

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 loop at the beginning and a horizontal line extending to the right.

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

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School Site Council (SSC)	<i>Members list</i>
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School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

Consolidated Program Assurances

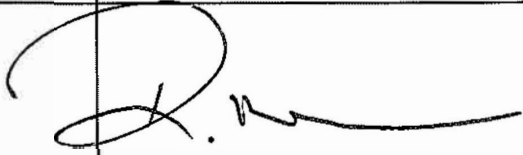

<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family 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 - Alexander Reyes					X
3. Sarah Sexton		X			
4. Carol Villalobos			X		
5. Anthony Golding					X
6. Erika Salazar				X	
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name: DeWolf High School			
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 18, 2021
SSC Chairperson	Alexander Reyes		May 19, 2021

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2021/22

DeWolf - 0125

ON-SITE ALLOCATION

3010	Title I	\$14,976 *
7090	LCFF Supplemental & Concentration	\$49,010
7091	LCFF for English Learners	\$7,200
3182	Comprehensive Support and Improvement	\$60,060
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$3,380</u>
TOTAL 2021/22 ON-SITE ALLOCATION		\$134,626

* 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	\$468
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$14,508</u>
	Total Title I Allocation	\$14,976

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/Guiding Coalition (CSI) Team, which includes applicable department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners in alignment with schools chosen focus, work in tandem with the site team as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team/Guiding Coalition (CSI) Team to complete a root cause analysis and determine areas of focus.
 - School site team works with CF Pivot /Guiding Coalition (CSI) Team to identify actions and metrics as part of the site leaders 6-8-week plan.
 - School site team and CF Pivot Team/Guiding Coalition (CSI) 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.
- ❖ Professional learning for site leaders and teachers focused on CSI identified student groups.
- ❖ Resources and/or Professional Learning provided to school sites:
 - Culturally Proficient Learning Communities, book
 - i-Ready Teacher Toolbox
 - Restorative Practices New/Refresher Course(s)

Dewolf High 2021-2022 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
4 Year Cohort Graduation Rate		70.65 %	2019-2020	71.65 %
I-Ready ELAD1 On Level		4.12 %	2020-2021	11.12 %
I-Ready Math D1 On Level		1.22 %	2020-2021	8.22 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

4 Year Cohort Graduation Rate

In 2019, the DeWolf graduation rate was 56%. For 2020, the graduation rate jumped to 70.7%—a 14.7% increase. DeWolf has been in CSI status for grad rate given the fact that in 2019, we did not meet the required 67% graduation rate metric for the state of California. DeWolf attended quarterly CSI meetings with varied stakeholders and utilized site funds to contract teachers and administration in support of extra year-round credit attainment opportunities for the 2019-20 school year including on-site night school, Saturday School, Winter Session and 3 Sessions of Summer School. We also utilized site funds to purchase Edgenuity student licenses in support of graduation requirement needs and CTE coursework.

I-Ready ELA D1 On Level

All students have taken the iReady assessment and we have baseline data for their reading proficiency. We engage students in Mentoring and Coaching discussions and reflection during 3rd period on Wednesdays. In these 20 minute sessions, students are encouraged to reflect on their current academic progress and identify any particular struggles. We also lead students through data collections that identify how many credits they have, progress in their Edg courses (% completion), iReady feedback, etc. Students are encouraged to log into iReady weekly and explore the MyPath lessons that are designed for their specific learning needs—but with students in distance learning, it is VERY difficult to enforce.

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

4 Year Cohort Graduation Rate

For 2019-20, there were only 92 students in the senior cohort group. Each subgroup must have a minimum amount of 11 students to count in the data. 3 subgroups were represented at DeWolf in the graduation data—Socio-economically disadvantaged, EL, and Hispanic. Our overall graduation rate was 70.7%, with EL students making up 68.8%, SED making up 69% and Hispanics making up 71.6%. There is not disproportionality represented in this metric given that all subgroups are all within 1% of the overall graduation rate.

I-Ready ELA D1 On Level

Currently, 85.5% of our students are performing below grade level, 10% are 1 grade level behind, and 4% are performing on grade level. African American, Native American and students with 2 or more races are disproportionately represented as these are the only sub groups that do not have ANY students reading on grade level. Foster Youth, SPED, Female and EL students are also disproportionately represented in below grade level reading proficiencies.

Overall, Reading Comprehension is the largest area of need school wide, as about 90% of all grade levels are 2 or more grade levels below. Comprehension of Informational Text is where students struggle the most.

I-Ready Math D1 On Level

All students have taken the iReady assessment and we have baseline data for their reading proficiency. We engage students in Mentoring and Coaching discussions and reflection during 3rd period on Wednesdays. In these 20 minute sessions, students are encouraged to reflect on their current academic progress and identify any particular struggles. We also lead students through data collections that identify how many credits they have, progress in their Edg courses (% completion), iReady feedback, etc. Students are encouraged to log into iReady weekly and explore the MyPath lessons that are designed for their specific learning needs—but with students in distance learning, it is VERY difficult to enforce.

Vocabulary is our next highest area of need with 72% of our students performing in the red tier.

I-Ready Math D1 On Level

96.7% of the students at DeWolf are scoring 2 or more grade levels deficient in Math. A deeper dive into the diagnostic shows that the 2 most concerning areas where 96% of the students are struggling are Geometry and Algebraic Thinking. Number and Operations and Measurement show 50% of our students are on grade level while 50% are 2 or more grade levels behind. We know that the majority of the students we serve have all failed English and Algebra in their freshman year. Most of them still haven't passed Algebra by the time they enroll with us as a junior—and that is likely why the iReady data looks as it does—because students still have not tackled grade level math coursework in their 3rd year of high school.

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

When side by side comparisons are presented for D1 from last year and D1 this year, there is not much significant change in the data—except for the fact that we tested 170 students THIS year compared to only 99 last year. This year, incentivized students with school spirit gear if they completed both iReady assessments as requested and that seemed to be a good motivator. The biggest problem we have run into is that we cannot get students to log in and do the "My Path" lessons that will help them recover knowledge missed—especially in the distance learning format. We would like to continue with incentive programs and awards for students who move grade levels in iReady AND for those who perform at grade level during diagnostic windows.

