate"

- Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA
- Utilization of evidence based strategies aligned to state identification.
- Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).
- School site team works with CF Pivot Team to complete a root cause analysis and determine areas of
- School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.
- School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
- CSI manager III assigned to school site to support CCI data monitoring.
- Additional resources available in a "menu of options" for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.
- Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.
- Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.

- Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- Site leader access to a District Administrative Support Team to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).
- Professional learning for site leaders and teachers focused on CSI identified student groups.
- Professional learning for site leaders and teachers focused on CSI identified student groups.

#### **Tier 1 Instructional services**

1. Full Schedule of courses based on student needs and flexible master schedule
2. Online Learning
3. AB1802 Conferences
4. FAS Night school
5. Academic Mentoring
6. School to Home communication
7. Student Enrichment Field trips
8. GED, HSET, CHSP-High School Equivalency Diploma Options
9. Online CTE Course offerings
10. Dual Enrollment College Courses

#### **Additional Instructional Services for ALL students:**

- On-Line Credit Recovery labs (EDGEUNITY, APEX, ETC.) will be offered afterschool,
- Supplemental Teaching contracts to support DeWolf Credit Recovery platforms.
- Supplemental planning contracts to support WASC, Teaching planning, and parent engagement.

Supplemental planning and teaching contracts to support GOAL 2 activities. Budget line allocation to support substitute teachers for WASC Visiting Committee Members, Planning, conferences, Peer to Peer Visitations, and onsite/off-site professional development.

- Budget line allocation to support ADMIN substitute for site administrators for professional development, conferences, and/other off-site job related duties. College, CTE, and Enrichment Field trips including transportation, admission, and meals to support College and Career Readiness and Enrichment experiences.
- GED, HSET, and CHSP support materials and testing vouchers to support students with graduation preparation and response to DASS Graduation indicator.
- AB1802 Conferences Cambridge Student Success Plan meetings
- Site based incentives for earning honor roll, merit list, and principals honor roll.
- Site based incentives for students earning on-track for graduation status. 21st century Online credit recovery opportunities during the instructional day such as EDGEUNITY, APEX, etc.
- Guaranteed and Viable curriculum to support academic literacy and student success Mobile computer labs to support on-line learning opportunities in the classroom.
- Stand-up for Excellence incentives to recognize positive academic, citizenship, attendance, and campus culture contributions made by students, staff, and parents.
- Supplies for CTE graphic design and production projects for DHS inks CTE materials and supplies to support authentic learning and elective credit opportunities
- Student success incentives for academic literacy, credit acceleration and recovery, SBAC growth, completion of graduation goals, positive attendance growth, etc.
- Field trips and other enrichment activities for 12th grade students
- Entrance Fees and transportation for field trips and other enrichment activities
- Bus tokens for school transportation
- The alternative education region has established timelines for reviewing student progress at the 5th week and at the semester to evaluate the progress of students. As a result the agreement has been made that DeWolf will join the other alternative ed. sites in the grading policy of no D or F grades. Students must earn a grade of "C" or better to show proficiency of standards and to earn full credit.
- **CIS Plan Development**

- DeWolf High 2019-2020 - School Plan for Student Achievement (SPSA)
- Partnering with Stakeholders (site and district level) Conducting needs assessments and root cause analysis Reviewing/Identifying resource inequities evidence based interventions strategies Actions regarding use of data, plan implementation, plan monitoring, and evaluation of plan improvement efforts
- Capacity Building
- Professional learning rooted in the work specifically correlated to the CSI identification

**Specify enhanced services for EL students:**

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1. Emphasis on instructional strategies and direct instruction focused on text complexity and academic vocabulary.
2. Instructional strategies and direct instruction focused on building knowledge from informational text.
3. Online credit recovery providing front loaded academic vocabulary and frequent exposure to make content accessible to EL learners.
4. On-line credit recovery menu providing clear learning goals and modeling of instruction to support students in working independently and completing DOK 3 and 4 tasks.
5. Technology and other materials such as tablets, laptops, etc. to support on-line credit recovery, SBAC testing, DRP, and redesignation.

