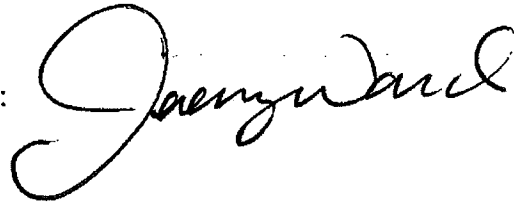


Duncan Polytechnical High

10621661030295

Principal's Name: Jeremy Ward

Principal's Signature:

A handwritten signature in black ink that reads "Jeremy Ward". The signature is written in a cursive style with a large initial "J" and a long, sweeping underline.

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

Title I SWP

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
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>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>

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

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

Consolidated Program Assurances

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

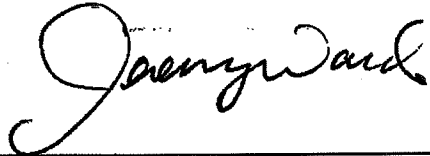

X

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Jeremy Ward	X				
2. Chairperson - Eduardo Casa		X			X
3. Jason Patterson		X			
4. Nam Duong		X			
5. Ashley Jones		X			
6. Suzanne Sweet			X		
7. Francene Deleon				X	
8. Andy Moua				X	
9. Aura Convers				X	
10. Francisco Duran					X
11. Emylee Her					X
12. Leslie Rivera					
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:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Jeremy Ward		4/8/2019
SSC Chairperson	Eduardo Casarubias		4/8/2019

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Duncan - 0130

ON-SITE ALLOCATION

3010	Title I	\$76,674 *
7090	LCFF Supplemental & Concentration	\$283,800
7091	LCFF for English Learners	\$34,290
TOTAL 2019/20 ON-SITE ALLOCATION		\$394,764

* 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	\$2,949
Remaining Title I funds are at the discretion of the School Site Council	\$73,725
Total Title I Allocation	\$76,674

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

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
A-G Courses Offered	94.973 %	84.81 %	2017-2018	91.81 %
Enrollment in AP/IB	29.016 %	24.824 %	2017-2018	31.824 %
Completing AP/IB Courses with Credits Earned (HS)	28.037 %	25.639 %	2017-2018	32.639 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	64.604 %	60.811 %	2017-2018	67.811 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	19.5 %	13.063 %	2017-2018	20.063 %

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

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

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

Key factors include:

1. Complications and issues with technology
2. Student testing anxiety
3. The need to build more literacy stamina
4. Teachers modeling questions that mirror the SBAC
5. Teachers incorporating questions that require high level thinking into their lessons
6. Timed Writes incorporated into the English classes

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

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

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

We have not identified key factors that contributed to disproportionality in subgroups. With only 57.6% of students scoring meeting or exceeding standards last year in English all subgroups have room to grow. Despite that, particular attention will be paid and spent on supporting our students designated as English Learners.

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

We have not identified key factors that contributed to disproportionality in subgroups. With only 12.5% of students scoring meeting or exceeding standards last year in mathematics, all subgroups have room to grow.

Enrollment in AP/IB

All Subgroups were proportionally representative.

Completing AP/IB Courses with Credits Earned (HS)

Key factors include:

1. Lack of stability for our math teachers (open positions)
2. Students lacking skills contributing to their motivation to perform in math
3. Culture that does value math skills and the importance of math
4. Personality conflicts between math teaching staff and students
5. Lack of vertical articulation between the math classes

The Duncan Math Community of Practice attributed the above factors that contributed to the performance outcomes.

Enrollment in AP/IB

Key factors include:

- Duncan added AP Human Geography and AP Physics I
- Some students schedules made it difficult for students to enroll AP classes
- AP Environmental Science was not offered
- AP culture continues to build
- Duncan provided incentives for students
- Duncan provided outside of class learning experiences for AP students
- Duncan hosted for AP Parent Night

Completing AP/IB Courses with Credits Earned (HS)

Key factors include:

- Tutoring by teachers and Khan Academy for students before school, during lunch, and afterschool.
- Duncan continues to have additional AP tutorial hours.
- Duncan implemented on-going AP teacher and AP student interactions.
- Duncan provided incentives for students who take AP course(s).
- Duncan provided outside of class learning experiences for AP students like AP study trips.
- AP teachers received professional development opportunities.
- Duncan staff monitored AP students' grades/attendance and enrollment. When students' grades fell below a "C", counselor and/or AP coordinator conferenced with students/parents/and teachers

A-G Courses Offered

1. A-G Course Offerings?

- 2017-2018 additions:??Hmong Native Speaker 2, Guitar, Piano, AP Physics, Physics and Human Body,?Ag?II/Pre-Calculus, Geometry Accelerated, AP Human?Geography?
- 7th?period schedule for all students?

1. A-G Completion?

- Traditional classes?
- APEX online classes?
- Extended Learning Summer School?
- Winter Algebra I Session (in-house)?
- ACCESS Intervention?
- Night School (Fall, Winter, Spring Sessions)?

All Subgroups were proportionally represented

A-G Courses Offered

No key factors that would explain disproportionality.

- Before/After School Tutorial?

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

Overall, Duncan Polytechnical High School was on target with its implementation of Goal 1 Action plans, especially in the areas of literacy and mathematics development, AP and A-G attainment. In considering differences between the intended and actual expenditures in the plan, more funds were set aside for literacy team members to receive supplementary pay, but unfortunately this team was not put together. Also, plans were made to expand the access program up to the 10th grade year, primarily in Geometry, however without the additional staff member to support that program, we have not been able to put that into action. In addition, funds were originally planned for ALL AP classes to go on at least 1 study trip during the school year to enhance the AP learning experience, but only around half of the AP classes participated in this. The request to reallocate funds was made to the School Site Council when it was clear that we would have additional funds in place from the original plan.

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

Adjustments to action plans have been made in light of this year's experience. More resources are planned to be put into place for providing quality professional development opportunities for Duncan staff members to help build the school wide literacy program. In addition, adjustments to the budget will include less funds set aside for AP classes to take study trip for the upcoming 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:

Achievement data analysis was reviewed by SSC at points in the school year, both an initial review when the SSC began to meet and another review of data as the SPSA began to be developed and was presented to SSC.

2 ELAC:

Achievement data analysis was reviewed by ELAC at points in the school year, both an initial review when the ELAC began to meet and another review of data as the SPSA began to be developed and was presented to SSC.

3 Staff:

Duncan staff members are organized into "Communities of Practice" focused on the action plans of the SPSA. These communities review key data pertaining to the action plan, review how plan was implemented, and provide suggestions, guidance and feedback to the community facilitators. These communities continue to provide feedback in the creation of the new action plan each spring. Once created, the action plans of each group is presented to staff members for broader staff community for input and feedback before being taken to the SSC and ELAC.

Action 1

Title: Math Achievement Plan

[Action Details:](#)

There is a need to apply continual focus on the delivery of first instruction and learning and student achievement in mathematics. This is evident in current math achievement results on the annual CAASPP assessment. This will be achieved through meaningful collaboration between teachers around both common lessons and results of common formative assessments, improved vertical articulation amongst math teachers to fully address the rigor of each standard at grade level and the development of a comprehensive system for students who require additional time for learning.

Math Achievement Sub action #1: Further development of comprehensive support system in mathematics.

Duncan will continue to provide Access support in mathematics, specifically for students in Algebra, for those struggling with essential mathematical skills and fluency. Access support will focus on developing grade level skills needed to be successful within each discipline, providing support and accountability to students. Additional PE courses will be offered to provide students with the opportunities of attending PE before and after school so that Access support can be provided during the school day. Students struggling in Algebra 1, Geometry and Algebra 2 will receive small group support and instruction both preemptively (before new instruction) and after common assessments identify skills gaps and deficiencies. Duncan will provide intentional support time for students during the school day for students that are identified as struggling with mathematics. Duncan math classes will take a tiered approach to mathematics remediation and student support. The first tier will target those not completing work performed poorly on an assessment. Targeted supports for tier 1 students will include use of learning programs (Kahn Academy, Big Ideas) and additional time with teacher during class. Second tier will focus on those students that have failed one or more unit assessments, or who are currently failing class. Targeted supports will include additional time outside of class time (before, after school, Access support during the school day). The third tier will focus on those students who performing well below grade level. These students will be provided with intensive resources during the school day that focuses on essential skill acquisition as well as recovery time built in during the winter break and summer break by providing supplemental contracts for math teachers to work with students to close learning and academic achievement gaps.