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

Every year, we are impacted in English—students come to us still needing freshman level courses completed as Juniors in high school. Given our high English need, we are shifting staffing and hiring another Single Subject English teacher. We will also be continuing our work with PLI and blended learning opportunities with Edgenuity—mini lessons designed to support the online instruction. Site-wide, we will be using PLC time to plan for Project Based Learning as well as site wide reading comprehension strategies that will support all students in all courses, but in particular our SPED and EL students. We would also like to work with FUSD 4A services for our African American students who are struggling. We will continue to work with our site based Social Worker and our Project Access Social Worker as we support our Foster Youth as well. Continued funding of year-round credit attainment opportunities for students (including site-based Night School, Saturday School, 4 Sessions of Summer School, Winter Session and Spring Session) will support credit recovery for students so that they can engage in grade level academics. iReady diagnostic information will also be included in our Coaching and Mentoring time during 3rd period so that students can reflect on their own deficiencies and set goals to close the learning gaps.

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:

On March 4th, 2021, I shared the new district goals and the new format of the SPSA with the School Site Council. SSC approved of the SBAC proficiency goals and the idea of sitewide Math/English focus standards throughout the year as an extra layer of support. SSC was also in full support of year-round credit attainment

2 ELAC:

ELAC is combined with SSC.

3 Staff:

On March 3rd, 2021, DeWolf utilized staff PLC time to learn about the new district goals and the format of the SPSA. All staff felt a strong need to stop using iReady for an assessment tool and instead create common lessons/assessments that would support site identified Math/English goals (based on the biggest deficiencies).

opportunities as well as PLI focused work.

Staff also agreed that we needed to continue with year round credit attainment opportunities and mini lessons incorporated into Edg courses.

Action 1

Title: SBAC Proficiency

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 continued improvement in the Graduation rate, DeWolf must to continue to expand credit attainment platforms to meet students where they are academically. This may include but not limited to: Self-Funded EDGENUITY, E-dynamics curriculum, GVC traditional instruction, and any traditional/non-traditional opportunities. To do this, DeWolf will continue to support and fund participation in Personalized Learning Instruction (PLI) in an effort to seamlessly blend online and traditional educational models. Teachers will be provided with PLI training and support, including sub release time to walk peer classrooms, teacher planning time to collaborate with site and district aligned peers, and technology/materials supplies to support PLI initiatives. Additionally, budget allocations will be used to support opportunities to provide access for all students including:

1. Additional Online learning opportunities including CTE courses
2. Dual Enrollment Fresno City College course(s)
3. Bus tokens for transportation including night school, winter session, summer school, Saturday School, etc.
4. Professional Development to improve instructional practices designed to improve academic literacy, mathematical practices and graduation opportunities for all students.
5. Provide extra pay contracts for teachers to provide support beyond class time to help students increase their ELA and Math skills.
6. Advanced Placement English Literature opportunities
7. Geometry in Construction course, materials and support for students/staff as we team teach Geometry concepts in a Construction model.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Student scores will be reviewed quarterly on CFAs and 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
Counselor
Teachers

Timeline:

August 2021- June 2022

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 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. CTE Course offerings
10. Dual Enrollment College Courses

Additional Instructional Services for ALL students:

- Credit Attainment opportunities (EDGENUITY, ETC.) will be offered before/after school, Saturdays, Intersessions, Summer
- Supplemental Teaching contracts to support DeWolf Credit attainment need during before/after school, Saturdays, Intersessions, Summer
- Supplemental planning contracts to support WASC, Teacher planning, and parent engagement.
- Supplemental planning and teaching contracts to support student engagement activities.
- Budget line allocation to support substitute teachers for WASC Visiting Committee Members, Planning, Professional Learning 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
- Site-based incentives for earning honor roll, merit list, and principals honor roll.
- Site-based incentives for students earning on-track for graduation status.
- Guaranteed and Viable curriculum to support academic literacy and student success
- 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, 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
- Partnering with Stakeholders (site, community, district level) to conduct 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

Specify enhanced services for EL students:

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

EL students will be given the same opportunity to take Edgenuity 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 CFA's and other assessments to determine student learning.

Specify enhanced services for low-performing student groups:

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.
- 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.

Action 2

Title: Graduation Rate

Action Details:

By the end of the 2021-22 school year, DeWolf will improve the graduation rate from 70.7% to 71.7%

DeWolf High School will provide multiple platforms to increase opportunities for students to meet credit attainment needs for graduation requirements. These opportunities will include platforms including on-line learning/curriculum, Edgenuity site licenses, GED, HSET, CHSP, direct instruction to be offered both within and outside of the normal school day in order to provide accelerated learning opportunities to attain credits and support all students in their graduation goals. In order to fill credit gaps and needs in student transcripts, students will have opportunities for multiple platforms to accelerate learning through site funded before/after school credit recovery periods, Saturday School, Intersession(s) during non-school days, 4 sessions of Summer School, etc.

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

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

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

Continue purchasing technology that will enhance instruction and support student learning needs. (Large classroom monitors/TVs, staff laptops, staff/student headsets, student laptops and computers, wireless mouses and keyboards, virtual reality headsets, etc)

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, quarter and at the end of each semester to evaluate the progress of students.

DeWolf has a 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.

DeWolf will utilize 3rd period for weekly Mentoring and Coaching. Students will engage in SEL curriculum, self reflection and goal setting as they work with teachers to monitor their own progress toward graduation.