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

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Parent Engagement Functions including back to school night,

Bi-Weekly/Monthly parent engagement home visitations for selected students to share student transcript, schedule, bell schedule, and invitation to school events.

Parent Data Chats and Information events to improve overall parent attendance and support partnerships between home and school

Principal, Counselor and Office staff will work on developing more consistent communication system with parents

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

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**Tier 2 Instructional Services**

1. One on One Student Success Plan Meeting
2. AC's determine additional support needed to support student success
3. Academic Goal Setting Conference
4. Khan Academy Tutorials
5. Academic Mentoring
6. School to home communication

**Tier 3 Instructional Services**

1. Parent conferences
2. School Social worker referral
3. Eminence Program Referral (if applicable)
4. Flexible Scheduling (If Needed)
5. SARB (If Needed) 6. Academic Mentoring

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

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Professional Learning through site based, district led, off-site Professional Development/Conferences for staff.

Site based and off-site professional learning focused on targeted instruction to support academic literacy in all credit recovery options.

Professional learning supporting instructors better supporting student success in the redesignation of English Language learners.

Professional Development focused on CSTP's 1, 2, and 4 to support student engagement, classroom management, and instructional planning in order support student success in both academic and socialemotional domains.

Professional Development using relevant professional publications, periodicals, and literature to continually support CSTP's to better support academic literacy and student success.

Professional learning to support the continued implementation of online education

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
ADA Attendance	78.909 %	80.896 %	2017-2018	81.896 %
Chronic Absenteeism	73.309 %	57.229 %	2017-2018	55.229 %
Suspensions Per 100	15.842 %	17.32 %	2017-2018	16.32 %
Parent Survey - Respected and welcomed	100 %	94.595 %	2017-2018	100 %
Parent Survey - Safe and secure	100 %	97.297 %	2017-2018	100 %
Student Survey - Caring adult	63.716 %	45.455 %	2017-2018	52.455 %
Graduation Rate		60.938 %	2017-2018	68.938 %

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

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

**Chronic Absenteeism**

Chronic absenteeism is caused by students leaving early and not attending classes. Based on meetings with students, the response has been I have something else to do.

New Culture and Climate Director this year learning the ropes of what to do to create a more positive climate and to create more opportunities for students to get involved. Planning for more activities and increased clubs on campus to increase participation is the plan for next year.

Attendance is being affected by students that are giving up due to age and number of credits they still need to earn to be able to graduate. Counselor and Social worker are meeting with families to address issues and to look for solutions for the students.

**Suspensions Per 100**

Suspensions have dropped over the year. Most of the suspension have been for being under the influence and Use of marijuana.

**ADA Attendance**

Attendance for the year has been in the mid to high 80% with Q1 being at 96.96%. Increase in the number of students enrolled may be the cause for the drop in attendance.

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

**Chronic Absenteeism**

75% Chronic attendance. After school tutorial programs to target African American students to increase proficiency and attendance rates.

**Suspensions Per 100**

22% drop in the number of suspensions.

**ADA Attendance**

Attendance has stayed above 85% for the year which is good not great but good

**Parent Survey - Safe and secure**

97% Parents feel that the school is safe and secure

**Student Survey - Caring adult**

We had a drop in percentages in this area, which needs to be followed up with students to clearly identify what it is they are lacking from us.

**Parent Survey - Respected and welcomed**

**Parent Survey - Safe and secure**

Parents reports in the 97th percentile that they are respected and welcomed at DeWolf and that they feel their students is safe.

**Student Survey - Caring adult**

There is a 10% drop in the area of support fro Academic Learning

**Parent Survey - Respected and welcomed**

Parents responded in the 97th percentile in the area of feeling Respected and welcomed at DeWolf.