Duncan will utilize California Teaching Fellows to make available supports for students, both one on one and in small group instruction, before, during and after school for all grade levels of instruction. Tutors will be available to work closely with Duncan Math teachers to provide intentional and prescriptive supports for struggling students.

Math Achievement Sub action #2: Collaboration with a focus on common student work and vertical articulation to improve student outcomes.

Duncan Math Teachers will continue to work closely with their subject-alike counterparts in the development of instruction and common assessments, and in identifying plans and actions to support struggling students. Duncan Math teachers will also be provided with occasional pull-out/planning days to work as a vertical team to identify the key skills and essential standards to be addressed at each grade level. Duncan Math teachers will incorporate CAASPP Interim Block Assessments and CAASPP Performance Tasks to both prepare students for the actual CAASPP in the spring, and to help students and teachers identify gaps and learning needs. Testing schedules will be created to best support students amidst all of the tests that take place each spring including support to help assist with carrying-out the best testing schedules.

Math Achievement Sub action #3: Provide meaningful professional learning opportunities for Duncan Math Teachers.

Duncan Math Teachers will be provided with professional learning opportunities in growth areas that they identify within their own professional learning communities and as a math department. Duncan Math Teachers will also be provided with professional learning opportunities held both at the school site and through conference attendance in the areas of mathematics mindsets, unpacking and dissection of standards and the continual growth of their own professional learning communities through release time from class via substitutes provided. Duncan Math teachers will be provided with compensated summer planning time to align instruction and assessments during the school year.

Math Achievement Sub action #4: Support mathematics achievement through thematic math courses and cross-curricular mathematics teaching.

Duncan will offer A-G aligned Medical Math course for students enrolled in the MASH academy during the 2019/20 school year while exploring other thematic mathematics courses to align with pathway, linked learning at Duncan. Math essential skills, concepts and procedures, mainly algebraic in nature, will be reinforced in other courses at Duncan, including Sciences (Physics, Chemistry) as well as CTE pathway courses. These courses, along with all math classes at Duncan, will be provided with the necessary materials and equipment to promote conceptual understanding in mathematics.

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

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

Progress will be monitored, benchmark assessment data reviewed after each administration of common formative assessments for all math students and interim assessments.
Math AC/PLCs will analyze common assessment data during weekly AC/PLC meetings to identify student needs, plan instruction and interventions, including identifying students for ACCESS Recovery or preemptive support for Algebra and Geometry students.
Progress will be monitored after quarterly and semester grades to identify students in need of deeper levels of intervention, before or after tutorial support and possible Unit Recovery and adjustments where needed.
Semester 1 & 2 grades will be analyzed to determine trends, successes, and areas for improvement.
Mid-session progress report mailed home.
Parents will be notified when their child is recommended for ACCESS support in Algebra and Geometry.

Owner(s):

Development of ongoing lessons meeting the 8 mathematical practices: All Math Teachers
Development of common formative assessments: All Math Teachers
Unit Recovery or pre-emptive support following each common formative assessment to differentiate support based upon identified need: Algebra & Geometry/ACCESS teachers.
Determine students in need of additional support, Facilitate tutorials: All Math Teachers
Attend weekly PLC/AC meetings to analyze student progress and identify trends in student needs: All Math Teachers
Progress reports home and parent notification: Counselors, Reengagement teacher, ACCESS teacher, Math teachers

Timeline:

Students placed in Unit Recovery or Preemptive Support as needed following each common formative assessment ongoing throughout school year (Algebra Teachers, Geometry Teachers, ACCESS Teachers, Reengagement Teacher)
Results & progress monitored following each formative assessment (All Math/ACCESS teachers)
Quarterly & Semester Grade Review for Unit Recovery (All Math Teachers, ACCESS Teachers)

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

Student/Teacher conferences for students involved in Unit recovery program or preemptive support when grade falls below a C or as identified on common formative assessments.
One on one counselor-student conference for identified students. ACCESS mathematics intervention support for students identified in need.

Specify enhanced services for EL students:

Tutorial supports in literacy and math increase designated students chance of becoming redesignated.
Mentorship support.

Specify enhanced services for low-performing student groups:

English Learner and Hispanic students, both sub groups that are identified as in need of extra support in mathematics, will be provided with additional tutoring both during the school day within their actual math classes, as well as before or after school with both their Duncan Teachers and tutors from California Teaching Fellows.

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

Parent Information Sessions at the beginning of the semester.
One on one Counselor/Student/Parent conference for identified students.
Inform parents of tutorial schedule, posted on campus, on school website, School Messenger.
Use of Edutext promoted to parents throughout the school year.
Parent conferences for students receiving a "D" or "F" in math class.
Student/Teacher/Counselor conferences for students involved in academies that are struggling academically, or for when grade falls below a "C".
Translated copies of tutorial schedule available in office, on school website, and sent home.

Describe Professional Learning related to this action:

Algebra Teachers to receive professional learning by participating in Algebra iPL.
Ongoing time/training on creating and reviewing common formative assessments and calibration of grading practices.
Book study and discussion among ACs/PLCs related to grading practices.
Staff collaboration during AC/PLC.
Criteria development by math teachers on how to identify appropriate students for tutorials.
Criteria development for staff on how to engage with students while ACCESS teachers provide "co-teaching support."
Attend conferences directly related mathematics instruction, mathematics mindset, unpacking and detailing out standards.

Action 2

Title: Literacy Achievement Plan

Action Details:

There is a need to focus on providing effective literacy instruction across the curriculum, including the delivery of effective first instruction in all content areas and CTE courses with strategies that focus on the development of reading comprehension and writing proficiency. Increasing literacy instruction will be accomplished through the development and implementation of a school wide Literacy Plan that focuses on reading and writing literacy across all content areas and CTE courses. The anchor reading standards will be addressed through the implementation of common reading strategies identified by each content area and CTE course. Reading strategies will focus on creating context, forming analysis, reading closely, exposing precise thinking, regular exposure to mentor text, literature and key documents and building academic stamina. Anchor writing standards will be addressed through the implementation of common writing strategies identified by each content area and CTE course. Writing strategies will focus on supporting arguments, conveying complex ideas and information, developing structure and building academic writing stamina. Utilize programs such as turnitin.com. In addition, funds will be targeted to offer additional sections of English Language Arts to allow for lower class size as well as to allow linked learning pathways and students within the pathway to remain pure with their academy and linked learning classes.

Literacy Sub Action Plan #1

Literacy Team will draft a school wide literacy plan that addresses the anchor reading and writing standards. Within the Literacy plan, each content area and CTE course will identify the reading and writing strategies that will be implemented. The Literacy Plan will be presented to the ILT and the Department Chairs for additional recommendations and feedback.

Literacy Sub Action Plan #2

The literacy team will develop a professional learning calendar to train staff on the literacy plan and the strategies to support the reading and writing anchor standards with the help of release time from class through substitute provided. Professional learning will include on site and off site training, conferences, and book studies. Duncan teachers will be provided with compensated summer planning time to address instruction that supports school wide literacy development.

Literacy Sub Action Plan #3

The literacy team will identify resources needed for the implementation of the school wide literacy plan. Resources may include professional reading materials and students reading materials and technology software programs. Valuable instructional technology (laptops, projectors, document cameras) will be provided to enhance classroom learning and literacy activities.

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

Progress will be monitored through benchmark data review after each administration. All PLCs will analyze common assessment data during their weekly PLC meetings to identify students needs, plan instruction and interventions.