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> 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
- Teachers
- Social Worker
- Project Access Social Worker
- SPED ISGI

Quarterly Monitoring

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 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 Viable 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

Specify enhanced services for low-performing student groups:

- CSI Support Allocations targeted towards Graduation Rate:

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

- 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. PLC's determine additional support needed to support student success
3. Academic Goal Setting Conferences
4. Khan Academy Tutorials
5. Academic Mentoring
6. School to home communication

Tier 3 Instructional Services

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

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0125 DeWolf High School (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology needs for Students and Staff	5,004.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: Technology	14,508.00
G1A2	ESSA-CSI	Instruction	Teacher-Subs			Teacher Subs for PL / Regional and District Meetings / Planning - No IEPs	3,485.00
G1A2	ESSA-CSI	Instruction	Teacher-Supp			Teacher contracts for Credit Recovery Options - No IEPs	15,076.00
G1A2	ESSA-CSI	Instruction	Teacher-Supp			Teacher Supplemental Contracts Night School / Saturday School / Additional Credit Recovery Options - No IEPs	5,058.00
G1A2	ESSA-CSI	Instruction	Bks & Ref			Edgenuity \$15,000.00	15,000.00
G1A2	ESSA-CSI	Instruction	Bks & Ref			Books and References	3,500.00
G1A2	ESSA-CSI	Instruction	Nc-Equipment			Technology / Equipment	12,675.00
G1A2	ESSA-CSI	Instruction	Travel			Professional Learning for Teachers, Admin and any Classified Staff	5,266.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies for Students and Staff to ensure they have the tools needed to complete assignments	4,076.00
G1A2	Sup & Conc	Parent Participation	Direct-Graph			: Direct Maintenance to fix student and teacher technology and other needs to keep campus and classrooms working properly so our students can be successful	4,000.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			Technology for Student Learning	2,119.00

\$89,767.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
College/Career Readiness		4.35 %	2019-2020	7.35 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

College/Career Readiness

Currently, only 4.35% of the DeWolf students are considered "prepared" for college and career post high school. There are many factors that go into this data point—AP/dual enrollment courses taken and passed, pathway completion, industry experience and certifications, Seal of biliteracy, SBAC proficiency, A-G completion, pre-apprenticeship, etc. Most students are only enrolled with Dewolf for 2 years or less. However, DeWolf is committed to providing more students with opportunities (both on campus and off) that will lead them to being "prepared" when they graduate from high school, including the following:

CTE: In previous years, the Construction program and the Urban Innovations program have been very narrow in scope and have not provided students who complete the first year with a successive course. For the 2020-21 school year, DeWolf admin and the CTE teachers partnered with the CTE office to write and submit advanced courses.

Construction Technology (2 year program)—Students are now able to enroll in an "Interior Construction" course as they are introduced to industry concepts, skills and terms—including an OSHA certification and then matriculate to an "Exterior Construction" course where they hone in their skills, design/build larger scaled projects and earn an MC3 Apprenticeship Certification (this particular certification generally takes 1 year AFTER high school but DeWolf students earn it while enrolled in high school) and a Solar Installation Certification.

Urban Innovations (2 year program)—Students are now able to enroll in an Urban Innovations I course where they learn introductory technology skills, intro to business concepts, career exploration with 8 different industry sectors represented and a certification in OSHA. For the second year, students enroll in Urban Innovations II where they do a deeper dive on their career aspirations, earn another certification in food handling, and engage in a financial literacy course as well as social media and marketing for "individual re-branding" purposes.

Advanced Placement: DeWolf hired a new English teacher for the 2021-22 school year who has over a decade of experience with teaching AP Literature and AP Language. For the 2021-22 school year, we would like to offer an AP English course to our students (as well as support our partner alt ed high schools who

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

College/Career Readiness

CTE: Unfortunately, industry trips and live experiences were not able to happen this year. Construction students largely missed out on opportunities to engage in hands-on learning and skills. Both programs did offer virtual guest speakers from the industry to their students and the Construction students were able to do a virtual field trip with Sierra Forest, a lumber plant in Porterville.

Dual Enrollment: This year, DeWolf experienced a decline in Dual Enrollment numbers as well as a decline in completions. We believe that the school closures is largely to blame for these data points as students were struggling with learning college "mindsets" while at home vs. on campus with teacher mentors and coaches.

Job Development: During the 2019-2020 school year the job developer provided classroom presentations around resume writing and work permits. During the 2020-2021 school year, the job developer was able to do a few virtual classroom presentations, but not as many as when students were physically at school. COVID school closures prevented in-person college field trips and in-person guest speakers. This year, DeWolf scheduled only 2 virtual guest speakers.

Advanced Placement: Currently, there are no AP courses are offered to DeWolf High students.

Student-centered real world learning experience - Site Defined

Unfortunately, with COVID school closures, students at DeWolf did not get to engage in Project Based Learning this year.

have students interested in enrolling in an offsite AP English course). DeWolf is also looking to partner with JE Young and Cambridge as they launch a new IT Pathway—wherein AP Computer Science may be offered. DeWolf students could enroll in an off-site section of the IT course offered. During the 2021-22 school year, it will be the first time that DeWolf students have had the opportunity to engage in Advanced Placement courses.

Dual Enrollment: DeWolf provides students with Dual Enrollment learning opportunities by partnering with JE Young. D.E. allows students to enroll in courses at Fresno City College while completing high school graduation requirements. Students have two options for D.E: (1) is a Business Technology (BT) certificate program comprised of three business technology courses—two courses in Microsoft Word and a third course in 21 Century Workforce Skills. (2) is an Advance to College (ATC) focus comprised of three courses—two counseling courses are College & Life Management and Career Planning and Development, and the third course is Introduction to Online Learning at the college level. Upon completion of these courses, students earn college unit(s) and high school elective credits for graduation.

Partnering with JE Young and Fresno City College's Business Education and Counseling departments, DeWolf has worked to increase student enrollment, number of courses taken, course completion percentages, and college units/high school credits earned. For the 2019-20 school year, 18 students enrolled in the ATC Dual Enrollment course and all 18 completed (100%). For the 2020-21 school year, 16 students enrolled in the ATC course and 12 completed (75%). DeWolf offered the BT program for the first time this year. 2020-21 data indicates that 2 students enrolled, but they did not complete the course (0%). The success and effectiveness of the dual enrollment program can be attributed to the continued implementation of a dual enrollment coordinator/liaison who works directly with Fresno City College and DeWolf students/staff to oversee recruitment, matriculation process and paperwork submission. The coordinator also serves in a mentor role, working directly with the BT instructor and the students to monitor and support student achievement and completion of courses. In addition, the dual enrollment coordinator is the college instructor for the two college counseling courses allowing for the monitoring of ATC students to support student achievement and completion of courses.

Job Development: DeWolf shares a job developer with JE Young. The job developer provides services such as resume writing, how to apply for a job, work permit approvals, virtual and in-person college field trips as well scheduling guest speakers related to careers. Students are able to participate in career fairs as well as job shadowing opportunities.