**Graduation Rate**

Increased communication by staff with parent and guardians has helped to increase the parents feeling more respected and welcomed.

**Graduation Rate**

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

- Title 1 funds were used to purchase online licences and laptops to offer credit recovery options for all students.
- Funds were used to fund extra pay contracts for teachers to be available before school. Due to lack of interest on one contract was done and less than 20 per day participated in the am tutorial program.
- A.2 FTE was funded from Title 1 funds to provide extra period of Math to lower class counts and allow for more opportunities to help student in a less crowded class.

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

NO budget will be used to provide an extra period of Math as FTE has increased it will be taken care of by that new action. New Culture and Climate Director this year learning the ropes of what to do to create a more positive climate and to create more opportunities for students to get involved. Planning for more activities and increased clubs on campus to increase participation is the plan for next year.

**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:

SSC agreed that we needed to have more student activities next year to increase student connection to the school.

They also agreed we needed to increase the number of after school credit recovery options for students.

**2** ELAC:

N/A

**3** Staff:

Staff liked the increase in technology and the access to more Edgenuity licences. Staff felt that the decrease in the students responses may be to the introduction of new grade levels to the school and the school's discipline policy, where the students may feel we are picking on them rather than trying to address their behavior with interventions.

## Action 1

**Title:** Credit Recovery options for Tier 1, 2 and 3 students.

### Action Details:

Provide extra pay contracts for teachers to provide tutorial and extra credit recovery options for students either before or after school to meet the academic needs of tier 1 ,2 and 3 students that are not meeting credit recovery expectations.

<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

Atlas attendance Reports

Quarter Grades and credits earned

Quarterly data chats with students and staff

Administrators Data Dashboard

#### Owner(s):

Counselor, Principal, Teachers

#### Timeline:

Quarter grades and report cards

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

Data from the following assessments and reports will be used to review the progress and success of instructional program:

- SBAC
- interim assessments
- IPG data reports
- CFA's
- Classroom observations - walkthroughs

#### Owner(s):

AC, ILT, Admin

#### Timeline:

weekly monthly and quarterly

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

Staff will be available to provide extra support for students and extra opportunities for credit recovery either before during or after school. Mr. John Hazelett, Russell Allen and Cynthia McCutcheon will be offered contracts for extra support before and after school.

#### Specify enhanced services for EL students:

EL Students will receive access to all credit recovery options available and will be able to access embedded language support provided by online credit recovery resources ; APEX and Edgenuity.

Provide extra pay contracts for teachers to provide tutorial and extra credit recovery options for students either before or after school to meet the academic needs of tier 1 ,2 and 3 students that are not meeting credit recovery expectations. Teachers will be offered contracts for extra support before and after school.

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

##### Tier 2 Instructional Services

1. One on One Student Success Plan Meeting
2. AC's determine additional support needed to support student success
3. Academic Goal Setting Conference
4. Academic Mentoring
5. School to home communication

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

Bi-Weekly/Monthly parent engagement home visitations for selected students to share student transcript, schedule, bell schedule, and invitation to school events.

Parent Participation funds for Math and Literacy nights in order to build fluency skills

Parent Data Chats and Information events to improve overall parent attendance and support partnerships between home and school

Principal, Counselor and Office staff will work on developing more consistent communication system with parents. Parents will be informed of student progress via various communications: email, school messenger, parent conferences, report cards.

**Tier 3 Instructional Services**

1. Parent conferences
2. School Social worker referral
3. Emminence Program Referral (if applicable)
4. Flexible Scheduling (If Needed)
5. SARB (If Needed) 6. Academic Mentoring

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

Professional learning supporting instructions better supporting student success in the re-designation of English Language learners.

Professional Development focused on CSTP's 1, 2, and 4 to support student engagement, classroom management, and instructional planning in order support student success in both academic and social emotional domains.