AC will share their implementations of the literacy strategies during department planning days.

Owner(s):

VPs
All PLCs
Department Chairs
All departments

Timeline:

After ever district benchmark
On going though PLCs

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

All students will receive instruction though their content area and CTE courses on how to effectively use the reading and writing strategies.

Students will have access to technology that supports the reading and writing literacy strategies.

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

Tutorial supports in literacy to increase the number of students being re-designated.

EL students will be provided with additional tutoring to support reading and writing literacy both before and after school via both Duncan Teachers and tutors from California Teaching Fellows.

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

The school will provide parent trainings on how to support their students in reading and writing. The same strategies implemented in the classroom will be shared with the parents.

Describe Professional Learning related to this action:

Staff will be provided professional learning for the implementation of the school wide Literacy Plan.
Staff will be provided professional learning on the implementation of the selected reading and writing strategies.

Action 3

Title: AP Enrollment & Retention Plan

Action Details:

Duncan will provide incentives for students who take AP course(s) including promotional attire and experiential learning through field and study trips to help support, promote involvement in and for AP classes and retention for AP classes. Certificated and classified staff will be provided with substitutes to allow them to participate as chaperones for field and study trips. Duncan will host an AP parent night to inform parents and students about the benefits and expectations of participating in the AP program. Teachers will recruit AP students, AP Coordinator/Counselors will use AP potential list, and students will give the opportunity to self-select their chosen AP course during AP recruitment. Duncan will provide outside of class learning experiences for AP students including AP study trips. Students will have access to materials, supplies and technology required by different AP courses for appropriate experiences and level of instruction to take place. Duncan will work towards adding AP sections where there is demand and interest or when it aligns to overall purpose of the school program so all students have the opportunities to be in an AP class.

Tutoring, along with Khan Academy, will be available for students before school, during lunch, and after school. Duncan will continue to receive additional AP tutorial hours. Duncan will implement a program to support on-going AP teacher and potential AP student interactions to build and promote the AP program. Duncan will provide incentives for students who take AP course(s). AP teachers will receive professional development opportunities. Duncan staff will monitor AP students' grades/attendance and enrollment. Students will receive counseling and support from AP Teachers, AP Coordinator and/or Academic Counselors when they are in need of addition support and services.

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

Explain the Progress Monitoring and data used for this Action

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

Owner(s):

Timeline:

- Duncan will host a AP Parent night
- Duncan will add additional AP sections where needed
- AP teachers will visit classes to recruit students for the following school year
- Tutoring before, during lunch, and after school
- Khan Academy hours
- AP tutorial with AP teachers hours
- On-going AP and AP student interactions
- Duncan will provide incentives for students
- Duncan will provide outside of class learning experiences for AP Students
- AP teachers will receive professional development opportunities
- Monitoring AP students' grades/attendance

- AP Coordinator / HC
- AP Coordinator / HC
- AP Coordinator/AP teachers
- AP Coordinator / HC
- AP Coordinator / HC
- AP Coordinator / HC

- AP District Coordinator

- AP Coordinator/HC
- AP Teacher
- AP Coordinator/HC

- April
- August – June
- August – June
- May
- Spring Semester
- August-June

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

1. Inform prospective students about AP night through flyer, daily announcement, personal phone calls, and school messenger
2. Teachers will provide outside of class learning experiences
3. Additional AP sections are requested in June – August where is needed
4. Teachers in-house recruitment
5. AP potential list
6. Student self-select
7. AP Tutorial Schedules are given to students at the beginning of each semester and posted in classrooms
8. Student/Teacher/parent conferences for at-risk students
9. Incentives for AP students
10. Provide counseling to students when their grades fall below a "C"

Specify enhanced services for EL students:

1. Individual/teacher/parent conferences with interpreter
2. Provide additional tutorial as needed by AP teachers
3. Monitor students in class
4. Social and emotional counseling referral

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

1. Student/AP Teacher/Parent Conferences
2. School Messenger
3. Parent University
4. Edu Text
5. Parent ATLAS Portal
6. Flyers – AP Tutorial Schedule

Specify enhanced services for low-performing student groups:

Duncan will support AP African American students through individualized support with counselors, AP coordinator and African American Advisor. The Duncan African American Advisor will monitor students grades at multiple points during the semester to identify students in need of help and support and put them in contact with teacher or tutor who can provide it.

Describe Professional Learning related to this action:

AP Summer Institutes
Ongoing AP AC/PLC Meetings

Action 4

Title: Percent of Graduates Completing A-G Requirements

Action Details:

Duncan will continue to provide 9th-12th grade students with opportunities to meet their A-G requirement in 2019-2020. Duncan will accomplish this in two ways. First, Duncan will focus on increasing the number of A-G course offerings at Duncan so that all students have the opportunities to enroll in as many A-G courses as possible. Secondly, Duncan will utilize all available credit recovery support systems to help student pass A-G courses that will result in an increased A-G completion. With both of these components working together, Duncan will meet our A-G attainment goals. All A-G courses, including many credit recovery courses, meet UC Doorways requirements and approval process.

A-G Attainment Sub Action #1: Increase A-G course offerings at Duncan. Duncan will continue to create a master schedule that will enable all students to take as many a-g courses as possible during their regular day schedule. In addition to the current a-g courses, Duncan will add additional course(s) to our list that includes AP Computer Science (G Credit), CTE courses for Pharmacy Technician (G Credit), and Music Production (F Credit) for electives. Duncan will continue to partner with independent contractors such as Young Producers Group, to provide quality professional development for teachers to ensure a high quality experience.

A-G Attainment Sub Action #2: Increase A-G completion in Duncan's graduates. In order to increase A-G completion in our graduates, Duncan will continue to offer credit recovery options, such as APEX online, ACCESS program, Winter Sessions, Fresno Adult Night School, and Extended Learning Summer School Program to students. All students needing credit recovery will be enrolled both during the school day and outside of the school day resulting in an increase in A-G completion. Duncan will have college/university field trips for 10th students to get admissions requirements information and to tour campuses. In addition, Duncan plan to provide opportunities for parents to take college/university campus tours with students to increase parents' knowledge of A-G and the college-going culture at Duncan for parents. These will take place during the school year, depending on availability and resources. Duncan will provide students who complete all A-G courses at the end of the school year with incentives to recognize them for their achievement. Duncan will monitor A-G completion and post-secondary applications to see impact.

Duncan staff will work closely with students to give them multiple opportunities to complete their A-G courses during the school year. Counselors will provide support during Individual conferences, parent-teacher conferences, academy team conferences, 9th-12th grades/graduation status letters to parents, classroom presentations on graduation/A-G requirements. Students will be referred to attend Duncan's Before/After School Tutoring Program as well as meet with their subject area teachers for academic support. All students will have access to Khan Academy for SAT Prep as well as receive subject content tutorial support. Duncan will continue to support 9th grade students through its winter session as well as the ACCESS program to increase students' chances of completing A-G courses. Home and Community School Liasons will support communication and counseling efforts between home and Duncan.

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

1. Review of Master schedule for course placements
2. Review Doorways course lists for a-g course accuracies
3. Regular progress check for APEX online courses
4. Transcript analysis for Night School courses/completion
5. Enrollment and attendance review of credit recovery programs
6. Quarter grades letter mailed home.
7. Semester grades mailed home
8. Summer School enrollment and parent contacts
9. Semester transcript analysis of all students
10. Home/Community School Liaison contact parents regarding student progress
11. Identify and monitor students' A-G eligibility and deficiencies via FUSD Beta Tool.