MC3 Certification: Students enrolled in the DeWolf Construction Program now have the opportunity to earn their MC3 Apprenticeship certification. All seniors who are enrolled in the Advanced Construction course will be expected to and supported as they engage in and earn this certification.

Student-centered real world learning experience - Site Defined

DeWolf's PBL projects in the 2019-20 school year included 100% of the student body. In the fall semester, students took an introspective approach to self perception and awareness. Each student researched their heritage and then created a product that showcased their individuality and worth. There was not, however, a public presentation of the information. In the spring, students learned about Financial Literacy by researching local costs for housing, food, healthcare, daycare, transportation, etc. The Educational Employees Credit Union also came to campus and engaged all of the students in an active project where students selected a career, discovered the income and then had to visit booths as they built their imaginary lives (do they want to get married, have children, what kind of house do they want to live in, what kind of car do they want to drive, what kind of clothes will they wear, what kind of food, vacation plans, etc). Students then had to financially balance their lives with the choices they made—which meant sacrifice and compromise many times. Students then presented their imaginary lives to others and shared what their thoughts/struggles were....what they

were looking forward to and what they need to do in order to achieve the life they envision for themselves. Many students learned valuable lessons as they came to understand the true meaning of "adulting."

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

CTE: Distance learning negatively impacted both of our CTE programs as the students missed out on hands-on learning as well as interpersonal relationships with teachers and industry mentors/experiences.

Dual Enrollment: Distance Learning, beginning in March 2020, adversely affected the dual enrollment recruitment process. Recruiting was delayed until summer 2020 and was conducted virtually—which resulted in decreased ability for student outreach and decreased enrollment numbers for the Fall 2020 semester. Also, the move to 100% online courses affected success as college courses. In the past, we offered a traditional face to face setting: BT students (3 sessions/week, 4.5 hours) and ATC students (2 sessions/week, 3 hours). Additionally, one instructor used to teach all three BT courses. However, during the Spring 2021 semester, three separate instructors are teaching the BT courses. It is anticipated that there will be a reduced rate in all areas being measured, resulting from the key factors identified above.

Job Development: Prior to 2020-2021 school year, there were more opportunities for students to participate in job related activities such as career fairs, in-person resume writing with the job developer and attend guest speaker presentations as well as in-person job shadowing opportunities. However, due to the 2020-2021 COVID school closure, few virtual classroom presentations and no in-person meetings took place. Students did reach out when they needed to get a work permit or needed virtual support writing their resume.

Real-World Learning: Prior to 2020-21 school year, DeWolf partnered with Michael Niehoff on Project Based Learning. Our intention for the 2022-22 school year was to continue our PBL partnership with Mr. Niehoff, however, due to school closures, we were not able to organize or plan any PBL opportunities for students.

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

CTE: We will begin recruiting for and messaging the goals/outcomes of each CTE program much earlier in the semester to juniors enrolled at DeWolf. We are also in the process of creating an recruiting booklet that highlights the key components of CTE opportunities—both on and off campus (ie. Duncan, partner alt ed sites, etc). A focus on certifications (a minimum of 1 per year per student) will also be prevalent in instructional planning.

Advanced Placement: DeWolf will offer at minimum 1 AP English section during the school day for the 2021-22 school year.

Dual Enrollment: In direct response to the key factors that affected student achievement and success in the dual enrollment programs, the following will be re-instituted and/or implemented for the Fall 2021-22 school year to increase both program enrollment as well as outcome data in course completion and college unit/high school elective credit attainment.

- Dual enrollment recruitment will begin during the 4 quarter of the 2020-21 school year via counselor generated lists, teacher recommendations, virtual announcements, informational videos, and in-person meetings with students and families.
- One BT instructor will teach all three BT courses.
- The BT instructor and high school support mentor will improve and expand on existing process/agreements/relationship for full support of student achievement.
- While college courses will remain online for at least the fall 2021 semester, students will attend in person, with instructor/and or mentor, multiple class periods per week as demonstrated in the 2021-22 master schedule.
- Dual Enrollment Program process/stages will be reviewed quarterly for effectiveness.
- DeWolf will continue to partner with JE Young who in turn will communicate directly with the Dual Enrollment Business Education and Counseling departments to build upon existing program and strengthen the college and high school relationship.

Job Development: In addition to CTE, the job developer will be able to schedule more in-person, job-related activities for students to participate in. The number of classroom presentations related to CTE events and programs as well as job-related presentations will be a focus for 2021-2022 school year.

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

1 SSC:

On March 4th, 2021, the SSC made the recommendation to have student participate in more field trips--both CTE and college and career ready.

2 ELAC:

ELAC is combined with SSC.

3 Staff:

On March 3rd, 2022, teachers made the recommendation that more guest speakers be calendared for DeWolf student. Teachers also stated the need for the job developer to be more present and hands on with students and presentations. Teachers also mentioned that they would like to keep PBL as part of the yearly community activities for students.

Action 1

Title: Career Technical Education and Dual Enrollment Opportunities

[Action Details:](#)

By the end of the 2021-22 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. Upon enrollment and during pre-registration at DeWolf, students will have the opportunity to learn about the CTE programs offered at DeWolf and at Alternative partner sites that they may want to take advantage of. Students will be able to engage in simultaneous, off-site programs and will receive transportation (if needed) to alternative partner sites. By expanding CTE experiences for every student based on College and Career competencies, DeWolf High School students will have baseline skills, industry experiences and transferrable certifications supporting entry level positions employment and career goals.

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
Classroom walk through data
ATLAS attendance reports ATLAS Variable Credit Tool

Owner(s):

Principal
Counselor
Social Worker
ILT
CTE Teachers

Timeline:

Weekly, monthly and quarterly for the 2021-22 school year.

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

Student Centered and Real-World Learning: The job developer will provide opportunities for students to engage in job shadowing days, on campus career days, support with filling out job applications and completing resumes, and issuing work permits. The job developer will create both a physical job board as well as a virtual job board updating it with new job postings. Students will also have the opportunity to explore careers on Xello with the assistance of the job developer. In addition, military presentations will be scheduled so that students have an opportunity to learn more about the different military units, and will have the opportunity to take the ASVAB test. The work experience coordinator will work with students and their employers making sure students meet the work place competencies, as well as go to the job sites where students are employed to meet with the employer and observe the student.

