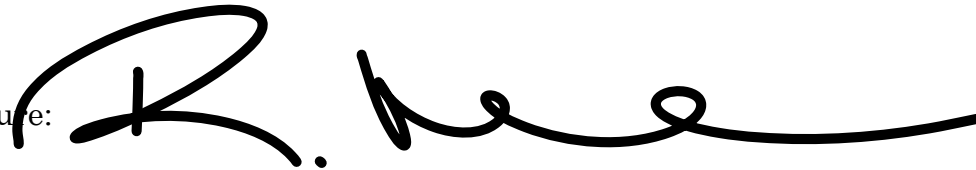


**Dewolf High**

10621661031632

Principal's Name: Rachael Maciel

Principal's Signature:

A handwritten signature in black ink, appearing to read 'R. Maciel', with a large, stylized initial 'R' and a long horizontal flourish extending to the right.

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

<b>Table of Contents</b>	
<b>Topic</b>	<b>Details</b>
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
Plan Partnership	<i>Assurances for Comprehensive Support and Improvement Schools (CSI)</i>
School Quality Review Process	<ul style="list-style-type: none"> <li>• <i>Needs Assessment: Data Analysis and identification of needs and goals</i></li> <li>• <i>Actions designed to meet needs and targeted goals</i></li> <li>• <i>Budget allocations and planned expenditures</i></li> </ul>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>

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



**School Site Council**

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Rachael Maciel	X				
2. Chairperson – Sarah Sexton		X			
3. Dorothy Aguirre – Office Manager			X		
4. Erika Salazar - Parent				X	
5. Esperanza Ruiz				X	
6. Elizabeth Garcia - Student					X
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

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

\*Note: Attempted to create ELAC with Guillermo Berumen’s help (no ELAC formed)

**Required Signatures**

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Rachael Maciel		May 8, 2020
SSC Chairperson	Sarah Sexton		May 8, 2020

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2020/21

DeWolf - 0125

**ON-SITE ALLOCATION**

3010	Title I	\$14,940 *
7090	LCFF Supplemental & Concentration	\$47,168
7091	LCFF for English Learners	\$10,668
3182	Comprehensive Support and Improvement	<u>\$59,096</u>
<b>TOTAL 2020/21 ON-SITE ALLOCATION</b>		<b>\$131,872</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	\$498
Remaining Title I funds are at the discretion of the School Site Council	<u>\$14,442</u>
Total Title I Allocation	\$14,940

Updated April 17, 2020

February 13, 2020

## 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 2020-2021 - School Plan for Student Achievement (SPSA)

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

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	8.754 %	1.667 %	2018-2019	8.667 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	7 %	1.695 %	2018-2019	8.695 %

**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)**

Currently, all students have taken the iReady assessment and we have baseline data for their math and English proficiency. We participated in the foundation assessment and the 2<sup>nd</sup> one as well. Sitting down with students 1:1 was very helpful so that we could process their results with them. Incentives were helpful— tutorial credits, off campus lunch passes. Messaging as a site that we are here to address academic deficiencies INCLUDING credits is helpful. Students working on Grade level, rigorous curriculum through Edgenuity is also helpful.

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

Currently, all students have taken the iReady assessment and we have baseline data for their math and English proficiency. We participated in the foundation assessment and the 2<sup>nd</sup> one as well. Sitting down with students 1:1 was very helpful so that we could process their results with them. Incentives were helpful— tutorial credits, off campus lunch passes. Messaging as a site that we are here to address academic deficiencies INCLUDING credits is helpful. Students working on Grade level, rigorous curriculum through Edgenuity is also helpful.

**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)**

1:1 technology for students without computers at home. We have 10" tablets, but they do not have keyboards. We are asking kids to write but they don't have keys. Hot spots for kids without internet. Confidential space for students who need SE support.

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

1:1 technology for students without computers at home. We have 10" tablets, but they do not have keyboards. We are asking kids to write but they don't have keys. Hot spots for kids without internet. Confidential space for students who need SE support.

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



Access to more technology for 1:1 usage across all students, master schedule with iReady time/goal setting/reflection built in.