Owner(s):

1. Head Counselor/Counselors
2. Head Counselors/Counselors
3. Head Counselor/Counselors & APEX teacher
4. Head Counselor/Counselors & Registrar
5. Head Counselor/Counselors
6. Head Counselor/Counselors/VP
7. Head Counselor/Counselors
8. Head Counselor/Counselors/ Home School Liaison
9. Head Counselor/Counselors/Registrar
10. Head Counselor/Counselors/Home School Liaison
11. Head Counselor/Counselors

Timeline:

1. August & January
2. Ongoing
3. Ongoing
4. Fall, Winter, and Spring sessions
5. Ongoing
6. Quarterly
7. January & June
8. Spring Semester
9. Fall & Spring semesters
10. Ongoing
11. Fall & Spring semesters

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

1. Counselor review transcript and A-G status with students
2. Student/Teacher/parent conferences for at-risk students
3. One on one counselor-student conference for identified students.
4. Grade level class meetings/ classroom presentation on graduation/A-G
5. Refer students to teachers and teaching fellows for during lunch, before/after school tutoring
6. Provide counseling to students regarding benefits of A-G
7. Enroll students for credit recovery options (i.e.- APEX, EdGenuity, Summer School, Night School sessions).

Specify enhanced services for EL students:

1. Individual parent/student counseling conferences
2. Language/interpreter support (as needed)
3. Translated written communication (as needed)
4. Regular check-in with student (as available)
5. Referral for social/emotional support (as needed)

Specify enhanced services for low-performing student groups:

1. Counselors will provide additional A-G support to historically low performing student subgroups through individual and small group meetings/conferences.
2. Provide parents with A-G requirements to 4-year universities
3. Promote A-G awareness to students and parents by taking them to college campus tour
4. Promote students and parents to take part in A-G presentations provided by Parent University
5. Check students grades and refer to teachers and tutorial supports
6. Review student transcripts and master schedule to ensure proper course placement
7. Students in foster care will receive support through foster youth counselor who will provide targeted support in monitoring academic progress

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

1. Inform parents of tutorial schedule, posted on campus, on school website, School Messenger.
2. Translated copies of tutorial schedule available in office.
3. Use of Edutext and school messenger to keep parent informed about student progress throughout the school year.

Describe Professional Learning related to this action:

1. Counselors attends Counselor trainings for updates on post-secondary A-G requirements
2. Counselors meet with credit recovery teachers to review data, identification of students, protocols, etc. for proper course placements.
3. Communication to staff and parents about Duncan Credit Recovery options and enrollment timeline.

4. Promote use of ATLAS parent portal
5. Parent-teacher conferences with language support
6. Home and Community School Liaison contact parents in primary language (when available)
7. Promote parent participation with Parent University for workshops
8. Promote parents to support students' learning at home

4. Share updated A-G list from Doorways with staff
5. Review and compare student data to assist with decision making of student needs.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0130 Duncan Polytechnical (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for tutorial and student support.	4,143.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Prep buyout for Eric Pineda.	12,034.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Prep buyout	12,034.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for tutorial student enrichment and student support.	21,695.00
G1A1	LCFF: EL	Instruction	Direct-Other			Assessors and support to carry out testing schedules that most benefit students (ELPAC, SBAC, SAT, etc.)	1,500.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Turnitin.com, professional learning supplies.	4,200.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Professional learning materials. No Food/Incentives	800.00
G1A2	Title 1 Basic	Instruction	Travel			Travel related expenses for professional learning conferences.	5,987.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Prep buyout	12,034.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Substitutes for conferences, field and study trips, professional learning opportunities.	14,118.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: Edgenuity	7,000.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Classroom technology, resources and supplies.	37,594.00
G1A2	Sup & Conc	Instruction	Travel			Solution Tree, CATE, CUE, Math Conference, Professional Learning Conferences, Seminars, Workshops	22,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			: Maintenance, repair and installation.	3,000.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts for tutorial and student support.	6,713.00
G1A3	Sup & Conc	Instruction	Direct Trans			Transportation for AP, Work Based Learning and other field and study based trips.	21,386.00
G1A3	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Sub			Substitutes for classified personnel in support of school learning experiences.	1,282.00
G1A4	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Sch/Community Spanish	0.7500		61,544.00

\$249,064.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	82.25 %	42.532 %	2017-2018	85.5 %

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

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

Goal 2 Participation Rate

Activities announcements are not being seen by all students on a daily basis. On occasion, the announcements are not being shown to classes. Overall communication of activities is not being effective. Club advisors/class sponsors/athletic coaches need training on updating student participation data into Atlas. The campus Culture director must monitor all data entry into Atlas.

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

Goal 2 Participation Rate

Inadequate data collection of student participation has resulted in inaccurate disaggregate information concerning subgroups.

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

Overall, Duncan Polytechnical High School was on target with its implementation of Goal 2 Action plans, especially in the areas of expanding the number of opportunities for students to make connections with each other during school wide activities or other meaningful experiences on campus and the ability to track students participation using the 5 Star system. For example, there was a two-fold increase in the number of students participating in academic based extra curricular competitions during the 2018/19 school year. Our goal 2 action plan also saw an increase in the number of students participating in the Specialty Region Recreation League, now in its 2nd year. Finally, the Goal 2 Action Plan focused on the development of tiered levels of behavioral notification and support at Duncan this year, something that was introduced at the start, was implemented with an initial moderate level of success, but that has only grown and strengthened over the course of the school year.

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

Adjustments to the Goal 2 and Campus Culture Development Action Plans in light of this year's experience. More resources are planned to be put into place for providing quality professional development opportunities for Duncan staff members to greater understand and build a multi-tiered system of support plan to be in place in each classroom to help improve students behavior and address other social emotional needs. Greater financial resources will be put in place to expand the variety of activities and opportunities for students to get involved in meaningful ways on campus during the 2019/20 school year. In addition to this, plans were added to the 2019/20 school year plan to have a better measurement of goal 2 involvement and methods of connecting with students that are not getting involved.

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:

Achievement data analysis of Goal 2 initiatives were reviewed by SSC at points in the school year, both an initial review when the SSC began to meet and another review of data as the SPSA began to be developed and was presented to SSC.

2 ELAC:

Achievement data analysis of Goal 2 initiatives were reviewed by ELAC at points in the school year, both an initial review when the ELAC began to meet and another review of data as the SPSA began to be developed and was presented to SSC.

3 Staff:

Club advisors, class sponsors, and athletic coaches should meet frequently to discuss entering student participation data into Atlas. A club day BBQ should be held at the end of each semester. 5 Star student information system to be utilized for data collection and uploading into Atlas. A master calendar of events needs to be utilized by all staff to coordinate all activities. More social media promotion as well as more posters and ensuring the announcements are shown on a timely basis.

Action 1

Title: Goal 2 Participation & Campus Culture Development Plan

Action Details:

Duncan will increase the amount of students engaged in a Goal 2 activities through offering additional activities to connect with a broader student body base while developing interpersonal, leadership and academic skills through increased involvement in clubs, academic/professional competitions and service organizations. Duncan will further commit to academic and professional learning opportunities through offering more classes aligned and out of class time club experiences with academic/professional competitions and including: Skills USA, and Academic Decathlon. Duncan will increase Goal 2 student awareness by promoting a master list of activities taking place on and off campus through daily video announcements and poster campaigns. The Duncan PolyVice Principal will arrange transportation for Duncan students to participate in competition days off campus. Support through development of the Duncan AFJROTC armed and unarmed drill teams through professional coaching via independent contractors (Drill Team Dynamics) and guidance and participation in events both locally and nationally with the help of a local drill team instructor. Duncan will increase the amount of 9th grade students connected to school early on through recruitment visits, spring orientation nights, and summer and winter bridge opportunities.

Duncan has developed extended lunch days called "Lawn chair Lunch" providing students and staff opportunities to interact with each other in a unique way to help promote and build culture while promoting positive climate. Further development of opportunities such as they for students and staff to interact positively with each other will be provided. Duncan will continue to provide special activities to promote engagement and student connections through events including Homecoming, Lawnchair Lunch, and Obstacle Course challenges. Materials and resources will be provided for these events to enhance the experiences of students.

