

**Duncan Polytechnical High**

10621661030295

Principal's Name: Rene Martinez

Principal's Signature:

A handwritten signature in black ink, appearing to read "Rene Martinez", written in a cursive style.

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

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| Additional Documents           | <i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>  |

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

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

**Consolidated Program Assurances**



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

**School Site Council**

| <b>School Site Council List</b>       |                  |                          |                    |                                |                          |
|---------------------------------------|------------------|--------------------------|--------------------|--------------------------------|--------------------------|
| <b>Member Name</b>                    | <b>Principal</b> | <b>Classroom Teacher</b> | <b>Other Staff</b> | <b>Parent/Community Member</b> | <b>Secondary Student</b> |
| 1. Principal - Rene Martinez          | X                |                          |                    |                                |                          |
| 2. Chairperson – Georgina Reyes       |                  |                          |                    |                                | X                        |
| 3. Sara Villegas                      |                  |                          | X                  |                                |                          |
| 4. Michelle Kennedy                   |                  | X                        |                    |                                |                          |
| 5. Ash Jones                          |                  | X                        |                    |                                |                          |
| 6. Melina Jauregui                    |                  | X                        |                    |                                |                          |
| 7. Sky Sweet                          |                  | X                        |                    |                                |                          |
| 8. Irma Keith                         |                  |                          |                    | X                              |                          |
| 9. Celina Sandoval                    |                  |                          |                    | X                              |                          |
| 10. Connye Rodriguez                  |                  |                          |                    |                                | X                        |
| 11. Brian Hoover (Withdrew from SSC)  |                  |                          |                    |                                | X                        |
| 12. Victoria Ortega Withdrew from SSC |                  |                          |                    |                                | X                        |
| 13.                                   |                  |                          |                    |                                |                          |
| 14.                                   |                  |                          |                    |                                |                          |
| 15.                                   |                  |                          |                    |                                |                          |

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

**Required Signatures**

| <b>School Name:</b>   |                         |   |             |
|---|-------------------------|---|-------------|
| Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement. |                         |   |             |
| <b>Title</b>  | <b>Print Name Below</b> | <b>Signature Below</b>  | <b>Date</b> |
| Principal   | Eric Martinez           |   | 6/8/2020    |
| SSC Chairperson   | Georgina Reyes          |  | 6/8/2020    |

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2020/21

Duncan - 0130

**ON-SITE ALLOCATION**

|   |                                   |                  |
|---|-----------------------------------|------------------|
| 3010                                    | Title I                           | \$91,080 *       |
| 7090                                    | LCFF Supplemental & Concentration | \$264,822        |
| 7091                                    | LCFF for English Learners         | \$38,862         |
| <b>TOTAL 2020/21 ON-SITE ALLOCATION</b> |                                   | <b>\$394,764</b> |

\* These are the total funds provided through the Consolidated Application

\* Title I requires a specific investment for Parent Involvement

|  |          |
|--|----------|
| Title I Parent Involvement - Minimum Required                            | \$3,036  |
| Remaining Title I funds are at the discretion of the School Site Council | \$88,044 |
| Total Title I Allocation   | \$91,080 |

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

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

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

| Goal 1 Metrics   | Current Target | Actual   | As Of     | Target   |
|--|----------------|----------|-----------|----------|
| A-G Courses Offered  | 91.81 %        | 80.435 % | 2018-2019 | 87.435 % |
| Enrollment in AP/IB  | 31.824 %       | 25.495 % | 2018-2019 | 35.495 % |
| Completing AP/IB Courses with Credits Earned (HS)            | 32.639 %       | 26.732 % | 2018-2019 | 33.732 % |
| SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)  | 67.811 %       | 48.077 % | 2018-2019 | 58.077 % |
| SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11) | 20.063 %       | 8.108 %  | 2018-2019 | 18.108 % |

**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)

As of 2019-2020 data from Power BI

- Proficiency in ELA/Literacy SBAC decreased from 60.8% to 48.1% proficient

#### Key Factors

- Strategies to support student testing stamina were not fully developed or implemented throughout all grade levels.
- The functionality of grade level PLCs decreased, thus resulting in stagnant work on discovering best practices that would most likely increase student achievement levels.
- Alignment of PLC work to meet the demands of Linked Learning and grade level content did not progress as anticipated.
- SBAC interim assessment blocks were not used throughout the department to measure students ability to demonstrate grade level proficiency to make instructional decision that would best support the areas of growth.

**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)

- Overall all student subgroups decreased in percentages of proficiency. The most significant decrease for ELA SBAC score was within our White Subgroup 30.1%

#### Key Factors

- Timely data reviews for the overall student body at each grade level that would allow for changes in instructional deliveries and interventions provided to support individual student needs.
- After school tutorial emphasis on mathematics, with minimal systematic ELA/literacy support
- Progress of Literacy plan was not systematic due to emphasis and reboot of PLC practices and teaming dynamics

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

- Overall all student subgroups decreased in percentages of proficiency with the exception of the ethnicity group other who had a significant increase. The most significant decrease Math SBAC proficiency was within our Asian subgroup, 10.5% decrease from prior year

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

As of 2019-2020 data from Power BI

- Proficiency in Math SBAC decreased from 13.1% to 8.1% proficient

Key Factors

- Functionality of math teams and their weekly PLC practices did not function in a manner that supported student growth as anticipated.
- SBAC in interim assessment blocks have not been used at any grade level to measure the ability to demonstrate grade level proficiency to make instructional decision that would best support the areas of growth.
- Common Formative Assessment development and use of this data to support student learning is still progressing, but more improvement across the math department is needed

### **A-G Courses Offered**

As of 2019-2020 course A-G course offerings increased to 80%

Key Factors:

- Continuous monitoring of enrollment of A-G courses and student academic performance in the courses they are enrolled in.
- Successful launch of additional A-G courses in the past two school years that meet the interest of students and Duncan's pathway articulation.
- Increase in course offering in conjunction with online learning platforms such as Edgenuity that also offer A-G courses

### **Enrollment in AP/IB**

As of 2019-2020 data from Power BI

- Number of students enrolled in at least one AP course increased from 37.7% to 41.8%

Key Factors

- Addition of Principals of Computer Science (AP course) as well as AP Environmental Science
- Increase in the number of sections that were offered in both AP European History and AP Human Geography based upon student interest and desire to take the course
- Active recruitment of AP students by AP coordination through facilitation of parent/community participation in AP Night.
- Providing out side of the classroom learning opportunities for AP students.

### **Completing AP/IB Courses with Credits Earned (HS)**

As of 2019-2020 data from Power BI

- Number of students successfully passing AP exams slightly increased from 24.8% to 25.5%

Key Factors

- Additional tutoring sessions conducted by teachers after school hours and during Saturday Academies
- Increase in out of class learning opportunities that have made the learning relevant to students enrolled and completing AP courses
- Providing incentives and recognition for students who successfully complete AP courses and who

Key Factors

- Minimal development of common formative assessments for grades 10-11 to provide essential data to prepare students to complete aligned grade level work.
- Timely data reviews for the overall student body at each grade level that would allow for changes in instructional deliveries and interventions provided to support individual student needs.
- Gaps in technology needs such as scientific graphing calculators and experience with SBAC technology testing resources.

### **A-G Courses Offered**

There were no key factors or resource inequalities that resulted in disproportionality of low performing subgroups

### **Enrollment in AP/IB**

There were no key factors or resource inequalities that resulted in disproportionality of low performing subgroups. In fact, there were increases in AP enrollment that were represented in all subgroups

### **Completing AP/IB Courses with Credits Earned (HS)**

- Overall all student subgroups increased in percentages of AP course completion with the exception of a moderate drop within our EL subgroup; decreased from 12.5% to 6.6%.