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. CTE Course offerings
10. Dual Enrollment College Courses

Additional Instructional Services for ALL students:

- Credit Attainment opportunities (EDGEUNITY, ETC.) will be offered before/after school, Saturdays, Intersessions, Summer
- Supplemental Teaching contracts to support DeWolf Credit attainment need during before/after school, Saturdays, Intersessions, Summer
- Supplemental planning contracts to support WASC, Teacher planning, and parent engagement.
- Supplemental planning and teaching contracts to support student engagement activities.
- Budget line allocation to support substitute teachers for WASC Visiting Committee Members, Planning, Professional Learning 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
- Site-based incentives for earning honor roll, merit list, and principals honor roll.
- Site-based incentives for students earning on-track for graduation status.
- Guaranteed and Vable curriculum to support academic literacy and student success
- 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, 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
- Partnering with Stakeholders (site, community, district level) to conduct 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

Specify enhanced services for EL students:

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 and redesignation.

Specify enhanced services for low-performing student groups:

Tier 2 Instructional Services

1. One on One Student Success Plan Meeting
2. PLC'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/Project Access Social Worker referral
3. Prodigy Program Referral (if applicable)
4. Flexible Scheduling (If Needed)

5. SARB (If Needed)

6. Academic Mentoring

Action 2

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.

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

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

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:

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

Owner(s):

Admin, ILT, Ac

Timeline:

weekly, monthly and quarterly

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

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

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.

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

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0125 DeWolf High School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Bks & Ref			Dual Enrollment Books and References / AP Exams	10,468.00

\$10,468.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		25.77 %	2020-2021	23.77 %
Suspensions students with 1 or more		0 %	2020-2021	0 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

DeWolf serves Fresno Unified Students from all over the district. Our students predominately come from Hoover, Bullard and Fresno High—but there are times we pick up students from other sites. The district does not provide bus transportation to these students—all must either have an adult drive them, drive themselves, walk or take the city bus—for which DeWolf pays for and provides free bus tokens. Given the distance that some students must cover leads to higher levels of truancy. During the pandemic, we actually noticed that our chronic absenteeism and our severely chronic absenteeism DECREASED. We believe that is due to the fact that students could log onto their classes from home without traveling across town.

Suspensions students with 1 or more

With COVID school closures, we did not experience any discipline suspensions for education code offenses for the 2020-21 school year. However, during the 2019-20 school year we doubled the number of suspensions for drug related offenses (DeWolf went from 12 incidents in 2018-19 to 23 incidents in 2019-20). Drug offenses are the largest area of concern with respect to suspensions at DeWolf. (40% of all suspensions)

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

Chronic Absenteeism

The two most disparate subgroups for severely chronic absenteeism are our African American and White subgroups. They are each in the 33rd and 30th percentile (respectively) for missing school.

Suspensions students with 1 or more

The Power BI data does not indicate that there are any disparate subgroups with higher percentages of suspensions. Of noteworthy status is the fact that California Education Code C was the largest offense on campus during the 2019-20 school year—making up 40% of the suspensions at DeWolf (double the previous year). We know that students come to us from their comprehensive sites with existing trauma and hardships that we must help them work through. Many have habits of self-medication—which is where the marijuana usage comes into play. DeWolf has a partnership with Prodigy and a system of referral for student who are either actively using or who have a history of family abuse. Our site Social worker also works closely with students. Confidential space is non-existent at DeWolf and we

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

Due to school closures, students did not have to physically attend school everyday. They simply had to log into TEAMS and then they were marked present.

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

DeWolf will be working with families and students in order to get all students re-engaged to the daily in person instructional model. Currently only 30% of our students chose to return to school in the hybrid model. DeWolf will also be sharing the services of a CWA so that more home visits can be made in an attempt to connect with families who are not engaged in daily instruction. DeWolf will also be working with families to provide flexible scheduling based on student needs. We know that in the pandemic, many students acquired jobs. We will need to find an instructional schedule that works with their employment schedule. In some cases that could be a half day schedule...in others that could be Independent Studies. Additional Night and Saturday classes will also help us to meet the needs of our students.

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

1 SSC:

On March 4th, SSC had no feedback for this goal--only to say that they feel DeWolf is a safer school than the one they came from.

2 ELAC:

ELAC is combined with SSC.

3 Staff:

On March 3rd, staff asked for more support in calling home/home visits for chronically absent students. I informed them that we wrote for a grant and within that grant was a fully funded CWA for Cambridge and DeWolf to share. We found out last week that we did NOT get the grant and will therefore have to seek other ways to fund home visit attendance support.

Staff also asked for more games and activities with students. They also suggested that every teacher should have to support a club or coach an intramural sport.

Action 1

Title: Attendance

[Action Details:](#)

Goal Participation Rate

By the end of 2021-2022 school year, DeWolf will decrease the chronic absenteeism rate from 25.77% to 23%. This goal will be accomplished by implement strategic interventions to engage and support all students to attend school daily. DeWolf will engage students in weekly Mentoring and Coaching during period 3. Students will work through SEL curriculum that encourages them to self reflect on their own patterns of behavior, work habits and emotional resilience. 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 feel cared about by staff members through regular recognition of moments of success, individual student conferences/chats, support provider referrals and improving opportunities for parents to be involved with their student's education.