**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.

New TSA position, new CTE construction teacher, Math and English teacher out on leave all year so we were forced to purchase preps, CSI status which led to “night” school and “Saturday” school for credit recovery.

**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:

Parents are involved, students are surveyed regularly by staff, parents are informed at B2SN and through School messenger and when they come and enroll.

**2** ELAC:

N/A

**3** Staff:

Staff AC/PLC time with feedback and collaboration around student achievement data and goal setting.

## Action 1

**Title:** Increase proficiency percentages on SBAC

### Action Details:

By the end of the 2020-21 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, including iReady and supplemental teacher contracts for interventions outside of the normal school day (i.e. 0 Period, Saturday School, Night School, Inter-Session, Summer School, etc). DeWolf will continue to allocate funds to support student achievement and academic literacy through technology by leveraging 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 CFA's and from iReady 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 2020- June 2021

Lead teachers: August 2020-June 2021

Teachers: August 2020-June 2021

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

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.
- 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.

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
7. Utilize the A4 program for African American students who are struggling with content and credit attainment.

Additional Instructional Services for All Students

- On-Line Credit Recovery labs (EDGENUITY, ETC.) will be offered before/after school and during Saturdays/Intersessions.
- Supplemental Teaching contracts to support Credit Recovery/tutorial 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.
- Site-based SSW led small group interventions designed to support students struggling with behavior management, anger management, grief, self efficacy, etc.
- 21st-century Online credit recovery opportunities during the instructional day such as EDGENUITY , 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 Courses and CTE Construction Courses
- CTE materials and supplies to support authentic learning and elective credit opportunities
- Student success incentives for academic literacy, credit acceleration and recovery, SBAC growth, iReady growth, completion of graduation goals, positive attendance, 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:

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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.

Specify enhanced services for low-performing student groups:

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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.

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 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.

- 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.
- 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)

- 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.

## 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, 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 5-period schedule, students will have opportunities for multiple platforms to accelerate learning through Before/After School, Saturday, Intersession, Summer, etc.

Purchase more online credit recovery licenses from Edgenuity to provide access to more online credit recovery options:

There is a plan in the Alt. Ed region to provide more PBL and PLI training to all staff so as to create more opportunities to move away from the Direct instructional model. Staff will be provided with PBL and PLI training.

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 students.

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.

**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

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 2020-June 2021

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
- iReady Assessment Data
- 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 2020 - June 2021

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

---

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 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

#### 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):

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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

#### 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. 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)

Social Media

- 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.



## 2020-2021 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	Nc-Equipment			: Technology / Equipment / Furniture	14,424.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation - No Food / No Incentives	516.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			Teacher Subs for Professional Development / Trainings / Meetings / Teacher Collaboration / Conferences	15,450.00
G1A1	ESSA-CSI	Instruction	Bks & Ref			: \$15,000.00 Edgenuity	15,000.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Fresno City College - Dual Enrollment	3,500.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin Subs	7,308.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	499.00
G1A2	ESSA-CSI	Instruction	Travel			: Professional Development / Trainings / Conferences / Meetings / Teacher Collaboration	23,500.00

**\$80,197.00**

**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	19.651 %	8.197 %	2018-2019	15.197 %

**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**

There were no clubs or sports on campus in previous years. In 2019, DeWolf joined the intramural sports league with other specialty schools. Leadership students also surveyed their peers and were able to create several clubs on campus, including FCA, BSU and 3 ESports teams.

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

**Goal 2 Participation Rate**

DeWolf does not receive athletic funding and must site fund any athletics/intramurals including transportation, referees, materials, uniforms, coaching stipends, etc.

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

**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.

Continued funding of incentives and engagements for students with respect to intramural sports, clubs, and celebrations.

**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:

Parents are involved, students are surveyed regularly by staff,

**2** ELAC:

N/A

**3** Staff:

Weekly AC/PLC meetings, staff collaboration and feedback surveys.

parents are informed at B2SN and through School messenger and when they come and enroll.

## Action 1

**Title:** Attendance and School Connectedness

### Action Details:

#### Goal Participation Rate

By the end of 2020-2021 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.