Key Factors

- Minimal progress on literacy plan to support student literacy which is especially critical for EL students
- Need of professional development to help AP teachers integrate ELD strategies into their daily lesson delivery



- earn a passing score on the exams they take
- Professional development opportunities for AP teachers to increase their capacity to provide high level instruction.
- Monitoring of student grade data from counseling team and AP coordinator

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

Overall the implementation of actions for Goal 1 were executed to some degree. Actions in AP enrollment and AP completion, A-G course offerings were further implemented and carried out compared to the actions around SBAC proficiency increases in Math and ELA/Literacy. The plan was to complete a school wide literacy plan, develop a professional learning calendar and implement the literacy plan school wide showed some growth, but not to the level we had anticipated. In addition the support for ACCESS for the Geometry level as intended did not come to fruition and additional intervention supplemental contract monies were not fully utilized. One additional difference from intended to actual implementation was the need to complete the steps necessary to parents and students on college tours to learn about college admissions and requirements and to provide students with incentives for being a-g compliance. We hope to be able to complete these two actions for this coming 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.

Due to the areas of need that were identified and the decrease in SBAC achievement in both Math and ELA, we will look to add additional resources and structure to support professional learning to focus on collective teacher efficacy, high functioning PLC practices, and the utilization of systematic monitoring or a fully articulating MTSS. In addition, a reboot of a school wide literacy plan to support all content areas will be a point of emphasis to support overall student achievement.

**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.

**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.

**3** Staff:

Duncan staff members are organized into "Communities of Practice" focused on the action plans of the SPSA. These communities, 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.

## 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, PSAT, SAT and tri-annually iReady assessments. 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 without students missing out on their daily instruction. Students struggling in Algebra 1, Geometry and Algebra 2 will receive small group support and instruction both preemptively (before new instruction with use of the iReady diagnostic) 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, iReady Grouping Activities) and additional time with teacher and support personnel 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. Furthermore, incoming 9th grade students who have historically struggled in mathematics will receive the opportunity to engage in instruction that will support foundation skills for Algebra 1 work through use of providing teachers supplemental contracts to issue this instruction prior to the start to the Fall semester.

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-like counterparts in strengthening their alignment to their scope and sequence to best meet the needs of these students. In addition Duncan Math Teachers will continue the development of aligned 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 strategic 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 and resources 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 (both physically and digitally) in the areas of mathematics mindsets, unpacking and dissection of standards, eight mathematical practices, 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.

In addition, instructional and technological resources will be provided upon need to enhance the learning and instruction that is provided by the Math teachers of Duncan Poly in the various math course offered during the 2020/21 school year.

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

Duncan will continue to offer A-G aligned Medical Math course for students enrolled in the MASH academy during the 2020/21 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.

|   |  |   |   |
|---|--|---|---|
| <b>Reasoning for using this action:</b> | <input type="checkbox"/> Strong Evidence | <input checked="" type="checkbox"/> Moderate Evidence | <input type="checkbox"/> Promising Evidence |
|---|--|---|---|

**Explain the Progress Monitoring and data used for this Action**

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

Classroom observations that monitor shifts of daily instruction that are outlined in the 8 mathematical practices and content instruction that is on grade level with structured supports .

Daily achievement progress will be monitored, assessment data reviewed after each administration of common formative assessments for all math students and interim assessments.

Math PLCs will analyze common assessment data during 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, areas for improvement for reteaching purposes.

Parents will be notified when their child is recommended for ACCESS support in Algebra and Geometry.

**Owner(s):**

Administrative Team through use of IPG and walk-through tools

All Math Teachers

All Math Teachers Algebra & Geometry/ACCESS teachers.

PLC leads with support of math teachers

Counselors, Reengagement teacher and Math Teachers within each PLC

ACCESS teacher, Math teachers and Home School Liaisons

**Timeline:**

Weekly calibration and review of classroom observations that occur daily.

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)

3-4 week cycles for engagement in ACCESS

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

**Tier 1:**

- Use of best first teaching practices that are reflective of the 8 mathematical teaching practices that are aligned to grade level rigor. In addition, daily incorporation of relevance and real world application present in the daily instruction.
- Use of GVC and technological resources to ensure access to online curriculum and supplemental resources to enhance mathematical comprehension.

**Tier 2:**

- In-class interventions and differentiation of instruction provided through consistent and strategic checking for understanding with the support of software such as Classdojo and other digital and physical materials/resources.
- Use of California Teaching Fellows to support groups during class time to help differentiate the instruction to each student's need. In addition, opportunities provided to students to receive outside class time support through before school, during lunch and after school tutoring via walk-in.
- Appointment and walk-in before school, during lunch, and after school math support by math teaching staff.

**Tier 3:**

- Enrollment in ACCESS for Algebra 1 to establish mastery for unit by unit math content
- Referral support to California Teaching fellow during tutorial hours to support gaps in learning and current content mastery
- Counseling conferences with student to support student with academic and potentially social-emotional needs
- Daily monitoring from Reengagement teacher through check-in /check-outs if behaviors are manifesting and are impacting student learning.

**Specify enhanced services for EL students:**

Tutorial supports in literacy and math during and outside of the school day that are designed to increase a students ability to increase their understanding of mathematical terms and language used.

Mentorship support from identified teacher, peers and teaching fellows to support EL student engagement.

ELD literacy standards integrated throughout all content areas to support literacy development for EL students to increase their ability to communicate and comprehend grade level academic and math content vocabulary.

**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.

In addition, clubs and organizations will be reestablished such as MESA to support math engagement and promote student connectivity in an academic setting.

### 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. Peachjar and Social Media outlets.

Parent conferences for students receiving a "D" or "F" in math class with teacher, counselor and VP

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.

Monthly Coffee Hour invites to involve parents in their child's education with the opportunity to seek support and ask questions of school administrators, school

School Site Council and ELAC participation opportunities with outreach occurring multiple times throughout the year on the work that is taking place in these groups.

### 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.

Staff collaboration during PLC.

Support of 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 to mathematics instruction, mathematics mindset, unpacking and detailing out standards.

Engage in technology platforms to support teachers abilities to engage students by using multiple modalities of instruction and forms of communication (i.e. Flipgrid, google classrooms, Microsoft Teams

## **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, electives 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, electives and CTE courses. The anchor reading standards will be addressed through the implementation of common reading strategies identified by each content area, elective and CTE course. Reading strategies will focus on creating context, forming analysis, and reading closely. The goal is to build academic stamina through precise thinking, regular exposure to mentor text, literature and key documents. Anchor writing standards will be addressed through the implementation of common writing strategies identified by each content area, electives and CTE courses. Writing strategies will focus on supporting arguments, conveying complex ideas and information, developing structure and building academic writing stamina. Focus will be placed on utilizing online programs such as turnitin.com and flocabulary to support reading and writing.

#### **Literacy Sub Action Plan #1**

The Literacy Team will draft a school-wide literacy plan that addresses the anchor reading and writing standards. Within the Literacy plan, each content area, elective 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. Department will be given 3 planning days during the school year to support the implementation of the Literacy Plan. 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.

#### **Literacy Sub Action Plan #4**

The literacy team will implement a school wide write to support the anchor writing standards. During the whole school write, all students will answer the same writing prompt. All staff will be part of the scoring of the school write

**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

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

CAASPP scores from previous years and use of Interim Assessment Blocks student data results

iReady diagnostic results from diagnostic 1 and 2 for grades 9-11

Professional Learning surveys from staff to help support their professional learning needs.