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

Explain the Progress Monitoring and data used for this Action

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

Data from the following assessments and reports will be 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
- Extra Curricular/Club/Sports participation numbers
- Power BI Misbehavior/Suspension data
- Prodigy support numbers

Owner(s):

Principal
Counselor
Attendance Office Assist.
Teachers
Social Worker
Project Access Social Worker
Child Welfare Associate
Nurse
Prodigy (if needed)
SPED ISGI

Timeline:

August 2021-June 2022 /9Weekly, monthly and quarterly)

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 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. CTE Course offerings
10. Dual Enrollment College Courses

Additional Instructional Services for ALL students:

- Credit Attainment opportunities (EDGENUITY, ETC.) will be offered before/after school, Saturdays, Intersessions, Summer
- Supplemental Teaching contracts to support DeWolf Credit attainment need during before/after school, Saturdays, Intersessions, Summer
- Supplemental planning contracts to support WASC, Teacher planning, and parent engagement.
- Supplemental planning and teaching contracts to support student engagement activities.
- Budget line allocation to support substitute teachers for WASC Visiting Committee Members, Planning, Professional Learning 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

- Site-based incentives for earning honor roll, merit list, and principals honor roll.
- Site-based incentives for students earning on-track for graduation status.
- Guaranteed and Viable curriculum to support academic literacy and student success
- 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, 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
- Partnering with Stakeholders (site, community, district level) to conduct 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

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

CSI Support Allocations targeted towards graduation rate"

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

Tier 2 Instructional Services

1. One on One Student Success Plan Meeting

- 2, AC's determine additional support needed to support student success
- 3. Academic Goal Setting Conference
- 4. Khan Academy Tutorials
- 5. Academic Mentoring
- 6. School to home communication

Tier 3 Instructional Services

- 1. Parent conferences
- 2. School Social worker/Project Access Social Worker referral
- 3. Prodigy Referral (if applicable)
- 4. Flexible Scheduling (If Needed)
- 5. SARB (If Needed)
- 6. Academic Mentoring
- 7. Home visit by Child Welfare Associate

Action 2

Title: Campus Culture and Student Engagement

[Action Details:](#)

By the end of the 2021-22 school year, 100% of the DeWolf student population will have either engaged in a club, intramural sport, e-sport, class related or lunchtime activity. DeWolf will create a culture that celebrates diversity by showcasing our ever changing student population and their interests/creativity. Students will be provided the opportunity to represent DeWolf and give back to their community through CTE courses, clubs, project based learning, student leadership events/drives, etc. DeWolf will serve as the hub for students to grow and launch themselves into their individual futures by both learning more about themselves and their peers so that they can graduate and building a stronger community. There will also be increased attention and focus on grade level celebrations. Students that come to DeWolf are largely not on track to graduate. As students meet and achieve milestones in their graduation journey, DeWolf will celebrate and recognize those moments with students, families, and the community. Milestones include academic achievements and awards, accelerated credit attainment/Project 60, increased attendance awards, senior events and activities, (grad night, senior memorabilia, graduation events, etc), rough-cut transitions, etc. DeWolf will also provide students with the opportunities, materials and supplies to participate in student generated clubs and specialty intramural leagues, including ESports.

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

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

- Number of students receiving quarterly awards
- Number of students who transition on grad tracker to be "on track" to graduate
- Student engagement data (including guest speakers/mentors and field trips)
- Weekly campus activities
- Class sponsored activities (junior/senior)
- Student generated clubs
- Specialty Schools Intramural Sports participation (uniforms, materials, referees, facilities, trophies)
- Leadership course enrollment
- School Spirit Gear
- School Website traffic data
- School App (for push notifications)
- Social Media
- Senior activities and events attendance

Owner(s):

- Principal
- Counselor
- Campus Culture Director
- Teachers

Timeline:

August 2021 to June 2022

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

- DeWolf will provide leadership curriculum as well as Mentoring and Coaching curriculum for students. Site will fund guest speakers and mentors to support SEL development and transitions.
- DeWolf will also ensure that students have access to the appropriate technology (hardware, software and accessories) in order to ensure that all students can meet the milestones they goalset for themselves.
- DeWolf will fund materials and supplies for campus events/activities, incentives, celebrations, guest speakers, mentor/coaches, uniforms, school spirit gear, transportation and entrance costs.
- DeWolf will attend the annual CADA conference. Participants will vary each year and will include at least one administrator, Culture and Climate Director and other staff member(s) who have not attended previously.

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.
6. Technology and other materials such as tablets, laptops, etc. to support on-line credit recovery, SBAC testing and re-designation.

Specify enhanced services for low-performing student groups:

DeWolf will be implementing a series of student voice surveys to discern student interests. As a staff, we will work together to find ways of supporting each and every sub group/race/gender/interest on campus. We will recruit students verbally, through social media, and through exposure campaigns on campus. We will also schedule quarterly parent/student meetings for any student who is not meeting minimum credit attainment progress (15 credits/quarter) and/or is considered not on track to graduate. Special support and check in meetings will be scheduled annually (at minimum) for SPED, foster/homeless, 504 students and students who qualify for the AB 2306 waiver.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0125 DeWolf High School (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	LCFF: EL	Parent Participation	Direct-Graph			Direct Graphics to be sent to families. Flyers/pamphlets/graduation booklets	2,000.00
G3A1	One-Time School	Instruction	Mat & Supp			: Materials and Supplies	3,380.00

\$5,380.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Survey– Overall Positive in Belonging Domain		86.61 %	2019-2020	86.61 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

There are 21 employees at DeWolf (both certificated and classified) and 15 staff members took the belonging survey this year (71%). Several staff members are only on campus a couple days of the week since we share them with other sites. It is a very difficult struggle to find a space for all of the support providers, teachers and staff on campus given our small square footage. One goal we have is to increase the amount of confidential space on campus so that support providers can provide the appropriate level of privacy as they interact with our neediest students.

The data is not reported above, but for the spring 2021 Climate and Culture survey, 95% of the staff feel a sense of belonging. We feel that this increase is due to many factors—extra pay contracts for summer/night school so that teachers can assist their own students who want to excel in credit attainment, weekly lunchtime activities, quarterly academic celebrations with staff and students to acknowledge academic success, financial support of technology needs in the classroom specific to teacher innovations and ideas, increased communication regarding student needs, instruction and learning, etc.

As DeWolf works to fill vacancies with personnel who reflect our diverse student population AND provide compensation for professional learning that will leave our staff feeling more prepared and knowledgeable to support the students in the district who need us most, we fully expect this metric to continue to rise and hit 100%.

Staff Survey – Overall Positive in Belonging Domain

DeWolf will continue to seek out professionals for site vacancies who reflect our diverse student population. DeWolf will also continue to seek out professional learning opportunities for staff that aligns with our student population needs to that they are better equipped to support the students we serve. This includes but is not limited to: Equity and Inclusion Training, Cultural Responsive Training, PLI/Blended Learning Instructional Practices training, Technology and Professional learning Seminars, etc.