Professional Development using relevant professional publications, periodicals, and literature to continually support CSTP's to better support academic literacy and student success.

Professional learning to support the continued implementation of online education

Train staff to properly monitor grades and transcripts. Alt. Ed. regional plan to train staff in mentoring aspect to assist tier 1-3 students increase their credit earnings and academic success.

**Action 2**

**Title:** School connectedness

[Action Details:](#)

Every quarter students will be rewarded for their academic successes by providing them with a pizza luncheon(Me and Ed's and Divinci's). They will also receive awards certificates for their academic success. 45.455% of students replied that they felt connected to a caring adult on campus on the Student survey.

<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**

CSI Support Allocations targeted towards Graduation Rate:

Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA.

Utilization of evidence based strategies aligned to state identification.

Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).

School site team works with CF Pivot Team to complete a root cause analysis and determine areas of School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.

School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.

CSI manager III assigned to school site to support CCI data monitoring.

Additional resources available in a "menu of options" for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.

Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.

Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.

Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.

Site leader access to a District Administrative Support Team to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).

Professional learning for site leaders and teachers focused on CSI identified student groups

ATLAS Attendance Reports

Quarter Grades and credits earned

Quarterly data chats with students and staff

Semester transitions of Seniors returning to home high school. Progress Report Monitoring

AB1802 Conference

Administrators Data Dashboard

GOAL 2 Participation

**Owner(s):**

Counselor, Principal, teachers

**Timeline:**

August 2019-June 2020



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

Data from the following assessments and reports will be used to review the progress and success of instructional program:

- SBAC
- interim assessments
- IPG data reports
- CFA's
- Classroom observations - walk through data

Owner(s):

Admin, ILT and AC

Timeline:

Weekly, Monthly and quarterly.

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

CSI Support Allocations targeted towards Graduation Rate:

Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA.

Utilization of evidence based strategies aligned to state identification.

Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).

School site team works with CF Pivot Team to complete a root cause analysis and determine areas of

School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.

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

DeWolf High 2019-2020 - School Plan for Student Achievement (SPSA)

School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.

CSI manager III assigned to school site to support CCI data monitoring.

Additional resources available in a "menu of options" for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.

Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.

Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.

Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.

Site leader access to a District Administrative Support Team to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).

Professional learning for site leaders and teachers focused on CSI identified student

ATLAS Attendance Reports

Quarter grades and credits earned

Quarterly data chats with students and staff

Semester transitions of Seniors returning to home high school.

Progress Report Monitoring

AB1802 Conference

Administrators Data Dashboard

## GOAL 2 Participation

Additional Instructional Services for ALL students:

On-Line Credit Recovery labs (EDGENUITY , APEX , ETC.) will be offered after school,

Supplemental Teaching contracts to support DeWolf Credit Recovery platforms.

Supplemental planning contracts to support WASC, Teaching planning, and parent engagement.

Supplemental planning and teaching contracts to support GOAL 2 activities.

Budget line allocation to support substitute teachers for WASC Visiting Committee Members, Planning, conferences, Peer to Peer visitations, and onsite/off-site professional development.

Budget line allocation to support ADMIN substitute for site administrators for professional development, conferences, and/other off-site job related duties.

College, CTE, and Enrichment Field trips including transportation, admission, and meals to support College and Career Readiness and Enrichment experiences.

GED, HSET, and CHSP support materials and testing vouchers to support students with graduation preparation and response to DASS Graduation indicator.

A push will be made to identify seniors who are extremely behind in credits and who may not be able to graduate in one year and provide them with extra support (teacher) to assist with the passing of one of the Diploma equivalency exams: GED, HSET, CHSP.

The alternative education region has established timelines for reviewing student progress at the 5th week and at the semester to evaluate the progress of students. As a result the agreement has been made that DeWolf will join the other alternative ed. sites in the grading policy of no D or F grades. Students must earn a grade of "C" or better to show proficiency of standards and to earn full credit.