Owner(s):

All ELA PLCs, led by ILT/PLC leaders with support from VP

VPs, Department Chairs and ELA PLCs grades 9-12

VPs, Department chairs, ILT, ELA PLCs

ELA PLCs and Individual Teachers

Timeline:

After ever assessment and on going through PLCs for the duration of the school year

Beginning of school year and quarterly after assessment block is given to students

Prior to the start of the school year and after each diagnostic

Quarterly on going surveys administered

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

- Tier 1:
- All students will receive literacy instruction in all content areas, elective and CTE courses on how to effectively use and apply the identified reading and writing strategies
  - All students will have access to technology and online programs that support reading and writing strategies.

- Tier 2
- In-class interventions and differentiation of instruction provided through consistent and strategic checking for understanding. .
  - Appointment and walk-in before school, during lunch, and after school math support by ELA teaching staff.
  - Support and mentorship provided by California Teaching Fellows to support students who are not meeting grade level expectation in literacy development.
  - Referral to writing labs to support gaps in writing composition work.

- Tier 3
- Counseling conferences with student to support student with academic and potentially social-emotional needs
  - Daily monitoring from Reengagement teacher through check-in /check-outs if behaviors are manifesting and are impacting student learning.
  - Skill development through explicitly assigned Khan academy and iReady curriculum activities to support student's ability to complete grade level literacy work.

Specify enhanced services for EL students:

Tutorial supports in literacy during and outside of the school day that are designed to increase a students ability to increase their understanding of academic terms and language used.

Specify enhanced services for low-performing student groups:

English Learner sub groups are identified as in need of extra support in literacy achievement. This support will include additional tutoring both during the school day within their actual classes, as well as before or after school

Mentorship support from identified teacher, peers and teaching fellows to support EL student engagement.

ELD literacy standards integrated throughout all content areas to support literacy development for EL students to increase their ability to communicate and comprehend grade level academic content and vocabulary.

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

Professional Learning for staff to increase their ability to provide the necessary supports for students through integrated ELD standards.

#### 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. Peachjar and Social Media outlets.

Parent conferences for students receiving a "D" or "F" in math class with teacher, counselor and VP

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.

Monthly Coffee Hour invites to involve parents in their child's education with the opportunity to seek support and ask questions of school administrators, school

School Site Council and ELAC participation opportunities with outreach occurring multiple times throughout the year on the work that is taking place in these groups.

School will provide parent training on how to support their students in reading and writing. The same strategies implemented in the classrooms will be shared with parents.

School will provide parents with training on how to interpret their student's assessment scores and on how they can support their students to continue to make improvement.

with both their Duncan Teachers and tutors from California Teaching Fellows.

In addition, strategic planing within linked learning teams to help identify the specific language supports to increase literacy level within our EL student population.

Incentives provided for increase in ELPAC scores and redesignation to support engagement and by in for increasing literacy skills.

#### 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

Ongoing time/training on creating and reviewing common formative assessments and calibration of grading practices.

Staff collaboration during PLC and increase functionality to support student learning. Solution Tree professional learning.

Engage in technology platforms to support teachers abilities to engage students by using multiple modalities of instruction and forms of communication (i.e. Flipgrid, google classrooms, Microsoft Teams

## 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

Number of participants that attend Duncan AP Parent night

Yearly additions to AP sections where students express the most interest

Monitoring the number of students who received specific information during the AP recruitment period.

Number of students who attend AP tutoring sessions before, during lunch, after school and during Saturday Academies. As well as number of tutoring hours that are provided by AP Teachers

Khan Academy hours invested by AP students in their enrolled AP course(s)

Number of outside of class learning experiences for AP Students

Monitoring AP students' grades specifically Ds and Fs and daily attendance

Annual review of the number of students who earned a qualifying score on the AP exam

Bi-annual review of AP course completion rates (retention – students who successfully complete the AP class with a C or higher) at the end of both semesters

Data collection of which students are dropping which classes during start of school drop periods

Owner(s):

AP Coordinator / Head Counselor

AP Coordinator / Head Counselor

AP Coordinator/AP teachers

AP Coordinator / AP Teachers

Head Counselor and Counseling Team

AP Coordinator / Head Counselor

Head Counselor and Counseling Team

AP Coordinator / Head Counselor / AP Teachers

AP Coordinator/Head Counselor/ AP Teacher

AP Coordinator/Head Counselor

Timeline:

April

January - March

February - March

August – June

August – June

August – June

May

End of Fall and Spring Semesters

August

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

**Tier 1:**

- All students will be inform about AP Night and encouraged to participate in this event, especially students who are designated as AP ready/potential
- Teachers will provide outside of class learning experiences for all AP students
- Incentives and baseline tutorial session will be provided for all students enrolled in AP coursework

**Tier 2**

- Walk in and appointment tutoring provided by AP teachers to support AP coursework achievement
- Consistent monitoring and conferences with AP Coordinator for students who are enrolled in multiple AP courses and not maintaining a C or better at each 6 week grade check

**Tier 3**

- Assigned tutorial sessions and weekly check-in with AP Coordinator
- Student/Teacher/parent conferences for students who are at-risk of failing or considering dropping AP course at end of Fall Semester

#### Specify enhanced services for EL students:

Individual/teacher/parent conferences with interpreter to partner with parents to provide pathways for success for EL students

Provide additional tutorial as needed by AP teachers to support language acquisition and literacy skill development

Monitor students in class and their provide scaffolds to strengthen their areas for improvement from previous ELPAC assessment

Incorporate ELD strategies into daily lessons to support literacy and language development and expository text comprehension

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

Student/AP Teacher/Parent Conferences

School Messenger communicating AP showcases and AP parent night participation

Parent University modules to help parents understand the AP course work and benefits of enrollment.

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.

Monthly Coffee Hour invites to involve parents in their child's education with the opportunity to seek support and ask questions of the AP courses that are offered at Duncan and general question regarding AP curriculum.

#### 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.

In addition EL students will received additional tutoring support and strategic scaffolds to best support their progress in AP course work, AP study groups with California Teaching fellow and peer groups will be established during the before school and after school library support program. The Duncan Counseling team and AP coordinator 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 additional tutors who can provide it.

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

AP Summer Institutes

Ongoing AP PLC Meetings

Continued Webinars offered through College board.

Attend conferences directly related to pedagogy mathematics instruction, mathematics mindset, unpacking and detailing out standards.

Engage in technology platforms to support teachers abilities to engage students by using multiple modalities of instruction and forms of communication (i.e. Flipgrid, google classrooms, Microsoft Teams)

## 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 2020-2021. 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 days schedule. In addition to the current a-g courses, Duncan will continue to support the A-G courses that will be in year two/three: 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 Edgenuity, 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 10<sup>th</sup> 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 Liaisons 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

Review of Master schedule for course placements

Review Doorways course lists for a-g course accuracies

Regular progress check for credit recovery options/completion: APEX/Edgenuity online, night school, summer school, winter session.

Grade chats and Quarter/Semester grades letters mailed home.

Summer School enrollment and parent contacts.

Semester transcript analysis of credits for all students.

Monitoring of students' A-G eligibility and deficiencies via FUSD graduation and a-g tools in ATLAS

Owner(s):

Head Counselor/Counselors

Head Counselor/Counselors

Head Counselor/Counselors

Head Counselor/Counselors

Head Counselor/Counselors/VP

Head Counselor/Counselors

Head Counselor/Counselors

Timeline:

June/August/January

Ongoing

Ongoing

Ongoing/Quarterly/Semester

April-June

December/June

Ongoing

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

**Tier 1:**

- One on one counselor-student grade level conferences.
- Grade level class meetings/ classroom presentations on graduation/A-G, study skills
- Advise all students during Pre-registration about A-G, AP, and electives options

**Tier 2:**

- Review all student schedules for accurate course placements in addition to review of transcripts and A-G status with students.
- Tutorial referrals of students to teachers and before/after school tutoring
- Provide college admissions requirements and resources to students
- Parent/Student/Teacher/ Counselor conferences for students who are in jeopardy of losing A-G status due to low grades and attendance.