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

Staff Goal - Site Defined

DeWolf has:

SPED—4.9% SPED

Foster/Homeless—1.2%

EL—15.9%

Socio-Economically Disadvantaged—95.7%

In order for the DeWolf staff to feel competent serving our sub group populations, they must receive training, professional learning, and materials/supplies in order to support these students and their specific needs.

Staff Survey – Overall Positive in Belonging Domain

DeWolf will continue to engage students, staff and families in activities and events that strengthens relationships and serves to support academic progress.

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

Due to COVID school closures, many of our professional learning conferences were cancelled. As a site, we attended virtual conferences where we could but we were limited with site processing and planning since school sites were closed and we could not be together in space to collaborate.

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

DeWolf will continue to seek out professional learning that is relevant to our site needs and our student population. We will also have a new Campus Culture Director for the 2021-22 school year who has extensive experience with leadership and class sponsor activities—which will lend itself to more activities within the day (staff/staff, student/student, student/staff) leading to better relationships and an overall sense of belonging on campus.

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:

On March 4th, SSC's only feedback was to try and not have long term subs anymore. Last year, our Math and English teachers were out all year for medical reasons. I explained that we did our best to get aspiring teachers in the appropriate subject matter, but it was still a struggle.

2 ELAC:

ELAC is combined with SSC.

3 Staff:

On March 3rd, staff said that they were appreciative of all the PL options they were provided this year and that they liked the menu to choose from. Not everyone has the same needs and they want to continue with that format. Staff also mentioned the idea of getting parents on TEAMS for quicker chats.

Action 1

Title: Staff Recruitment and Retention

Action Details:

DeWolf will continue to recruit staffing that not only reflects our student's diverse demographics, but also supports their varied interests and needs. Having the right people on campus supporting the kids who need us most will support our goals of building a culture of ongoing professional learning, a strong sense of community and pride and a clear/concise mission and vision that supports our daily work. The teacher/staff work load for alternative education has always been a little more demanding given the sense of urgency to help students get on track to graduate paired with the need to slow-down and unpack student emotional and personal barriers that attributed to the current situation. In order to support this our staff and minimize teacher burnout, we must make time to continually hone our craft through professional learning that will support our student needs—be it academic and/or social-emotional. DeWolf will continue to partner with peer alternative education schools in virtual and in-person learning opportunities—this includes teacher pull-out/planning days and professional learning conferences. DeWolf will also strive to continue to find ways to positively engage the entire school community as we build relationships with each other AND with students.

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

Explain the Progress Monitoring and data used for this Action

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

Attendance at PL trainings/conferences
Site led PL (open to our staff AND district peers)
Student/staff engagement activities and data (staff member name attached to each event)
Culture and Climate Survey (sense of belonging)
Number of club sponsors
HR data--sick days, length of time at DeWolf, employees promoted, etc
Number of staff supporting Saturday, Night School, Winter Session, Summer School
Number of staff supporting site needs (ILT, CCT, SSC, PLI, coaches/club sponsors)

Owner(s):

Principal
Counselor
Campus Culture Director
Certificated/Classified Staff

Timeline:

August 2021-June 2022

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

Professional learning opportunities offered on campus and off (registration, sub day, travel, etc) including but not limited to: Personalized Learning Instruction, Distance Learning, PLC at Work, Culture and Climate, Gender Equity and Inclusion, SPED, Technology, Social Emotional/Trauma Informed, Substance abuse, EL, CSI, etc including staff identified that may not be listed prior.

Pull out planning periods/days for both academic and student engagement needs.

Books/manuals/software/training software/hardware/technology accessories

Specify Professional Development or Staff Services to support EL students:

Targeted Monthly EL trainings
PLC data discussions around EL learners
Common Assessment data aligned to targeted SBAC sitewide goals in literacy and math
ELD standards infused into all courses
Staff access to a translator for phone calls home
Google translator services

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

Targeted SEL trainings
Book Studies, professional readings, discussions regarding underperforming student populations
ILT meetings
PLC data and collaboration
SST/504/AB/SPED meetings (at minimum annually)
CCT meetings and collaboration for site wide tier 1, 2, and 3 interventions and supports
Before/After school tutorial
4A tutorial and support
Prodigy support (if needed)

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0125 DeWolf High School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contracts for Clubs / Academic Needs / Project Based Learning / Teacher Collaboration and Planning	17,228.00
G4A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin Subs for PL / Meetings / Site Walks	7,201.00

\$24,429.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		94.12 %	2019-2020	100 %
Parent Survey - Safe and secure		97.06 %	2019-2020	100 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

The family goal for the 2021-2022 school year is to increase all areas of the Climate and Culture Family survey by at least 3% positivity, and to not decline in any metric. In addition, we will increase the % of parents participating in our monthly parent meetings, Back to School Night, Open House and awards celebrations.

Parent Survey - Safe and secure

At DeWolf, we have seen a steady increase with respect to safety on campus over the past 2 years. In fact, it is the area that we have grown the most in, growing by 10% in one year alone. We attribute this positive shift to a change in safety supervision staff (2 new safety assistants were hired in August 2019) and an increase in communication and clarity and consistency around school rules, expectations and consequences for misbehavior.

Parent Survey - Respected and welcomed

DeWolf engaged in "rebranding" and remodel in August of 2019. We updated outdoor and patio/atrium seating, added shade structures, painted the exterior and many interior spaces as well as added greenery and welcoming banners and signage to the front of the school. We also put together "welcome gifts" for students and families to be given upon enrollment. During the COVID school closures, we had to change the way we enrolled students. All enrollments were virtual and electronic. Most new families have never even been to our campus since enrolling and new students have not had the opportunity to receive welcome gifts from us. .

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

Family Goal - Site Defined

Although 86% of our students took the Climate and Culture Survey in Spring 2021, we have 0 parent survey data metrics. We believe this is a result of COVID school closures.

Parent Survey - Safe and secure

Although 86% of our students took the Climate and Culture Survey in Spring 2021, we have 0 parent survey data metrics. We believe this is a result of COVID school closures.

Parent Survey - Respected and welcomed

Although 86% of our students took the Climate and Culture Survey in Spring 2021, we have 0 parent survey data metrics. We believe this is a result of COVID school closures.