## AB1802 Conferences

DeWolf Student Success Plan meetings

Site based incentives for earning honor roll, merit list, and principals honor roll.

Site based incentives for students earning on-track for graduation status.

21st century Online credit recovery opportunities during the instructional days such as EDGENUITY , APEX , etc.

Guaranteed and viable curriculum to support academic literacy and student success

Mobile computer labs to support on-line learning opportunities in the classroom.

Stand-up for Excellence incentives to recognize positive academic, citizenship, attendance, and campus culture contributions made by students, staff, and parents.

CTE materials and supplies to support authentic learning and elective credit opportunities

Student success incentives for academic literacy, credit acceleration and recovery, SBAC growth, completion of graduation goals, positive attendance growth,

Field trips and other enrichment activities for 12th grade students

Entrance Fees and transportation for field trips and other enrichment activities

DeWolf High 2019-2020 - School Plan for Student Achievement (SPSA)

Bus tokens for school transportation

CIS Plan Development

Partnering with Stakeholders (site and district level)

Conducting needs assessments and root cause analysis

Reviewing/Identifying resource inequities Identifying evidence based interventions strategies

Actions regarding use of data, plan implementation, plan monitoring, and evaluation of plan improvement efforts

Capacity Building

Professional learning rooted in the work specifically correlated to the CSI identified student groups.

Specify enhanced services for EL students:

EL Students will have equal access to all credit recovery option available.

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

Inform parent of all the options and opportunities available to students via, school messenger, email, phone calls, parent conferences and site events.

Specify enhanced services for low-performing student groups:

All students including the EL and African American subgroups will be involved in Project Based Learning and will be able to attend after school tutorials to receive extra academic support.

Describe Professional Learning related to this action:

Staff will receive PLI and PBL training as planned by the Alt.Ed region.

### Action 3

**Title:** Project Based Learning

Action Details:

Provide Project Based Learning for staff to provide project based instruction in classroom to increase the acquisition of standards and skills to be successful in school and post high school experiences and schools. % of students Met/Exceeded Standard on the Math Interim assessment and % of students Met/Exceeded Standard on ELA interim assessment. Will look to integrate and embed PBL to increase Percentages on Interim and State assessments.

A push will be made to identify seniors who are extremely behind in credits and who may not be able to graduate in one year and provide them with extra support (teacher) to assist with the passing of one of the Diploma equivalency exams: GED, HSET, CHSP.

The alternative education region has established timelines for reviewing student progress at the 5th week and at the semester to evaluate the progress of students. As a result the agreement has been made that DeWolf will join the other alternative ed. sites in the grading policy of no D or F grades. Students must earn a grade of "C" or better to show proficiency of standards and to earn full credit.

<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**

Quarterly project presentations by students

**Owner(s):**

Principal, teachers

**Timeline:**

Monthly, quarterly student presentations

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

Data from the following assessments and reports will be used to review the progress and success of instructional program:

**Owner(s):**

Admin, ILT, AC

**Timeline:**

weekly, monthly and quarterly

- SBAC
- interim assessments
- IPG data reports
- CFA's
- Classroom observations - walkthroughs

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

Students will be required to produce projects a part of their credit completion and demonstration of proficiency or mastery of standards.

**Specify enhanced services for EL students:**

Individual and group attendance meetings for student and/or guardians  
Individualized support for EL students and families through home visits and related outreach services when needed.  
DeWolf Student Success plan development and implementation one time per quarter to show academic progress and goal setting.  
Student incentives for positive growth in attendance. Student incentives for GOAL 2 participation. Increase Technology available for EL.  
EL students will be monitored by ELA teacher and AC, counselor and principal and given the opportunities to attend before and after school tutorial classes to receive additional help to earn credits and increase academic achievement.