The 5 Star Students information system has been purchased and will be utilized to collect student participation in all Goal 2 activities. This information system has a built in points system in which students can earn points for attending or participating in varied activities and events on campus. Points can be redeemed for various prizes including items such as Duncan swag bags or dance tickets. The 5 Star Students information system will provide an accurate reflection of student involvement in all activities on campus. Duncan CCD will do quarterly checks to assure accuracy and completion of recording Goal 2 student participation in the Atlas student information system. The Duncan administration will increase recognition of students achieving academically and in extra/co-curricular through Spring recognition dinners, monthly SUFE luncheons and by allowing students to wear special sashes at graduation based upon program or pathway. The intramural sports league developed during the 2017-2018 school year continues as a viable sports program for Duncan students via coaching contracts for Duncan staff to lead teams. The basketball, dodgeball, volleyball, indoor soccer, indoor rock climbing leagues continue to develop. Spectator and student participation continues to grow as the leagues gain in popularity.

Duncan will continue to develop participation and school involvement for incoming 9th grade students via recruitment visits and promotional materials, videos, and information given with the support and work of independent contractors.

Community School Liasons will support the communication between home and school to connect parents and students with events, informational meetings, school systems and processes and opportunities existing to get involved at school. Community School Liasons will support student success through parent contacts and through home visits.

The Campus Culture team is a pivotal member of the Multi-tiered System of Support (MTSS). The MTSS is a systematic framework used in strengthening classroom management skills in dealing with level 1 misbehaviors and providing students with appropriate interventions at the classroom level. This requires ongoing professional development in the use of programs such as CHAMPS and interventions outlined in the ATLAS student management system.

SMART goal: By June 2020, 85.25% of all Duncan students will participate in at least one Goal 2 activity throughout the year.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Identify and monitor students' Goal 2 involvement by incorporating the 5 Star Student information system and ensuring accurate student participation data is entered into Atlas, FUSD's student information system.

The Duncan Campus Culture Team will spend time in monthly meetings monitoring level 1, 2 and 3 behaviors and identifying lowest performing groups and individual students that are in need of support. Support teams comprising of Vice Principals, Coordinators, Academic Counselors, Social Emotional Counselors and Teachers will meet to address systematic and problematic behavior with the intent of providing the right supports for students who are struggling with behavioral expectations.

Owner(s):

Goal 2 engagements to be monitored by the Campus Culture Director

Timeline:

Quarterly checks will be conducted to identify "non-engaged" students.

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

- Campus Culture, ASP Director and Athletic Director will actively recruit students to participate and in engage in school activities.
- Duncan will offer current and additional academic and professional competition opportunities in the following areas, but not limited too - Academic Decathlon; FIRST Robotics; Skills USA; HOSA; JROTC; Destination Imagination; History Day.
- Intermural Advisory Competitions
- Continuing development of CIF seasonal sports and expanding our current Athletic Program
- Summer Training of Link Crew Leaders and continued training throughout the year.

Specify enhanced services for EL students:

We will advertise events through Video Announcements, Posters, chalk, newsletters and flyers to help inform EL students of school site events and activities.

Specify enhanced services for low-performing student groups:

The Duncan Campus Culture Team will spend time monthly reviewing student participation data (goal 2) with the intent of identifying groups that are not participating and having those students meet with a member of the team to learn of ways to get involved at school.

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

- Newsletters, School Messenger, Invitational Flyers
- Parent registration and informational events
- Create events for Family and Guardians to showcase Pathways and build relationships
- Back to School Night and Open House
- Social media connection with DPHS alumni

Describe Professional Learning related to this action:

To enhance our Activity program and reach a broader base of students for goal 2 engagement's we would like to develop training opportunities for staff to further engage more students in Campus activities.

- Advisory Lessons (Link Crew)
- Safe and Civil Schools Training
- Climate & Culture Team
- Campus Culture Director to attend annual CADA conference
- Provide training for academic competition coaches
- Boomerang training – Continued training for Link Crew Advisors
- Club Advisor Training Opportunities
- Explore non-traditional activities and gain training to enlarge club offerings

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0130 Duncan Polytechnical (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Prep buy-out John Grieco	12,034.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Prep buy-out for Nam Duong.	12,034.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Prep buyout for Carina Fulvio.	12,034.00
G2A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies for student incentives, awards, classroom resources, AP classroom resources study trip and related expenses. Food for winter session. College and trade school visits. Supplies and materials for student events. Publications, home mailings, graphics for school communication and recruitment.	60,000.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			Janeiry Perez : For AFJ ROTC Training - Independent contract to support goal 2 activities, arts and athletic support, recruitment and community communication, guest speakers, costs associated with student field and study trips.	2,800.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			Keith Cappelluti : For Printing and Promotional material, Logo Design, etc. - Independent contract to support goal 2 activities, arts and athletic support, recruitment and community communication, guest speakers, costs associated with student field and study trips.	4,990.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			San Joaquin Valley Writing Project : For Developing Teacher Leader Expertise; Creating Financial Documents and Reports; Compiling and Analyzing Data Collected From Teachers. **Quote Pending** -Independent contract to support goal 2 activities, arts and athletic support, recruitment and community communication, guest speakers, costs associated with student field and study trips.	4,155.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			Young Producers Group : The YPG Project **Quote Pending** -Independent contract to support goal 2 activities, arts and athletic support, recruitment and community communication, guest speakers, costs associated with student field and study trips.	4,155.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			Drill Team Dynamics : For AFJROTC Training **Quote Pending** - Independent contract to support goal 2 activities, arts and athletic support, recruitment and community communication, guest speakers, costs associated with student field and study trips.	6,900.00
G2A1	Sup & Conc	Parent Participation	Cls Sup-Ovr			Classified support	521.00

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0130 Duncan Polytechnical (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	LCFF: EL	Parent Participation	Mat & Supp			: Materials and supplies for parent meetings, school community meetings, monthly coffee hours, etc.	5,000.00
G2A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Sch/Community Hmong	0.4375	School to home connects, support through Hmong Community School Liason.	20,577.00
G2A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			Gas mileage for home visits.	500.00

\$145,700.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Linked Learning Enrollment	100 %	67.097 %	2017-2018	74.097 %
CTE Enrollment	100 %	100 %	2017-2018	100 %
College/Career Readiness		64.904 %	2017-2018	67.904 %

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.

Linked Learning Enrollment

As a wall to wall Linked Learning and CTE program, the goal and expectation is that ALL Duncan students are receiving high-quality career themed training both within their CTE classes grades 9-12, and in their linked classes including English and Science. A review of the current plan to improve CTE and Linked Learning Experience recognizes a focus on developing the Duncan Work Based Learning Program where all students as 11th and 12th grade receive quality internship opportunities, as well as methods of assessing students progress towards achieving the Duncan Schoolwide Learner Outcomes.

CTE Enrollment

As a wall to wall Linked Learning and CTE program, the goal and expectation is that ALL Duncan students are receiving high-quality career themed training both within their CTE classes grades 9-12, and in their linked classes including English and Science. A review of the current plan to improve CTE and Linked Learning Experience recognizes a focus on developing the Duncan Work Based Learning Program where all students as 11th and 12th grade receive quality internship opportunities, as well as methods of assessing students progress towards achieving the Duncan Schoolwide Learner Outcomes.

College/Career Readiness

A review of the current plan to improve CTE and Linked Learning Experience recognizes a focus on developing the Duncan Work Based Learning Program where all students as 11th and 12th grade receive quality internship opportunities, as well as methods of assessing students progress towards achieving the Duncan Schoolwide Learner Outcomes. Presently, Duncan has just over 80% of its 12th grade students participating in weekly jobsite internship opportunities. Our goal, as seen within our plan, is to have 100% of our 12th grade students participating in jobsite internships by the end of the 2019/20 school year.

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

Linked Learning Enrollment

As a wall to wall Linked Learning and CTE program, Duncan is adequately supported in career technical training. Duncan's College and Career Readiness achievement on the California Dashboard is above state average and should continue to climb. There are no identified sub groups that are in need of additional time or support to improve college or career readiness at Duncan.

CTE Enrollment

100% of students are enrolled in CTE courses at Duncan Polytechnical High School.