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

DeWolf staff normally follow up with families and encourage them to complete the Climate and Culture Survey. However, with school closures, the office was minimally staff and we were focused on attendance needs, which prevented us from calling home to encourage participation.

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

Given our fluid enrollment, DeWolf is committed to creating our own site survey that mirrors the Climate and Culture Survey so that we can self reflect on our service and effectiveness more often. Currently, when a family exits or graduates, if the survey is not open, parents/students cannot give us feedback. We need to hear from ALL families about their experience(s) and how we can continue to improve and/or what we need to continue doing.

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:

On March 4th, SSC did not have feedback with respect to this goal--- only that they appreciate how much DeWolf calls, emails and mails out information to families. I mentioned the idea of the "school app" (works like remind) with push notifications and they felt that might be a good way to go since we can personalize it for our site, etc.

2 ELAC:

ELAC and SSC are combined meetings.

3 Staff:

On March 3rd, 2021, staff make the suggestion of scheduling bbq's and family events. They would like to have them calendared out so that families can make sure they can attend. It was also mentioned that perhaps we can get text information for parents and try and get their emails upon enrollment.

Action 1

Title: Family and School Partnership

Action Details:

By the end of the 2021-22 school year, DeWolf will have created increased opportunities for families, staff, community and student to interact and engage with each other. Currently, 94% of our families feel respected and welcomed and 97% of our families feel safe. With our new "pre-registration" tool giving students and families choice with respect to on campus supports and programs (including CTE, clubs, activities, etc) we will have data to ensure that on the first day of school we are able to engage students in their specified interests. DeWolf is also working on a comprehensive (yet abbreviated) flyer that will message overall programs and options offered at our school. These DeWolf flyers will be given to feeder high schools in an effort to early message and recruit students and families who desire an alternative high school experience.

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

Site- based data (sign-in sheets) from monthly parent meetings, back to school night, open house, quarterly awards celebrations, virtual meeting participation

Individual parent meetings to discuss student's academic achievement, attendance, etc

Climate and Culture survey data

Owner(s):

Principal

Counselor

Teachers

Timeline:

August 2021-June 2022

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

Individual orientaton meetings with parent and student to intruduce DeWolf and programs/resources avaiable. Quarterly individual parent meetings with administrators/counselors to discuss student's academic progress outlining where students should be with regards to credits at each quarter, by grade level. For students with SpEd services, IEP meetings and testing services as needed/requested. EL Resources such as the Interact Fellows will be utilized at an estimated cost of \$17,000 per year as needed. For Foster/Homeless/Grouphome students, DeWolf will schedule annual meetings with all stakeholders to review student eligibility and AB waiver status. Parent Engagement Opportunities: Monthly Parent Meetings, Back to School, Open House, quarterly awards celebrations, individual parent meetings w/admin and/or counselors to discuss academic progress, attendance, behavior. Materials and Supplies needed: Food for monthly parent meetings, back to school, open house and awards celebrations.

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

1. Parent Communication in the preferred language
2. Parent translation at meetings to support parents understanding how their student is doing academically.
3. Provide information about the services Parent University offers families.
4. Provide information about what the district EL department provides families.
5. EL services provided to students by Interact Fellows.
6. Parent conferences as needed.

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

While DeWolf does not have any particular subgroup that is underperforming, we know that statistically across the district, African American students, SPED students, and Foster/Homeless students are generally the most disproportionate group. DeWolf will continue to monitor these subgroups and their academic/social emotional needs to ensure appropriate supports are in place.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0125 DeWolf High School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Participation - No food or incentives	468.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation	1,033.00
G5A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	3,081.00

\$4,582.00

2021-2022 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	Sup & Conc	Instruction	Nc-Equipment			Technology needs for Students and Staff	5,004.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: Technology	14,508.00
G1A2	ESSA-CSI	Instruction	Teacher-Subs			Teacher Subs for PL / Regional and District Meetings / Planning - No IEPs	3,485.00
G1A2	ESSA-CSI	Instruction	Teacher-Supp			Teacher contracts for Credit Recovery Options - No IEPs	15,076.00
G1A2	ESSA-CSI	Instruction	Teacher-Supp			Teacher Supplemental Contracts Night School / Saturday School / Additional Credit Recovery Options - No IEPs	5,058.00
G1A2	ESSA-CSI	Instruction	Bks & Ref			Edgenuity \$15,000.00	15,000.00
G1A2	ESSA-CSI	Instruction	Bks & Ref			Books and References	3,500.00
G1A2	ESSA-CSI	Instruction	Nc-Equipment			Technology / Equipment	12,675.00
G1A2	ESSA-CSI	Instruction	Travel			Professional Learning for Teachers, Admin and any Classified Staff	5,266.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies for Students and Staff to ensure they have the tools needed to complete assignments	4,076.00
G1A2	Sup & Conc	Parent Participation	Direct-Graph			: Direct Maintenance to fix student and teacher technology and other needs to keep campus and classrooms working properly so our students can be successful	4,000.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			Technology for Student Learning	2,119.00
G2A1	Sup & Conc	Instruction	Bks & Ref			Dual Enrollment Books and References / AP Exams	10,468.00
G3A1	LCFF: EL	Parent Participation	Direct-Graph			Direct Graphics to be sent to families. Flyers/pamphlets/graduation booklets	2,000.00
G3A1	One-Time School	Instruction	Mat & Supp			: Materials and Supplies	3,380.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contracts for Clubs / Academic Needs / Project Based Learning / Teacher Collaboration and Planning	17,228.00
G4A1	Sup & Conc	Instructional Supervision & Admi	Crt Supr-Sub			Admin Subs for PL / Meetings / Site Walks	7,201.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Participation - No food or incentives	468.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation	1,033.00
G5A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	3,081.00

\$134,626.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$14,976.00
ESSA-CSI	3182	\$60,060.00
Sup & Conc	7090	\$49,010.00
LCFF: EL	7091	\$7,200.00
One-Time School	7099	\$3,380.00
Grand Total		\$134,626.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$89,767.00
G2 - Expand student-centered and real-world learning experiences	\$10,468.00
G3 - Increase student engagement in their school and community	\$5,380.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$24,429.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$4,582.00
Grand Total	\$134,626.00