Dewolf will also implement a Student Leadership program that works to solicit student voice as activities and student engagements are enlisted. Staff will be offered extra pay contracts in order to support student clubs/organizations/intramural sports and Dewolf will site fund field trips, transportation, guest speakers, materials/supplies, uniforms, etc. for each.

**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.

##### 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

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.

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. Prodigy Referral (if applicable)
4. Flexible Scheduling (If Needed)
5. SARB (If Needed)
6. Academic Mentoring

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

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[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.

- 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
- 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

## 2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0125 DeWolf High School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	4,000.00
G2A1	Sup & Conc	Instruction	Nc-Equipment			Technology	5,000.00
G2A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation	1,501.00

**\$10,501.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
College/Career Readiness	3 %	0 %	2018-2019	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.

<p><b>1</b> 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.</p> <p><b>College/Career Readiness</b></p> <p>In 2019, the two CTE courses we had on campus were only 1 year long. We wrote for a 2nd course in each pathway so that students could access a 2 year course progression as well as certifications.</p>	<p><b>2</b> Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p><b>College/Career Readiness</b></p> <p>Currently, the construction pathway is very male heavy. The Urban innovations course is not being implemented for student interest—just as a certification check list which is not engaging to kids who are not interested in the business sector.</p>
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**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

**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.

More students enrolled in CTE courses, more certifications, more industry experience trips/job shadows, etc.

**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>Parents are involved, students are surveyed regularly by staff,</p>	<p><b>2</b> ELAC:</p> <p>N/A</p>	<p><b>3</b> Staff:</p> <p>Weekly AC/PLC meetings, staff collaboration, surveys/feedback.</p>
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parents are informed at B2SN and through School messenger and when they come and enroll.

**Action 1**

**Title:** CTE increase

Action Details:

By the end of the 2020-21 school year, DeWolf High School will increase the number of students taking CTE and Dual Enrollment 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, AC, CTE Teachers, Counselor

Timeline:

Weekly, monthly and quarterly for the 2020-21 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 (EDGENUITY, ETC.) will be offered before/after school, Saturdays/Intersessions, Summer
- 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 EDGENUITY, 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 Urban Innovations and Construction courses and
- CTE materials and supplies to support authentic learning and elective credit opportunities
- Student success incentives for academic literacy, credit acceleration and recovery, iReady growth, completion of graduation goals, positive attendance, 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 2020-2021 - 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, iReady assessments, 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. Prodigy 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
Chronic Absenteeism	55.229 %	56.452 %	2018-2019	54.452 %
Suspensions Per 100	16.32 %	11.228 %	2018-2019	10.228 %
Graduation Rate	68.938 %	56.941 %	2018-2019	68 %

**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**

We have made huge strides in increasing attendance by incorporating flexible schedules and Independent studies for students who need an alternative program. We have also worked to engage students in clubs that THEY design and intramural sports that they want to make a team for—thus encouraging them to feel like an essential part of DeWolf. We also purchased tee shirts for every student and celebrate mini milestones regularly.

**Graduation Rate**

DeWolf moved from a 5th year high school to a 10-12 high school. Our graduation took the hit from that. We are on track, however, with our CSI meetings and planning as we implemented Saturday and Night School on campus to meet 67% graduates for the 2019 school year.

**Suspensions Per 100**

Our suspension data is largely due to drug/alcohol usage on campus. We are working with Prodigy and will be finding further ways to develop our relationship and support structures with them as we support students who are making the choice to self medicate. DeWolf has not had one physical student altercation on campus during the 2019/20 school year.

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

**Chronic Absenteeism**

transportation is an issue—there is no school bus. Students that need it are provided with bus tokens to get to school. We also now have an IS teacher that can work with students who need IS vs a whole/partial day program.

**Graduation Rate**

Homeless/foster youth are at risk in this category—we ensure there are a lot of support structures in place for incoming students.

**Suspensions Per 100**

N/A—all students are at risk with this category.

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

We are specifically utilizing CSI funding to ensure we have year-round credit attainment opportunities for all students. This year, the district is funding a 2nd session of summer school and we will be site funding a 3rd session in order to increase opportunities for students to finish by August 15th.