**Tier 3:**

- Provide credit recovery options for a-g (Edgenuity, Summer School, Night School sessions, etc).
- Weekly check-in and check outs with counselor and reengagement teacher
- Engage in peer and reengagement teacher grouping to support overall academic achievement

Specify enhanced services for EL students:

Individual parent/teacher/student counseling conferences through interpreter with Home Community School Liaison (HCL) as needed

Translated written communication (as needed)

Regular check-in with student (as needed) for academic/language support

Specify enhanced services for low-performing student groups:

Enhanced service will be provided to our African American and EL subgroups are listed as follows:

- Counselors will provide additional A-G support to historically low performing student subgroups through individual and small group meetings/conferences.
- Provide parents with A-G requirements to 4-year universities
- Promote A-G awareness to students and parents by taking them to college campus tour

Referral for social/emotional support with language interpreter support (as needed)

Home communication in the primary language for academic support

Referral of parents and students for support with HCL

Support teachers with language brokerage

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

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Inform parents of before/after school tutorial schedule: Posted on campus, on school website, School Messenger translated copies of tutorial schedule available as needed

Home Community Liaison (HCL) to train and support parents to use Edutext and school messenger to keep parent informed about student progress throughout the school year.

Promote use of ATLAS parent portal

Parent-teacher conferences with language support

Home Community School Liaison contact parents in primary language for academic support

Promote parent participation with Parent University for workshops on graduation and a-g information

Promote parents to support students' learning at home via homework time and space

HCL available to interpret during school meetings/conferences

Provide parents with Counselors/HCL work contacts

- Promote students and parents to take part in A-G presentations provided by Parent University
- Check students grades and refer to teachers and tutorial supports
- Review student transcripts and master schedule to ensure proper course placement

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

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Counselors attends Counselor trainings for updates on post-secondary A-G requirements

Counselors meet with credit recovery teachers to review data, identification of students, protocols, etc. for proper course placements.

Communication to staff and parents about Duncan Credit Recovery options and enrollment timeline.  
Share updated A-G list from Doorways with staff

Review and compare student data to assist with decision making of student needs.

# 2020-2021 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.  | 4,879.00  |
| G1A1   | Title 1 Basic | Instruction                       | Mat & Supp   |                                |        | Professional learning materials. **No Food/No Incentives**  | 657.00    |
| G1A1   | Title 1 Basic | Instruction                       | Travel       |                                |        | Travel related expenses for professional learning conferences   | 10,000.00 |
| G1A1   | Sup & Conc    | Instruction                       | Teacher-Regu | Teacher, Senior High           | 0.2000 | Prep buy-out for Erick Pineda   | 19,987.00 |
| G1A1   | Sup & Conc    | Instruction                       | Teacher-Regu | Teacher, Senior High           | 0.2000 | Prep Buy-Out ACCESS   | 19,987.00 |
| G1A1   | LCFF: EL      | Instruction                       | Teacher-Subs |                                |        | Substitutes for instructional planning and student supports   | 3,567.00  |
| 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 and other professional learning supplies   | 7,500.00  |
| G1A2   | Title 1 Basic | Instruction                       | Nc-Equipment |                                |        | : Classroom technology, resources and supplies  | 7,000.00  |
| G1A2   | Sup & Conc    | Instruction                       | Teacher-Subs |                                |        | Department Pull Outs, Professional Development, School Business, Skills USA Subs and other competitions           | 16,636.00 |
| G1A2   | Sup & Conc    | Instruction                       | Nc-Equipment |                                |        | Classroom/ School technology, resources and supplies  | 20,000.00 |
| G1A2   | Sup & Conc    | Instruction                       | Travel       |                                |        | Solution Tree, CATE, Math and Literacy Conferences, Professional Learning Conferences, Seminars and Workshops     | 14,000.00 |
| G1A2   | Sup & Conc    | Instruction                       | Direct-Maint |                                |        | District maintenance, repair and installation   | 3,500.00  |
| G1A2   | LCFF: EL      | Instruction                       | Teacher-Supp |                                |        | Supplemental contracts for tutorials, summer bridge/Stallion Start Up, winter sessions and other student supports | 6,793.00  |
| G1A3   | Sup & Conc    | Instruction                       | Direct Trans |                                |        | Transportation for AP, Work Based Learning and other field and study based trips                                  | 14,000.00 |
| G1A3   | Sup & Conc    | Instructional Supervision & Admin | Cl&Tech-Sub  |                                |        | Substitutes for classified personnel in support of school learning opportunities                                  | 1,275.00  |
| G1A4   | Title 1 Basic | Instruction                       | Mat & Supp   |                                |        | : Drum Line Instruments - Supplemental Instructional Materials and Supplies<br>**No Food/No Incentives**          | 4,990.00  |
| G1A4   | Title 1 Basic | Attendance & Social Work Services | Cls Sup-Reg  | Liaison, Sch/Community Spanish | 0.7500 | **SCL Duties from Title I cannot be used for translation of mandatory items such as ELAC and IEP**                | 56,054.00 |

**\$212,325.00**

## 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 | 85.5 %         | 46.878 % | 2018-2019 | 87.878 % |

**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

As of 2019-2020 data from Power BI

- The percentage of students who participated in goal two activities increased from 46.9% to 49.0%.

#### Key Factors

- Student ASB leaders have continued to develop in their leadership capacity by being provided multiple opportunities to engage the general student body.
- There has been an increase in the number of opportunities that interest students and that are conducive to gain more participation for the general student body.
- Communication via video announcements and other means are not being viewed by students in a timely manner.
- Additional funding was provided and special schedules were implemented to support goal 2 engagements.

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

#### Goal 2 Participation Rate

The data that was reported indicates that there is no significant disproportionality for low performing student groups. However, we believe that are opportunities for more data entries as not all students participation in Goal 2 engagement activities were recorded

#### Key Factors

- Lack of oversight from Admin team and CCD for engagements that were led by clubs, events, and other school organizations.
- Use of 5 Star student information system not utilized to its fullest.
- Minimal resources invested in training of club sponsors and other school personnel to document Goal 2 student participation using the technology resources that are available for use.

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

Overall Duncan was on target of the implementation of its action items listed. However, the result of school closure did not allow for the additional planned engagements and resources for students to be fully carried out. Nevertheless, there were areas within data collection through our 5 Star student informational system that were not implemented and could improve. Such as, resources to provide positive incentives and use of the 5 Star data to provide interventions and connections with parents to better serve our students and Duncan's efforts to increase Goal 2 participation. Furthermore, there was additional resource needs to support the intended sports specialty league needs. With more student and community participation trending in a positive direction, there was a need for more resource allocation to meet the needs of our students and the implementation 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 the Goal 2 plan will include adding additional monetary resources to support the addition of SRO services, the expansion of student engagement opportunities of clubs and organization and additional resources for our Specialty Sports League teams. There will also be an emphasis for the upcoming school year to better support the documenting and recording of student participation and professional development for our staff to encourage our students to get and remain engaged in Goal 2 opportunities.