College/Career Readiness

There are no identifiable differences in the number or percentage of students by subgroup that are completing high school as College and Career Ready at Duncan Polytechnical High School.

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

Original components to our work based learning and SLOs assessment plans had teams meeting regularly throughout the year, which was only partially completed. Plans found within the 2018/19 school year also detailed more in-depth work with development of SLOs assessment for every and all class on campus. While that work has begun, it is not as far along as it was meant to be at this point within the year. Due to sufficient support from the College and Career Readiness Office, there are no significant budgetary plans or expenditures in this year's budget cycle.

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

Planned changes for the 2019/20 school year include consistent and equitable opportunities for quality work based learning across both grade academies. This will be accomplished by having ALL 12th grade students participating in weekly internships away from the school site during the school day for all pathways. This can be seen in sub action plan #3 in Duncan's Work Based Learning plan. Other adjustments to the 2019/20 SPSA include the changes to the Work Based Learning Plan to better reflect the goals of the Fresno Unified School District Work Based Learning Matrix as seen in sub action plan #2 and #3 as seen in Work Based Learning Action Plan.

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:

Achievement data analysis of ELA and mathematics was reviewed by SSC at points in the school year, both an initial review when the SSC began to meet and another review of data as the SPSA began to be developed and was presented to SSC.

2 ELAC:

Achievement data analysis of ELA and mathematics was reviewed by ELAC at points in the school year, both an initial review when the ELAC began to meet and another review of data as the SPSA began to be developed and was presented to SSC.

3 Staff:

Duncan staff members are organized into "Communities of Practice" focused on the action plans of the SPSA. These communities review key data pertaining to the action plan, review how plan was implemented, and provide suggestions, guidance and feedback to the community facilitators. These communities continue to provide feedback in the creation of the new action plan each spring. Once created, the action plans of each group is presented to staff members for broader staff community for input and feedback before being taken to the SSC and ELAC.

Action 1

Title: Work Based Learning Development Plan

Action Details:

Quality WBL activities such as internships, guest speakers, projects, job shadows, and study trips, can improve student learning by connecting classroom instruction to authentic workplace issues and skills, and also make classwork and projects more relevant and engaging to students. WBL opportunities are regularly embedded into many classroom activities at Duncan, however there is a need for a WBL plan that provides a consistent structure to these experiences across all pathways and grade levels to ensure equity and quality of experiences for all students. Duncan will implement a school wide High Quality Work Based Learning (WBL) Plan which will focus on increasing and improving opportunities for students to apply learning and skills in hands-on, real world, professional settings. Resources and materials needed to build and support a quality CTE program will continue to be provided.

WBL Plan Sub Action #1:

To support learning of classroom content and transferable “soft skills” Duncan will implement a school wide High Quality Work-Based Learning (WBL) Plan that allows students many opportunities to collaborate with industry professionals in workplace settings such as in internships, job shadows, and study trips. Keen focus will be placed on the upper grades (11th & 12th) where a significant amount of time with students at industry based job sites and clinical settings during the school day to strengthen career technical skills and provide meaningful experiences. The site will maintain two vehicles which will be used in partnership with district and charter busses to transport students during work-based learning opportunities.

WBL Plan Sub Action #2:

To support the connection between classroom instruction and workplace skills, Duncan will partner with community industry partners to ensure that students are able to practice, apply, and reflect upon skills and content learned in their Linked Learning courses while participating in WBL activities. Teachers will have the opportunity to participate in externships, job shadows, and advisory and subcommittee meetings to ensure alignment between site courses and industry skills and knowledge. Duncan staff will work with and alongside business partners to ensure that the experiences provided in work based learning opportunities center on core competencies, soft skills, and essential technical skills needed to lead students to industry level certifications. To support these connections, students will participate in various activities that require industry partner involvement at Duncan including Portfolio Day, Spring Showcase, Senior Capstone Justifications of Learning, and PBL projects.

WBL Plan Sub Action #3:

To support implementation of a high quality work based learning (WBL) plan, Duncan will provide teachers with meaningful professional learning opportunities centered on WBL. Duncan teachers will be provided with opportunities to participate in training and conferences that support WBL such as NAF, ASE, PBL World, PBL Leadership Academy, Educating for Careers, and Linked Learning Alliance. Linked Learning teachers will also work with district WBL support staff to identify areas of need and create a comprehensive WBL plan that ensures all students have equitable and consistent opportunities to participate in high quality WBL activities that reinforce skills and allow for hands-on learning. Linked Learning teachers, CTE coordinators, instructional coaches, site-admin, etc. will also identify team and individual PL needs for quarterly academy meetings where teachers receive a full day of site and professionally-led PL. This PL will also be provided at weekly grade-level team PLC meetings.

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

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

Progress will be monitored by continuous collection of Work Based Learning (WBL) data for each teacher on campus. Data to be collected will include: number of students in jobsite, guest speakers, industry partner involvement in projects, and study trips. Site data including the number of students enrolled in Linked Learning pathways will be collected so the District Data Dashboard can be updated to reflect actual enrollment and WBL participation.

Data will be collected from jobsite mentors and teachers on how students are applying and practicing the core competencies and skills learned in the classroom while at jobsite. Teachers will collect student work samples and lesson plan examples that demonstrate high quality work based learning per the FUSD High Quality Work Based Learning Matrix.

Teacher participation in training that supports implementation of the Work Based Learning plan, including teacher externships and conferences, will be collected. Teacher feedback will also be collected to better inform decision making about future professional learning needs.

Owner(s):

Collecting site-based WBL data: All teachers, both coordinators, and counselors.

Collecting jobsite data: 11th-12th grade CTE teachers participating in jobsite and both coordinators

Teacher training data: Coordinators and Vice Principals

Timeline:

Collecting site-based WBL data: On-going throughout the year

Collecting jobsite data: At the end of each quarter

Teacher training data: On-going throughout the year

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

Additional and consistent WBL experiences in all courses will help students make connections between the real-world and the content they are learning in class. Quality WBL activities will better enable students to demonstrate the character and competencies for workplace success, which is a district goal for all schools. Students who may be in danger of missing out on WBL experiences, like jobsite, due to low grades, will be identified for one-on-one conferences with teachers, coordinators, Vice Principals and parents. Appropriate supplies and equipment will be provided to students for training, job shadowing and work based learning experiences.

Specify enhanced services for EL students:

Hands-on WBL activities will support learning of abstract or rigorous content. Mentorship support is given for EL students from internship partners. Before and after school tutoring support provided for literacy and math with the Khan Academy, will be provided to all English Learner students to better develop language, literacy and mathematics skills. At each grade level, students receive IMAGO lessons where CTE content is embedded in literacy activities (listening, speaking, writing), thusly exposing students to career awareness and career themed vocabulary along with social/emotional, life, and soft skills.

To ensure that these students are aware of all post-secondary options upon graduation, identified students will have the opportunity to participate in experiences that expose them to a variety of careers and career pathway opportunities. These opportunities will include careers that do not require post-secondary education, and/or provide opportunities for scholarships and paid apprenticeships, including Apprenticeship Day, Job Shadow Day, Day at the Hospital, Mini Med School at UCSF, Engineering Camp at CSUF, Valley Children's Teen Health Fair, and Harris Construction Day. Students will also have the opportunity to participate in field trips to local community colleges to learn about certificate and degree programs.

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

- Parent information sessions describe Work Based Learning activities that students may be involved in during the year and their purpose/importance.
- Edutext and parent newsletters will be sent home to highlight site-wide WBL events such as Duncan Showcase Night to encourage parent participation and involvement. These communications will be sent in multiple languages.
- Student/Parent/Teacher/Jobsite contracts will be created that outline the responsibilities of each stakeholder so parents are more informed of what their student will be doing and gaining from their jobsite experience.
- Parent/student/teacher/counselor/coordinator conferences for students that are struggling academically to identify support needs so student can continue to participate in jobsite

Action 2

Title: Assessing Schoolwide Learner Outcomes

Action Details:

The Duncan Polytechnical High School School-wide Learning Outcomes (SLO's) provide a focused image of the qualities we expect our students to possess upon graduation. The School-wide Learning Outcomes are also an extension of the Fresno Unified School District Graduate Profile. In order to assess the extent to which our graduates have attained the Duncan Polytechnical High School School-wide Learning Outcomes, we have begun to develop several assessment opportunities to measure the success of our students. Our goal is to ensure Duncan Polytechnical High School students are gaining the necessary skills and competencies for success throughout their enrollment in our high school and in the workplace or college after graduation.