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

**Tier 2 Instructional Services**

1. One on One Student Success Plan Meeting
2. AC's determine additional support needed to support student success
3. Academic Goal Setting Conference
4. Academic Mentoring
5. School to home communication

**Tier 3 Instructional Services**

1. Parent conferences
2. School Social worker referral
3. Emminence Program Referral (if applicable)
4. Flexible Scheduling (If Needed)
5. SARB (If Needed)
6. Academic Mentoring after school for EL and African american subgroups

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

Parent Engagement Functions including coffee hours, Sidewalk Coffee Chats, information night, etc.  
Bi-Weekly/Monthly parent engagement home visitations for selected students to share student transcript, schedule, bell schedule, and invitation to school events.  
Parent Participation funds for Math and Literacy nights in order to build fluency skills  
Parent Data Chats and Information events to improve overall parent attendance and support partnerships between home and school

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

Site and/or off-site professional learning to improve engagement and GOAL 2 participation for all students with the goal of improving attendance.  
AC site collaboration to improve GOAL 2 opportunities with the intent to improve attendance for all students.  
Site and/or social emotional professional development for staff and students to support an emotionally and physically safe learning environment.

Principal, Counselor and Office staff will work on developing more consistent communication system with parents. Parents will be notified of all academic options available for students via email, website and 1:1 meetings with admin and teachers.

Site and/or off-site professional learning for students and/or staff in creating activities and events to connect students with school and encourage positive attendance.

Teachers will attend training in the development and planning of project based instruction by the Buck Institute in June 2019 as planned by the Alt. Ed. region. Training will occur on site so no travel conference fees will be required for this training.

## Action 4

**Title:** Increasing Graduation Rate

### Action Details:

By the end of the 2019-2020 school year, DeWolf will improve the graduation rate from 60.0% in 2017/18 to 68% in 2019/20.

DeWolf High School will provide multiple platforms to increase opportunities for students to meet credit recovery needs for graduation requirements. These opportunities will include platforms including on-line learning/curriculum, APEX and Edgenuity, GED, HSET, CHSP, direct instruction, and credit recovery options that provide accelerated opportunities to recover credits to support all students in their graduation goals. In order to fill credit gaps and needs in student transcripts and in addition to their 6 period schedule, students will have opportunities for multiple platforms to accelerate learning through after-school/and or on-line elective labs, winter and spring session site funded credit recovery courses such as DeWolf Tutorials, Fresno Adult School, ELSP courses, CART, and Duncan.

Purchase more online credit recovery licences from Edgenuity and Apex to provide access to more online credit recovery options:

There is plan in the Alt. Ed region to provide more PB training to all staff so as to create more opportunities to move away from Direct instructional model. Staff will be provided with PBL training over the summer break of 2018.

There is a need to increase the number of Edgenuity courses to provide a more blended learning course for students. Apex and Edgenuity also provide language support for EL Student .

There is also a need to replace old and purchase new laptops for student use.

The graduation rate will be increased by a focus on credit completion through improving Tier 1 instruction in all core classes.

The alternative education region has established timelines for reviewing student progress at the 5th week and at the semester to evaluate the progress of students. As a result the agreement has been made that DeWolf will join the other alternative ed. sites in the grading policy of no D or F grades. Students must earn a grade of "C" or better to show proficiency of standards and to earn full credit.

**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**

**Owner(s):**

**Timeline:**

- Quarter grades and credits earned
- Quarterly data conversations with students and staff
- Progress Reports
- Fall and Spring semester student transitions returning to comprehensive
- Early Graduates
- ATLAS Progress Reports
- Student Success Plans
- Classroom walkthrough data
- ATLAS attendance reports
- ATLAS Variable Credit Tool
- GED, HSET, and CHSP Completion

Principal

Counselor

Quarterly Monitoring

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

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CSI Support Allocations targeted towards Graduation Rate:

- Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).
- School site team works with CF Pivot Team to complete a root cause analysis of low graduation rate.
- School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.
- School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
- CSI manager III assigned to school site to support CCI data monitoring.
- Additional resources available in a "menu of options" for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.
- Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.
- Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
  - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.