**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.

**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.

**3** Staff:

Club advisors, class sponsors, and athletic coaches should meet frequently to discuss entering student participation data into Atlas. Discussion regarding the 5 Star student information system to 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, MESA and Duncan Poly Drum Line. 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 Poly Vice 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, orientation nights, and summer/winter bridge opportunities and LINK Crew engagements.

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, Stack the Stands, and Obstacle Course challenges. Materials and resources as well as facility improvements (i.e audio, video equipment) will be provided for these events and venues to enhance the experiences of students.

The 5 Star Students information system 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 Merch bags, dance tickets, and other student appropriate privileges/incentives. 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 recognition breakfast/dinners, achievement regalia, 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 school year continues as a viable sports program for Duncan students via coaching contracts for Duncan staff to lead teams and monies to support the resources needed to compete (i.e equipment, uniforms, cost for officials, trophies and regalia for team championships etc.). The basketball, volleyball, modified/indoor soccer, indoor rock climbing

leagues continue to develop. Spectator and student participation continues to grow as the leagues gain in popularity. Thus, additional personnel such as campus safety assistants and Student Resource Officers will be vital workers during specific competitions and school functions support the safety of our students and community

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 Liaisons 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 Liaisons will support student success through parent contacts and through home visits.

The Campus Culture team is pivotal in the development of our Multi-tiered System of Support (MTSS); specifically in strengthening classroom management skills in dealing with level 1 misbehavior 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. In addition the team will continue to work in conjunction with the CCD and student ASB leadership to build student connectivity to adults and peers through various campaigns, and supporting the efforts of class meetings as well as increasing school pride for all grade levels.

SMART goal: By June 2021, 90% of all Duncan students will participate in at least one Goal 2 activity throughout the year.

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

**Explain the Progress Monitoring and data used for this Action**

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

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 and working work for student connectivity.

Interest surveys for students to solicit feedback on the activities, events and club opportunities for engagement.

Owner(s):

Goal 2 engagements to be monitored by the Campus Culture Director, supported by VP

CCT Team with data provided by VP

VP to lead the Support Teams and supported by Coordinators, Counselors and SSW

CCD with support of ASB Leadership

Timeline:

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

Data to be reviewed monthly during team meetings throughout the school year

Support Team meetings to be conducted bi-monthly throughout the school year

Conducted every 6 weeks throughout the school year

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

**Tier 1:**

- Conduct general connectivity and engagement campaigns for student body to be aware of the number of engage opportunities that exist at Duncan: Club Rush, promotions of large and small activities and events for all students.
- Utilization of 5 Star student system to reward students for their participation in the engagement opportunities.
- Summer Training of Link Crew Leaders and continued training throughout the year to support all incoming 9th grade students with skills and knowledge for school engagement.

**Tier 2:**

- Campus Culture, ASP Director and Athletic Director will actively recruit students to participate and in engage in school activities based upon data that indicates the students who are not participating.
- Duncan will offer current and additional academic and professional competition opportunities in the following areas that are specific and are based on student interest, but not limited too- Academic Decathlon; FIRST Robotics;

Skills USA; HOSA; JROTC; Destination Imagination; History Day, MESA and DP Drum Line

- Continuing development of seasonal sports and expanding our current Athletic Programs and the regalia/awards that are associated with these programs.

**Tier 3:**

- Individual peer mentors to encourage connectivity, engagement and productivity for students who are not engaged and who need additional support
- Individual meetings with academic counselors to determine the barriers of success, connectivity and participation to plan out a pathway for success and engagement in Goal 2 activities.

**Specify enhanced services for EL students:**

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

Information will be provided to parents in the student's home language.

Individual calls will be made by Home School Liaisons to communicate specifically the opportunities with parents and to answer any specific questions they may have.

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

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- 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
- Coffee Hour with the Principal to provide feedback and seek information that would be beneficial to them and the Duncan Community

**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. The need for such a practice is specifically important for students who have a home language other than English as they are less than 45% more likely not to participate in after school engagement opportunities.

**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

## 2020-2021 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 | 0.2000 | Prep buy-out for John Grieco  | 19,987.00 |
| G2A1   | Sup & Conc | Instruction          | Teacher-Regu | Teacher, Senior High | 0.2000 | Prep buy-out for ACADEC   | 19,987.00 |
| G2A1   | Sup & Conc | Instruction          | Teacher-Regu | Teacher, Senior High | 0.2000 | Prep buy-out for Nam Duong  | 19,987.00 |
| G2A1   | Sup & Conc | Instruction          | Teacher-Supp |                      |        | Supplemental contracts to support Goal 2 student engagement - coaching contracts  | 16,468.00 |
| G2A1   | Sup & Conc | Instruction          | Mat & Supp   |                      |        | Materials and supplies for student incentives, awards, classroom resources, AP classroom resources/study trips/ related expenses. Food for extended learning session (summer, winter sessions) and other student events/staff events. Publications, home mailings, graphics, school and community branding, communication and recruitment | 46,145.00 |
| G2A1   | Sup & Conc | Instruction          | Cons Svc/Oth |                      |        | Janeiry Perez : AF JROTC Training : Janeiry Perez<br><br>Independent contract to support goal 2 activities, arts and athletic supports, recruitment, and community communication, guest speakers, cost associated with student field and study trips  | 2,800.00  |
| G2A1   | Sup & Conc | Instruction          | Cons Svc/Oth |                      |        | Keith Cappelluti : Keith Cappelluti: For Printing,promotional material, logo and design<br><br>Independent contract to support goal 2 activities, arts and athletic supports, recruitment, and community communication, guest speakers, cost associated with student field and study trips  | 3,990.00  |
| G2A1   | Sup & Conc | Instruction          | Cons Svc/Oth |                      |        | Drill Team Dynamics : Drill Team Dynamics: AFJROTC Training **Quote Pending**<br>Independent contract to support goal 2 activities, arts and athletic supports, recruitment, and community communication, guest speakers, cost associated with student field and study trips  | 8,055.00  |
| G2A1   | Sup & Conc | Instruction          | Cons Svc/Oth |                      |        | Young Producer Group : Young Producers Group: The YPG Project ** Quote Pending**<br>Independent contracts to support goal 2 activities, arts, and athletic support, recruitment and community communication, guest speakers, cost associated with student field and study trips   | 3,000.00  |
| G2A1   | Sup & Conc | Parent Participation | Cls Sup-Ovr  |                      |        | Extra Hours for Classified Support - CAs  | 518.00    |
| G2A1   | LCFF: EL   | Parent Participation | Mat & Supp   |                      |        | Materials and Supplies for parent meetings, school community meetings, monthly coffee hour etc.   | 4,999.00  |



## 2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0130 Duncan Polytechnical (Locked)

**\$145,936.00**

### 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 | 74.097 %       | 100 %    | 2018-2019 | 100 %    |
| CTE Enrollment             | 100 %          | 84.231 % | 2018-2019 | 100 %    |
| College/Career Readiness   | 67.904 %       | 61.367 % | 2018-2019 | 75.367 % |

**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.

##### College/Career Readiness

According to the California School Dashboard there was a slight decrease in the number of students who were deemed prepared for college and career readiness from 64.9% to 62.9%.

##### Key Factors

- FUSD reporting error to the CDE
- Strategic focus on providing educational choices to students that include both pathways for college and career options
- Coordination and collaborative with academic counselors and pathway coordinators.
- WBL opportunities for students in grades 11 and 12

##### CTE Enrollment

As a wall to wall Linked Learning and CTE program all students are enrolled in such programs according to their designed pathway academy. It is the goal that the implementation plan helps support students abilities to receive a high quality CTE career themed education for grades 9-12.