Duncan Polytechnical High School School-wide Learning Outcomes

- A Creative and Adaptable Learner
- A Responsible and Ethical Decision Maker
- A Skilled Communicator and Collaborator
- A Digitally Responsible and Literate Citizen

Specify enhanced services for low-performing student groups:

Student support teams (Vice Principal, Coordinator, Academic Counselor) meet weekly to identify struggling students and work closely with teachers and parents to provide necessary supports. Pathway coordinators review, on a quarterly basis, grades and connect with teachers and students to identify needed supports.

Hands-on WBL activities will support learning of abstract or rigorous content. Mentorship support is given for low achieving students from internship partners. Before and after school tutoring support provided for literacy and math with the Khan Academy, as they complete WBL assignments, Linked Learning projects and pathway tasks that require integration of those disciplines. At each grade level, students receive IMAGO lessons, exposing students to career awareness along with social/emotional, life, and soft skills.

To ensure that these students are aware of all post-secondary options upon graduation, identified students will have the opportunity to participate in experiences that expose them to a variety of careers and career pathway opportunities. These opportunities will include careers that do not require post-secondary education, and/or provide opportunities for scholarships and paid apprenticeships, including Apprenticeship Day, Job Shadow Day, Day at the Hospital, Mini Med School at UCSF, Engineering Camp at CSUF, Valley Children's Teen Health Fair, and Harris Construction Day. Students will also have the opportunity to participate in field trips to local community colleges to learn about certificate and degree programs.

Describe Professional Learning related to this action:

- Annual summer Professional Learning week for Linked Learning teachers to be designed and facilitated by coordinators to meet the specific needs for projects and WBL. Training to be differentiated to meet staff and student needs.
- District-led WBL Activity Tool Kit and WBL Continuum training for Linked Learning teachers
- Attend conferences directly related to ABL plan creation and implementation, such as PBL World Workshop Conference, Educating for Careers, and the Linked Learning Conference.
- Teacher Externships during August Institute/Buy-Back Day.
- Embedded PL to be provided during Linked Learning teacher PLC meetings / Academy pull-out days as needs are identified.

- An Adaptive and Productive Problem Solver

Action Details:

SLO's Assessment Plan Sub Action #1:

Duncan will continue to promote the School-wide Learning Outcomes (SLO's) through school-wide advertisement (announcements, posters, course syllabi, etc.) both on campus and in the classroom. Duncan will continue to connect the School-wide Learning Outcomes (SLO's) with the Fresno Unified Graduate Profile. Announcements and posters are in place in classrooms, hallways, and the cafeteria and many teachers have included the SLOs as student expectations in their syllabus. Teachers were asked to complete a quarterly SLOs assessment as part of their curriculum. Many teachers are creating systems to expose students to the SLOs daily. Some of the teachers in the English and math departments have created SLOs reminder cards and have affixed them to student desks and tables. The SLOs Community of Practice was organized and are now working to obtain a better understanding of SLOs assessment processes currently in place. The Community of Practice developed a survey for all teachers at Duncan Polytechnical High School. This survey will provide necessary data concerning best practices already in place that support assessment of the School-wide Learning Outcomes (SLO's). Once the survey closes, the COP team for SLO's Assessment will review data, connect common practices, along with understanding needed areas of growth in assessing the SLOs. The Campus Culture team and a select group of students also developed the acronym DP WAY as a mnemonic device for students to memorize the basic qualities imbedded in the SLOs. The 5 Star Student data collection system is utilized by administration and teachers to scan student identification cards for 10 points when the student either demonstrates one of the SLOs qualities or can recite the DP WAY when asked. Points were collected during the Fall semester 2018 and multiple prizes including a new bicycle were awarded to the top student point earners.

SLO's Assessment Plan Sub Action #2:

To support the creation of School-wide Learner Outcome (SLO) Assessment plan, Duncan will align the assessment plan with student portfolios at the 9th, 10th, 11th grade years. At the 12th grade year, the assessment tool will align with the Senior Capstone Project. Students will then be able to better see their growth over time in the different SLO areas and identify their own needs for their future in the job market or college. The Community of Practice is developing a tracking document system for students to use as a tool to manage their attainment of the School-wide Learning Outcomes.

SLO's Assessment Plan Sub Action #3:

Duncan, in association with Envision Learning, will provide all teachers with meaningful professional learning centered around the Student assessment tool created on Google docs. This will allow for more consistent implementation and use of the assessment tool, which will ensure that students are able to practice, apply, and, most importantly, reflect upon the skills they learned within the School-wide Learning Outcomes. (SLO's).

SLO's Assessment Plan Sub Action #4:

Duncan students in the 11th and 12th grades will be participating in the Work-based Learning Internship Training program. This program partners Duncan with various businesses related to both the Medical (MASH) Academy and the Applied Technology (iDATA). Our business partners will evaluate our SLOs based upon their needs in the workforce and evaluate the performance of our students at jobsite based upon student

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input checked="" 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

The SLOs assessment tool will be used to measure student success in demonstrating our School-wide Learning Outcomes (SLO's) at the start and end of each school year so students and staff can monitor their growth in the SLO areas. Assessment tools include spring portfolios and projects for grades 9-11, the senior capstone project, and the Senior Defense of their learning.

Owner(s):

SLO Assessment Committee- Vince Hoke (Lead), Pamela Cottingham (Teacher), Beau Sunahara (Teacher), Guadalupe Ramirez (Teacher), Doug Urabe (Teacher), John baker (Teacher)

Timeline:

Spring 2019

- Deliver new survey to staff
- Use survey data to assist Envision Learning in evaluating our processes of SLOs assessment school-wide.
- Train All Staff on the meaning and use of the SLOs and the updated assessment tool (COP Committee and Administration)
- Implementation on Assessment Tool (COP Committee and Administration)
- Data Collecting by End of School Year with Assessment Tool (COP Committee)
- Bring Data to All Staff (COP Committee)

Fall 2019

- Test Assessment Tool (COP Committee and Duncan Staff)
- Evaluate Assessment Tool (COP Committee)
- Collect Feedback on Assessment Tool (COP Committee and Duncan Staff)
- Revise, update and Reevaluate Assessment Tool (COP Committee)
- Revise, update, and reevaluate the SLOs assessment imbedded into the Senior Capstone project and Senior Defense.

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

Schoolwide Learning Outcomes (SLO's) are embedded in each student's curriculum as well as their Duncan experience in creation of portfolios for grades 9-12. As students meet with Teachers and Staff, Duncan SLO's will be incorporated in direct discussions.

Specify enhanced services for EL students:

As students receive support for academics, Duncan SLO's will be embedded in resources and supports for EL Students.

Focus on the Duncan SLOs includes a focus on skilled communication which supports language development in our EL students.

EL students will be provided with technology resources that focus on reading and writing to help develop their language abilities.

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

- Parent Information Sessions are the beginning of the year
- Showcase Night
- Spring orientation nights for new and incoming students

Specify enhanced services for low-performing student groups:

Presently, there are no known way to method to identify students that are or are not performing against the SLOs. No method of collection has been devised to segregate the data according to low performing student groups.

Describe Professional Learning related to this action:

SLO's assessment development by AC/PLC in ongoing collaboration meetings

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	5.729 %	7.576 %	2017-2018	5.576 %
Suspensions Per 100	3.813 %	6.087 %	2017-2018	5.087 %
Graduation Rate		99.038 %	2017-2018	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.