**Tier 1 Instructional Services**

1. Full Schedule based on student's academic needs
2. Online Learning
3. AC analysis of student work to determine literacy support needed to support student success.
4. AB1802 Conferences
5. FAS Night school
6. School to home communication

Additional Instructional Services for ALL students:

- On-Line Credit Recovery labs (EDGENUITY, APEX, ETC.) will be offered afterschool,
- College, CTE, and Enrichment Field trips including transportation, admission, and meals to support College and Career Readiness and Enrichment experiences.
- GED, HSET, and CHSP support materials and testing vouchers to support students with graduation preparation and response to DASS Graduation indicator.

- Student Success Plan meetings
- Site based incentives for earning honor roll, merit list, and principals honor roll.
- Site based incentives for students earning on-track for graduation status.
- 21st century Online credit recovery opportunities during the instructional day such as EDGENUITY, APEX, etc.
- Guaranteed and Vable curriculum to support academic literacy and student success
- Mobile computer labs to support on-line learning opportunities in the classroom.
- Summer credit recovery opportunities
- Bus tokens for school transportation

#### Specify enhanced services for EL students:

1. Google translation services for Teachers and students to utilize in instructional planning and classroom teaching.
2. Emphasis on instructional strategies and direct instruction focused on text complexity and academic vocabulary.
3. Instructional strategies and direct instruction focused on building knowledge from informational text.
4. Online credit recovery providing front loaded academic vocabulary and frequent exposure to make content accessible to EL learners.
5. On-line credit recovery menu providing clear learning goals and modeling of instruction to support students in working independently and completing DOK 3 and 4 tasks.
6. Technology and other materials such as tablets, laptops, etc. to support on-line credit recovery, SBAC testing, DRP, and redesignation

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

CSI Support Allocations targeted towards Graduation Rate:

- Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC) .
- School site team works with CF Pivot Team to complete a root cause analysis of low graduation rate.
- School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.
- School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
- CSI manager III assigned to school site to support CCI data monitoring.
- Additional resources available in a "menu of options" for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.
- Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.
- Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
  - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- Continue the implementation of the academic and college mentoring after school programs for the African American students.

#### Tier 2 Instructional Services

1. One on One Student Success Plan Meeting
2. AC's determine additional support needed to support student success
3. Academic Goal Setting Conference
4. Khan Academy Tutorials
5. Academic Mentoring
6. School to home communication

#### Tier 3 Instructional Services

1. Parent conferences
2. Flexible Scheduling (If Needed)

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

- Parent Engagement Functions
- Bi-Weekly/Monthly parent engagement home visitations for selected students to share student transcript, schedule, bell schedule, and invitation to school events.
- Parent Participation funds for Math and Literacy nights in order to build fluency skills
- Parent Data Chats and Information events to improve overall parent attendance and support partnerships between home and school
- Principal, VP, GLA, Counselor and Office staff will work on developing more consistent communication system with parents.

Describe Professional Learning related to this action:

- Professional Learning through site based, district led, off-site Professional Development/Conferences for staff.
- Site based and off-site professional learning focused on targeted instruction to support academic literacy in all credit recovery options.
- Professional learning supporting instructors better supporting student success in the redesignation of English Language learners.
- Professional Development focused on CSTP's 1, 2, and 4 to support student engagement, classroom management, and instructional planning in order support student success in both academic and social/emotional domains.
- Professional Development using relevant professional publications, periodicals, and literature to continually support CSTP's to better support academic literacy and student success.
- Professional learning to support the continued implementation of online education