##### Key Factors

- Fully articulated pathways that current and fit industry needs
- Pathway Coordinator work with community and industry partners to provided baseline and enrichment Career Teach Ed opportunities during and outside the school day

##### Linked Learning Enrollment

As a wall to wall Linked Learning school, all students are enrolled in Linked Learning courses grades 9-12. It is the implementation plan goal that the linked learning experiences provides greater opportunities for student achievement through connected relevant learning. The effectiveness of these experiences is related

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

##### College/Career Readiness

Hispanic students and students who are socioeconomically disadvantaged are represent a small level of disproportionality.

- 2.9% decrease for Hispanic students - 57.8% prepared
- 2.3% decrease for Socioeconomically disadvantaged students - 62.2% prepared

##### CTE Enrollment

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

##### Linked Learning Enrollment

There are no identifiable disproportionality, as all students grades 9-12 are enrolled and engaged in Linked Learning opportunities

to the instruction and systematic improvement that will occur school wide.

Key Factors

- Commitment from the office of CCR and their investment in resources to support continued development with Linked Learning
- PBL support and student instruction and work time embedded in the instructional day
- Meeting structures and individual/team professional learning opportunities.

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

However, due to gaps in district transportation support, 100% of seniors were still unable to participate in jobsite, and HQ WBL experiences could not be consistently implemented across academies and grade-levels. Implementing all planned WBL experiences was also made difficult due to budgetary constraints. Furthermore there is a need to provide additional opportunities for all teachers to work with industry partners to develop, refine, and expand HQ WBL experiences as well as continue their own professional learning in their pathway industry through district and site advisory meetings, teacher externships, PL conferences and trainings focused on WBL, and PLC meetings. In addition the meeting structures and protocols even with the use of supplemental contracts did not result in 100% participation for each grade level Linked Learning Team.

**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.

Although most of the actions planned were fully implemented, the transportation to support WBL along with the teaming structures of Linked Learning need further support in structures developed and resources allocated to ensure students grades 9-12 are not cut short on the baseline opportunities that make us a wall to wall Linked Learning and CTE school. Additional site resources therefore will be provided as appropriate in conjunction with the Office of College and Career Readiness.

**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 improving the 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 continue to improve upon 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 buses to transport students during work-based learning opportunities to fill the gaps that district transportation may have with transporting students. Consequently, resources to maintain vehicle maintenance will be allocated to support the WBL plan.

#### 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 that will be restructured to ensure that all participants on Linked Learning teams can be present. In addition hourly supplemental to support Linked Learning will also be provided as needed.

|   |  |   |  |
|---|--|---|--|
| <b>Reasoning for using this action:</b> | <input type="checkbox"/> Strong Evidence | <input checked="" type="checkbox"/> Moderate Evidence | <input checked="" type="checkbox"/> Promising Evidence |
|---|--|---|--|

**Explain the Progress Monitoring and data used for this Action**

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

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. Project Planning documents from all grade-levels will be collected and reviewed to show WBL embedded in projects.

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. Linked Learning PLC and Academy pull-out day meeting agendas and minutes will be collected and reviewed to determine PL needs and effectiveness. 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: 11 -12 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):**

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**Tier 1:**

- Consistent implementation of high-quality WBL experiences in all courses across grade levels to help students make connections between the real-world and the content they are learning in class.
- High quality WBL activities for all students to enable them to demonstrate the character and competencies for workplace success, which is a district goal for all schools.
- Appropriate supplies and equipment will be provided to students for training, job shadowing and work based learning experiences.

**Tier 2:**

- Students who may be in danger of missing out on WBL experiences, like jobsite, due to low grades, will be identified and monitored by Pathway coordinators. for one-on-one conferences with teachers, coordinators. Vice Principals and parents.
- Students provided tutoring and mentorship opportunities within their designated CTE Pathway

**Tier 3:**

- Students who have demonstrated poor engagement in WBL and not meeting standards in CTE course work will be provided with one-on-one conferences with teachers, coordinators. Vice Principals and parents to support their needs for WBL achievement.

**Specify enhanced services for EL students:**

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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 mathematic 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 careers and career pathway

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

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Student support teams (Vice Principal, Coordinator, Academic Counselor) meet weekly to identify struggling students and work closely with teachers and parents to provide necessary support. 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 leadership, social/emotional, life, and soft skills.

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 students 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 DPHS School-wide Learning Outcomes were developed as an extension of the Fresno Unified School District Graduate Profile. In order to assess the extent to which DPHS graduates have attained the School-wide Learning Outcomes, we have begun to develop several assessment opportunities measuring 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 at DPHS and in their chosen 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
- 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 have been asked to complete a quarterly SLOs assessment as part of their curriculum. Many teachers are creating systems to expose students to the SLOs daily. Teachers in the English and math departments have created SLOs reminder cards and have affixed them to student desks and tables. Teachers in all CTE courses have implemented student self-assessment of the SLOs in the student portfolios and senior

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.

Additional supports for the underrepresented population of students, including but not limited to the African American demographic, will continue to be provided in a variety of ways which include mentorship support in all WBL and Linked Learning education.

#### 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.

CAPSTONE projects. Teachers in the Social Science department are developing SLOs assessments as a component of their common formative assessment process. The SLOs Community of Practice was organized and is working to develop a clear process of assessing the SLOs throughout regular course instruction, behavior interventions, class projects and presentations, and work-based learning experiences. The Community of Practice developed a survey for all teachers at Duncan Polytechnical High School providing necessary data concerning best practices already in place supporting the assessment of the School-wide Learning Outcomes (SLO's). Survey data will be reviewed by the COP, administration, and the Campus Culture team to determine next steps in promoting further growth of the SLOs school-wide, as well as implementing the SLOs as an integral part of the Multi-tiered System of Supports (MTSS) tier 1 supports and interventions. The Campus Culture team and a select group of students 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 when SLOs qualities are demonstrated. A point system is established in the 5 Star Student data collection system specifically for the SLOs and students are awarded incentive prizes on a semester basis, ranging from portable cell chargers to bicycles, as they attain SLOs points.

**SLO's Assessment Plan Sub Action #2:**

To support the creation of School-wide Learner Outcome (SLO) Assessment plan, Duncan staff will further 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. Work-based learning business partners have been asked to evaluate student performance on their jobsite based upon the SLOs. These efforts will provide students the opportunity to evaluate 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) Academy. 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 demonstration of the SLOs characteristics.

|   |  |   |   |
|---|--|---|---|
| <b>Reasoning for using this action:</b> | <input type="checkbox"/> Strong Evidence | <input checked="" type="checkbox"/> Moderate Evidence | <input type="checkbox"/> Promising Evidence |
|---|--|---|---|

**Explain the Progress Monitoring and data used for this Action**

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

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- Vincent Hoke (Lead), Toby Garza (Teacher), William Long (Teacher), Nam Duong (Teacher), Lisa Bridgen (Teacher), Angelica Arizmendi (Teacher), Melina Jauregui (Teacher), Ash Jones (Teacher), Kati Begen (Teacher), Karen McIlhargey (Teacher).

**Timeline:**

Spring 2020

- Update staff SLOs survey
- Use survey data to assist staff 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)
- Train all staff on the use of the 5 Star Student system to ensure the recording of student success data.
- Implementation on Assessment Tool (COP Committee and Administration)
- Data Collecting by End of School Year with Assessment Tool (COP Committee, administration, and Campus Culture Team)
- Bring Data to All Staff (COP Committee)

Fall 2020

- 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.
- Revise, update, and reevaluate the work-based learning business partners use of the SLOs.