Chronic Absenteeism

Suspensions Per 100

Previously, there have not been plans in place to address suspensions at Duncan. That being said, Duncan is currently categorized as "red" for the percent of African American students that have been suspended over the past 3 years. While the number of African American students is relatively small, less than 35 students total, it remains a area of focus. This year, there has a been a total of 3 African American students that have been suspended.

Graduation Rate

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

Chronic Absenteeism

Suspensions Per 100

Duncan is currently categorized as "red" for the percent of African American students that have been suspended over the past 3 years. While the number of African American students is relatively small, less than 35 students total, it remains a area of focus. This year, there has a been a total of 3 African American students that have been suspended.

Graduation Rate

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

There is no current goal 4 action plan to record any reflective information or data about.

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

Changes to the 2019/20 Duncan Polytechnical High School SPSA include a greater focus on supporting African American students academically and behaviorally through the support of the Duncan African American Advisor and

Changes to the 2019/20 Duncan Polytechnical High School SPSA include a greater focus on supporting African American students academically and behaviorally through the support of the Duncan African American Advisor and counseling team. Particular resources will be focused on consistent monitoring of African American student progress and resources to support academic growth.

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:

Suspension data analysis of of sub groups was reviewed by SSC at points in the school year, both an initial review when the SSC began to meet and another review of data as the SPSA began to be developed and was presented to SSC.

2 ELAC:

Suspension data analysis of of sub groups was reviewed by SSC at points in the school year, both an initial review when the SSC began to meet and another review of data as the SPSA began to be developed and was presented to SSC.

3 Staff:

Suspension data analysis of of sug groups was reviewed by the Duncan Climate and Culture team at points in the school year, both an initial review when the CCT began to meet and another review of data as the SPSA began to be developed and was presented to CCT.

Action 1

Title: Percent African American Students Suspended

Action Details:

Duncan is currently categorized as "red" for the percent of African American students that have been suspended over the past 3 years. While the number of African American students is relatively small, less than 35 students total, it remains an area of focus. This year, there has a been a total of 3 African American students that have been suspended. Duncan Polytechnical will institute a support action plan during the 2019/20 school year to support African American students and target the reduction of suspensions by African American students.

Sub Action Plan #1 Support Through African American Advisor

The Duncan African American Advisor will meet ongoing with all African American students enrolled at Duncan Poly, both in group and in one on one counseling settings. The African American Advisor will focus on academic and social/emotional supports in group settings. One on one sessions will focus on supports for African American students in need of academic assistance as well as those in need of behavioral assistance. The Duncan African American Advisor will be notified by VPs and Reengagement teacher when a African American student is referred to the office for any reason for one on one follow-up and potential parent conference.

Sub Action Plan #2: African American Learning & Support

African American students at Duncan will be encouraged to see possibilities, options and opportunities via learning experiences that include the African American Leadership Conference, Attending college fairs including Historically African American Colleges as well as cultural trips to local sites of significance. African American students enrolled at Duncan will benefit from site based pathway field trips and learning experiences.

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

The Duncan African American Advisor, Campus Culture Team and school administration will review African American suspensions monthly to monitor trends and identify needs using information found on Power BI.

Owner(s):

African American Advisor
Campus Culture Team
Administration

Timeline:

African American student suspensions will be reviewed each month.

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

African American students will receive direct services through the Duncan African American Advisor via group and one on one counseling and informational sessions, through site administration and through their pathway programs.

Specify enhanced services for EL students:

There are no current African American students identified as English Learners.

Specify enhanced services for low-performing student groups:

Low-performing African American students will be identified by our African American Advisor for weekly student logs to monitor plans and progress towards improvement and weekly one on one sessions to monitor those plans.

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

Both the African American Advisor and site leadership will offer consistent contact, monitoring, and support including:

1. Ongoing grade conferences and performance monitoring
2. Tutoring services for students struggling academically
3. Social/emotional support via school social worker, African American Advisor and through involvement in groups such as Black Student Union
4. Participation in empowerment learning experiences such as conferences and visits to Historically Black Colleges.

Describe Professional Learning related to this action:

The Duncan African American Advisor will participate in the trainings and resources offered to this position through the district coordinator.

2019-2020 Budget for SPSA/School Site Council

State/Federal Dept 0130 Duncan Polytechnical (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for tutorial and student support.	4,143.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Prep buyout for Eric Pineda.	12,034.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Prep buyout	12,034.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for tutorial student enrichment and student support.	21,695.00
G1A1	LCFF: EL	Instruction	Direct-Other			Assessors and support to carry out testing schedules that most benefit students (ELPAC, SBAC, SAT, etc.)	1,500.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Turnitin.com, professional learning supplies.	4,200.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Professional learning materials. No Food/Incentives	800.00
G1A2	Title 1 Basic	Instruction	Travel			Travel related expenses for professional learning conferences.	5,987.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Prep buyout	12,034.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Substitutes for conferences, field and study trips, professional learning opportunities.	14,118.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: Edgenuity	7,000.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Classroom technology, resources and supplies.	37,594.00
G1A2	Sup & Conc	Instruction	Travel			Solution Tree, CATE, CUE, Math Conference, Professional Learning Conferences, Seminars, Workshops	22,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			: Maintenance, repair and installation.	3,000.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts for tutorial and student support.	6,713.00
G1A3	Sup & Conc	Instruction	Direct Trans			Transportation for AP, Work Based Learning and other field and study based trips.	21,386.00
G1A3	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Sub			Substitutes for classified personnel in support of school learning experiences.	1,282.00
G1A4	Title 1 Basic	Attendance & Social Work Services	Cl&Tech-Sub	Liaison, Sch/Community Spanish	0.7500		61,544.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Prep buy-out John Grieco	12,034.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Prep buy-out for Nam Duong.	12,034.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Prep buyout for Carina Fulvio.	12,034.00
G2A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies for student incentives, awards, classroom resources, AP classroom resources study trip and related expenses. Food for winter session. College and trade school visits. Supplies and materials for student events. Publications, home mailings, graphics for school communication and recruitment.	60,000.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			Janeiry Perez : For AFJ ROTC Training - Independent contract to support goal 2 activities, arts and athletic support, recruitment and community communication, guest speakers, costs associated with	2,800.00

G2A1		Instruction	Cons Svc/Oth		student field and study trips.	2,800.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth		Keith Cappelluti : For Printing and Promotional material, Logo Design, etc. - Independent contract to support goal 2 activities, arts and athletic support, recruitment and community communication, guest speakers, costs associated with student field and study trips.	4,990.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth		San Joaquin Valley Writing Project : For Developing Teacher Leader Expertise; Creating Financial Documents and Reports; Compiling and Analyzing Data Collected From Teachers. **Quote Pending** -Independent contract to support goal 2 activities, arts and athletic support, recruitment and community communication, guest speakers, costs associated with student field and study trips.	4,155.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth		Young Producers Group : The YPG Project **Quote Pending** -Independent contract to support goal 2 activities, arts and athletic support, recruitment and community communication, guest speakers, costs associated with student field and study trips.	4,155.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth		Drill Team Dynamics : For AFJROTC Training **Quote Pending** - Independent contract to support goal 2 activities, arts and athletic support, recruitment and community communication, guest speakers, costs associated with student field and study trips.	6,900.00
G2A1	Sup & Conc	Parent Participation	Cls Sup-Ovr		Classified support	521.00
G2A1	LCFF: EL	Parent Participation	Mat & Supp		: Materials and supplies for parent meetings, school community meetings, monthly coffee hours, etc.	5,000.00
G2A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Sch/Community Hmong	0.4375 School to home connects, support through Hmong Community School Liason.	20,577.00
G2A1	LCFF: EL	Attendance & Social Work Service	Local Mileag		Gas mileage for home visits.	500.00
						\$394,764.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$76,674.00
Sup & Conc	7090	\$283,800.00
LCFF: EL	7091	\$34,290.00
Grand Total		\$394,764.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$249,064.00
G2 - All students will engage in arts, activities, and athletics	\$145,700.00
Grand Total	\$394,764.00