## 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0125 DeWolf High School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Instruction	Teacher-Supp			Provide Students with Before and After School Credit Recovery Options	4,821.00
G4A1	ESSA School Imp	Instruction	Teacher-Supp			Teacher contracts for credit recovery.	4,779.00
G4A1	LCFF: EL	Instruction	Teacher-Supp			Provide Students with tutoring and credit recovery options before and after school	3,160.00
G4A2	Sup & Conc	Instruction	Nc-Equipment			: Technology to increase student learning, graduation rates and 1:1 student & laptop ratio.	32,002.00
G4A2	LCFF: EL	Instruction	Nc-Equipment			: Technology to support ELs with credit recovery and PLI	4,779.00
G4A3	ESSA School Imp	Instruction	Nc-Equipment			: Technology to increase student learning and graduation rate	10,000.00
G4A3	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitutes for Professional Learning to increase student learning, site visits and off site training.	2,940.00
G4A4	Sup & Conc	Parent Participation	Mat & Supp			Materials & Supplies needed for Parent Meetings	1,500.00

**\$63,981.00**

## 2019-2020 Budget for SPSA/School Site Council

### State/Federal Dept 0125 DeWolf High School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Edgenuity: Site License for Credit Recovery Split funded: 3010- \$7,729, 7090 - \$3,517 & 7091 - \$3,754	7,729.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Instructional & classroom related materials & supplies. **NO FOOD, NO INCENTIVES**	350.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			For Parent Participation **NO FOOD, NO INCENTIVES**	516.00
G1A1	ESSA School Imp	Instruction	Teacher-Subs			Teacher Substitutes for professional development, site visits, and other off site meetings	10,882.00
G1A1	ESSA School Imp	Instruction	Travel			: Travel for Professional learning to increase student learning **PBL & PLI for Teachers and Admin to attend conferences to develop and implement PBL & PLI learning	24,519.00
G1A1	ESSA School Imp	Instructional Supervision & Admir	Crt Supr-Sub			Admin Substitutes for Professional Development, Site Visits and other off site trainings	4,000.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Edgenuity: Site License for Credit Recovery Split funded: 3010- \$7,729, 7090 - \$3,517 & 7091 - \$3,754	3,517.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Crt Supr-Sub			Admin Substitutes for Professional Development, Site Visits and other off site trainings.	3,059.00
G1A1	LCFF: EL	Instruction	Bks & Ref			: Edgenuity: Site License for Credit Recovery Split funded: 3010- \$7,729, 7090 - \$3,517 & 7091 - \$3,754	3,754.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	499.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	4,150.00
G4A1	Title 1 Basic	Instruction	Teacher-Supp			Provide Students with Before and After School Credit Recovery Options	4,821.00
G4A1	ESSA School Imp	Instruction	Teacher-Supp			Teacher contracts for credit recovery.	4,779.00
G4A1	LCFF: EL	Instruction	Teacher-Supp			Provide Students with tutoring and credit recovery options before and after school	3,160.00
G4A2	Sup & Conc	Instruction	Nc-Equipment			: Technology to increase student learning, graduation rates and 1:1 student & laptop ratio.	32,002.00
G4A2	LCFF: EL	Instruction	Nc-Equipment			: Technology to support ELs with credit recovery and PLI	4,779.00
G4A3	ESSA School Imp	Instruction	Nc-Equipment			: Technology to increase student learning and graduation rate	10,000.00
G4A3	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitutes for Professional Learning to increase student learning, site visits and off site training.	2,940.00
G4A4	Sup & Conc	Parent Participation	Mat & Supp			Materials & Supplies needed for Parent Meetings	1,500.00

\$126,956.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$13,416.00
ESSA School Imp	3182	\$54,180.00
Sup & Conc	7090	\$47,168.00
LCFF: EL	7091	\$12,192.00
<b>Grand Total</b>		<b>\$126,956.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$62,975.00
G4 - All students will stay in school on target to graduate	\$63,981.00
<b>Grand Total</b>	<b>\$126,956.00</b>