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

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**Tier 1:**

- Schoolwide Learning Outcomes (SLO's) are embedded in each teacher's curriculum, lesson plans, direct class discussions, and behavior expectations
- Duncan students demonstrate understanding of SLOs and their impact on their learning experience in creation of portfolios for grades 9-12.
- In addition, daily incorporation of the SLOs relevance and real world application present in the daily lives of students.

**Tier 2:**

- In-class interventions and differentiation of instruction provided through consistent and strategic checking for understanding with the support of software such as Classdojo, Quizizz, Quizlet, Kahoot and other digital and physical materials/resources.
- Random SLOs questioning of students outside of the classroom environment to determine student knowledge of the SLOs. Use of the 5-Star Students data collection system to provide a points incentive to students.

**Tier 3:**

- Counseling conferences with student to support student with academic and potentially social-emotional needs
- Daily monitoring from Reengagement teacher through check-in /check-out process to determine if student misbehaviors are in violation of the SLOs.



- Teachers will utilize SLOs talking points when dealing with Level 1 misbehaviors and the Vice principal's office will utilize SLOs talking points when dealing with Level 2 and Level 3 student misbehaviors

#### Specify enhanced services for EL students:

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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 English language development in our EL students.

EL students will be provided with technology resources focusing on reading and writing to help develop their English language acquisition.

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

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- Parent Information Sessions are conducted at the beginning of each school year
- Showcase Night
- Spring orientation nights for new and incoming students
- Schoolwide Learner Outcomes are a focal point of all parent committees such as ELAC and SSC

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

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Currently, all efforts at assessing student understanding and implementation of the SLOS are being developed and conducted by individual departments and teachers within those departments. SLOs lessons and assessments are structured to clarify understanding of the individual meaning of each component of the SLOs. The delivery of the SLOs lessons and assessments is included as a component of the regular curriculum in all our subjects and specific learning projects. Consideration of all learning abilities is applied by our teachers.

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

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SLO's assessment development by PLC and department pullout days with a focus on classroom instruction, assessment, 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade portfolio development, and 12<sup>th</sup> CAPSTONE project development. Professional development trainings and conferences from Learning Tree as well as visitations to other schools developing a similar SLOs focus as Duncan.

## 2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0130 Duncan Polytechnical (Locked)

### G3 - All students will demonstrate the character and competencies for workplace success

| Action | Funding    | Spending Activity | Expense      | Personnel | FTE | Vendor / Purpose of Expenditure   | Budget   |
|--------|------------|-------------------|--------------|-----------|-----|---|----------|
| G3A1   | Sup & Conc | Instruction       | Mat & Supp   |           |     | Madera Wash Depot/Super Clean<br>Laundromats : SuperClean Laundry Services:<br>Work Wear Laundry (Vendor # 29577) | 2,500.00 |
| G3A1   | Sup & Conc | Instruction       | Direct-Maint |           |     | : Vehicle Maintenance for CTE Van and<br>Truck  | 2,000.00 |

**\$4,500.00**

## 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 | 5.576 %        | 7.349 %  | 2018-2019 | 5.349 % |
| Suspensions Per 100 | 5.087 %        | 4.101 %  | 2018-2019 | 3.101 % |
| Graduation Rate     | 100 %          | 98.287 % | 2018-2019 | 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

As of 2019-2020 data from Power BI

- Students who are chronically absent reduced from 7.5% to 6.7%

#### Key Factors

- Additions of Home School Liaisons to support our families in English, Spanish and Hmong.
- Increase in CTE and Core learning opportunities that keep students engaged in school
- The increase in the Goal 2
- Academy Student Support Teams Meetings to discuss at risk students, attendance as being a primary data point of discussion.

#### Graduation Rate

According to the California School Dashboard

- Graduation rate remained relatively the same. 98.5% . Prior year was 99%

#### Key Factors

- Consistent monitoring of students academic, social emotional and behavior well being as tied to overall achievement and graduation credits earned.
- Robust offerings for credit recovery that occur on site, online and off site with District support
- In some regards Duncan students are self motivated to attend school as Duncan Poly is a FUSD choice School

#### Suspensions Per 100

As of 2019-2020 data from Power BI

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

#### Chronic Absenteeism

Our African American students have had a disproportional increase in Chronic Absenteeism from 13.8% to 20.0% per Power BI data

#### Key factors

- A4 advisor contracted two days every other week has limited his ability to engage and mentor students to reduce chronic absenteeism
- Small subgroup population, from prior year that increased the percentage reported.

#### Graduation Rate

There are no inequities or other key factors that contribute to the disproportionality of low performing students groups.

#### Suspensions Per 100

With the number of suspensions significantly reduced, there are not any disproportionality for low performing student groups at Duncan Polytechnical High School

- Overall suspension data has been reduced from previous year, per 100 students 4.10% to 2.40%, and specifically in our African American student subgroup, 9.38% to 7.41%

Key Factors

- Clearly communicated high levels of expectations for all of our students
- Systems and protocols to address different levels of misbehavior
- Support of student caseloads by reengagement teacher with in MTSS
- Mentorship of A4 Advisor and other adult personnel on campus

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

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The implementation action plan to reduce suspensions and engage African American students in learning opportunities maintained according to plan. The biggest differences was the increase in need of mentorships and additional adults supervision/engagement plans for the number of learning opportunities that came about. Thus, there were resources that were not spent on students to keep them engaged, in school and on task.

**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.

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There will be additional resources committed to mentors through the California teacher fellows to continue the positive trends in with most data points. In addition more resources for substitutes will allow our teaching staff to further engage in the learning opportunities with our African American students when needed.

**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.

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**1** SSC:

Suspension data and graduation rate analysis 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.

**2** ELAC:

Suspension data and graduation rate analysis 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.

**3** Staff:

Suspension data analysis of sub 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. These data points were also reviewed by Duncan's communities of practice.

**Action 1**

**Title:** Percent African American Students Suspended

**Action Details:**

The California Department of Education Dashboard demonstrates during the 2019 school year, the Duncan Polytechnical High School suspension rate for African American students as green or 3.1% of the total African American student population.. This figure represents a 19.7% decrease in African American student suspensions from the 2017 and 2018 school year. As a percentage of the total student population at Duncan, African American student suspensions for the 2018-2019 and 2019-2020 school years accounted for 4.9% of the total of all students suspended. While the number of African American students is relatively small, only 32 students total, it remains an area of focus. This year, there has been a total of two African American students suspended. Duncan Polytechnical will institute a support action plan during the 2020/21 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 Student Advisor and African American Student Mentor**

The Duncan African American Student 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 Student 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 Student Advisor will be notified by VPs and the 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. The African American Student Mentor will be utilized to make personal connections with our African American students focusing on our most at-risk students. The Mentor will provide a layer of intervention concerning classroom behaviors, social interactions, chronic absenteeism, and graduation credit acquisition.

**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.

|   |   |  |   |
|---|---|--|---|
| <b>Reasoning for using this action:</b> | <input checked="" type="checkbox"/> Strong Evidence | <input type="checkbox"/> Moderate Evidence | <input type="checkbox"/> Promising Evidence |
|---|---|--|---|

**Explain the Progress Monitoring and data used for this Action**

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

The Duncan African American Student Advisor, African American Student Mentor 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 Student Advisor  
African American Student Mentor  
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):**

Interventions and support will be provided on a tiered basis

Tier 1: African American students will receive direct services through the Duncan African American Student Advisor via group and one on one counseling and informational sessions, through site administration and through their pathway programs.

Tier 2: An African American Student mentor will be employed to provide a more focused intervention process to work on student classroom behavior, social interactions, chronic absenteeism, and graduation credit acquisition.

Tier 3: Individual student interventions will be provided by one or more of the following: vice principals, reengagement teacher, Social Emotional Counselor, or school psychologist.