**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.

DeWolf will have site funded 0 period, night school, Saturday sessions, inter-sessions and extra summer sessions in an effort to reach 67% graduation rate.

**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:

Parents are involved, students are surveyed regularly by staff, parents are informed at B2SN and through School messenger and when they come and enroll.

**2** ELAC:

N/A

**3** Staff:

Weekly AC/PLC meetings with staff, surveys and feedback.

### 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/After School, Saturdays, Intersession, Summer, etc to meet the academic needs of tier 1 ,2 and 3 students that are not meeting credit recovery expectations.

**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

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

**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/After School, Saturdays, Intersession, Summer, Etc.

**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.

**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.

**Owner(s):**

AC, ILT, Admin

**Timeline:**

weekly monthly and quarterly

**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. Eminence 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. We will incorporate more student-driven activities on campus, including clubs, intramural sports, campus culture activities, guest speakers, educational field trips, etc. Given our fluid enrollment, we will be ensuring that we "dipstick" quarterly with SEL survey data to ensure that we are meeting the needs of our students, messaging expectations, and building relationships, mentoring, goal setting, etc in a way that is meaningful and relevant for each student. Currently, only 45% of students replied that they have a "sense of belonging" to Dewolf (as per the Panoramad survey).

**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

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 2020-June 2021



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):

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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. PBL will support application of Math and English standards as well as Graduate Profile components like critical thinking, digital citizenship, collaboration and communication. DeWolf 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 2020-21 school year, DeWolf will improve the graduation rate from 56.0% to 68% in 2020/2021.

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, Edgenuity, GED, HSET, CHSP, direct instruction, and credit recovery options both within and outside of the normal school day 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 5 period schedule, students will have opportunities for multiple platforms to accelerate learning through before/after school, Saturday, Intersession, Summer, etc.

Dewolf will host quarterly celebrations for students who are meeting academic goals, meeting attendance goals,

Purchase more online credit recovery licenses from Edgenuity to provide access to more online credit recovery options:

There is plan in the Alt. Ed region to provide more PBL and PLI training to all staff so as to create more opportunities to move away from Direct instructional model. Staff will be provided with PBL and PLI training as needed.

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

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 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



## 2020-2021 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	ESSA-CSI	Instruction	Teacher-Supp			Supplemental Teacher Contracts Credit Recovery	5,146.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Contracts for Credit Recovery	25,859.00
G4A2	LCFF: EL	Instruction	Nc-Equipment			Technology	6,000.00
G4A4	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	4,169.00

**\$41,174.00**

## 2020-2021 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	Nc-Equipment			: Technology / Equipment / Furniture	14,424.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation - No Food / No Incentives	516.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			Teacher Subs for Professional Development / Trainings / Meetings / Teacher Collaboration / Conferences	15,450.00
G1A1	ESSA-CSI	Instruction	Bks & Ref			: \$15,000.00 Edgenuity	15,000.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Fresno City College - Dual Enrollment	3,500.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin Subs	7,308.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	499.00
G1A2	ESSA-CSI	Instruction	Travel			: Professional Development / Trainings / Conferences / Meetings / Teacher Collaboration	23,500.00
G2A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	4,000.00
G2A1	Sup & Conc	Instruction	Nc-Equipment			Technology	5,000.00
G2A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation	1,501.00
G4A1	ESSA-CSI	Instruction	Teacher-Supp			Supplemental Teacher Contracts Credit Recovery	5,146.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Contracts for Credit Recovery	25,859.00
G4A2	LCFF: EL	Instruction	Nc-Equipment			Technology	6,000.00
G4A4	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	4,169.00
<b>Total</b>							<b>\$131,872.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$14,940.00
ESSA-CSI	3182	\$59,096.00
Sup & Conc	7090	\$47,168.00
LCFF: EL	7091	\$10,668.00
<b>Grand Total</b>		<b>\$131,872.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$80,197.00
G2 - All students will engage in arts, activities, and athletics	\$10,501.00
G4 - All students will stay in school on target to graduate	\$41,174.00
<b>Grand Total</b>	
	<b>\$131,872.00</b>