**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):**

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

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.

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

## Action 2

**Title:** Graduation and Chronic Absenteeism

### Action Details:

With Duncan being one of the choice schools for Fresno Unified School District many of the students who attend Duncan have relatively good attendance records and complete the necessary course work at acceptable levels to graduate on time with their peers. Nevertheless, a high percentage of students who are engaged in credit recovery during/outside of the school day and are at risk of being non-grads, are also students who make up the majority of chronically absent students year after year. Therefore there is a need to address specific supports to reduce chronic absenteeism to best support students remaining on track to graduate.

#### Graduation and Chronic Absenteeism Sub Action Plan #1

The graduation rate at Duncan will be sustained and improved as we continue to improve our systematic supports including both voluntary and mandatory tutorials for students who need support in specific content areas. The supports would provide all students the fluid ability to check in with a support staff member such as the reengagement teacher, student mentor, Social emotional counselor, individual teachers, and administrators as needed. The Duncan reengagement teacher is expanding the use of student group sessions focusing on both behavioral and academic challenges facing our students. The annual Summer Bridge program works to prepare our incoming 9th grade students for their transition to Duncan High School. The Summer Bridge program will be conducted in conjunction with Break Through Success Communities whose members include 9th grade teachers from various subjects and school administrators. The concept is to create avenues to success for all 9th grade students in order to maintain a successful student cohort through graduation. Graduation credit monitoring is a main focus of the administration, counseling department, pathway coordinators, and all department PLCs. The MASH and iDATA administrators meet weekly with the academy pathway coordinators, and academy counselors to review the academic performance of all students in their respective academies. Academy meetings focus on graduation credits and credit deficiencies in order to provide parents and students intervention options to ensure the student graduates from high school.

#### Graduation and Chronic Absenteeism Sub Action Plan #2

Duncan Home School Liaisons will be utilized to communicate with teachers, parents, and administration with regards to student attendance. The importance of daily attendance will be emphasized at all parent meetings including, but not limited to, Coffee with the Principal, SSC, ELAC, and all parent events on campus. Home School Liaisons will conduct home visits for those students whose absenteeism is considered chronic. The 5-Star Student data collection system will be employed by all teachers and administrative staff to record data and assign incentive points for all student behaviors demonstrated by the SLOs which includes being "Ethically Driven" where student daily attendance is categorized. An incentive program is currently being improved that will reward students who earn points for demonstrating the character traits embodied in the SLOs. The Strides section of the Atlas Student Information System used by Duncan and Fresno Unified also collects data on student attendance, GPA, behavior, student engagement, and Atlas student portal activity which will be utilized by Duncan staff to recognize student achievements in order to create a sense of belonging in conjunction with Goal 2 actions. Weekly monitoring supports and parental outreach to provide appropriate interventions to improve student daily attendance.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Student academic progress including GPA, attained graduation credits, and credit deficiencies will be monitored through weekly student reviews by academy administrators, pathway coordinators, academy counselors, and the reengagement teacher as needed per caseload.

Progress in minimizing chronic absenteeism will be monitored through weekly attendance data review the academy administrator, pathway coordinator, academy counselor, and reengagement teacher as need per caseload.

Grades and attendance data will also be monitored by teachers in their respective PLCs and the Campus Culture Team.

**Owner(s):**

Administration including the principal and vice principals, reengagement teacher, academy pathway coordinators, counselors, and campus culture Goal 2 director

Office manager and attendance clerk

home school liaisons (Spanish and Hmong)

all teachers

Campus Culture Team

**Timeline:**

Weekly review of student academic performance by academy team

Weekly review of student attendance specifically focusing on chronic absenteeism by academy team and home school liaison as needed

Weekly Site Attendance Review Team meetings with students and parents as needed

Weekly PLC meetings to review instruction, grades, and attendance issues

Campus Culture Team meets monthly to discuss Tier 1 strategies for classroom instruction and management

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

**Tier 1**

- Teachers and their respective PLCs work to provide best instruction practices and assessments to ensure all students are learning the content material in all subject areas.
- Administrators, counselors, academy teams, the reengagement teacher, and social emotional counseling staff work to provide academic, behavioral, and social emotional supports to all students to ensure student learning and daily attendance

**Tier 2**

- In-class interventions and differentiation of instruction provided through consistent and strategic checking for understanding with the support of software such as Clasdojo, Google Classroom, MndTap and other digital and physical materials/resources to improve student learning and attendance
- Use of California Teaching Fellows to support groups during class time to help differentiate the instruction to each student's need. In addition, opportunities provided to students to receive outside class time support through before school, during lunch and after school tutoring via walk-in.
- Appointments with teachers and walk-in before school, during lunch, and after school curriculum support by teaching staff in all subjects.

**Tier 3**

- Individual counseling meetings with student, parent, and academy team (including teachers as needed) to develop and implement intervention strategies for student academic, behavior, graduation credit, and/or attendance issues
- Determine the need for additional supports provided by various departments within Fresno Unified School District to help alleviate familial circumstances and improve a student's opportunity for success at all levels of their education.

**Specify enhanced services for EL students:**

Communication with home regarding student success based upon academic, social emotional and behavior outcomes. Communication completed in students home language.

Academic Academy Student Support team to review EL student data and conference with students and parents to update them on areas for improvement and areas of success.

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

Provide parent participation with Parent University for workshops

Parent-Teacher conferences as needed to ensure maximum communication is met to best support families and students.

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

Socio economically disadvantaged students supported through mentorship opportunities and connection to their families by HSL and Academy Counselors. In addition, student who become at risk of being considered chronically absent or falling off track to graduate will receive strategic communication plans and check ins with Reengagement teacher and other staff members depending on grade level.

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

Culturally Proficient Professional learning for all staff

Advisory lessons PD to support connections with all students at Duncan

Safe and Civil Schools Training

BSU and A4 Advisory outreach for parent participation opportunities

Inform parents of consistent tutoring opportunities to help support student achievement academically and behaviorally.

Climate and Culture Team to train teachers on the utilization of the 5 Star Student informational System

PLC PD through training and conferences with Solution Tree Experts



## 2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0130 Duncan Polytechnical (Locked)

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

| Action | Funding    | Spending Activity                | Expense      | Personnel                    | FTE    | Vendor / Purpose of Expenditure  | Budget    |
|--------|------------|----------------------------------|--------------|------------------------------|--------|--|-----------|
| G4A1   | Sup & Conc | Instruction                      | Bks & Ref    |                              |        | : Edgenuity  | 10,000.00 |
| G4A1   | LCFF: EL   | Instruction                      | Teacher-Supp |                              |        | Supplemental contracts for tutorials, student enrichment , student and school supports | 4,452.00  |
| G4A2   | LCFF: EL   | Attendance & Social Work Service | Cls Sup-Reg  | Liaison, Sch/Community Hmong | 0.4375 |  | 17,049.00 |
| G4A2   | LCFF: EL   | Attendance & Social Work Service | Local Mileag |                              |        | Gas mileage for home visits  | 502.00    |

**\$32,003.00**

## 2020-2021 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.  | 4,879.00  |
| G1A1   | Title 1 Basic | Instruction                       | Mat & Supp   |                                |        | Professional learning materials. **No Food/No Incentives**  | 657.00    |
| G1A1   | Title 1 Basic | Instruction                       | Travel       |                                |        | Travel related expenses for professional learning conferences   | 10,000.00 |
| G1A1   | Sup & Conc    | Instruction                       | Teacher-Regu | Teacher, Senior High           | 0.2000 | Prep buy-out for Erick Pineda   | 19,987.00 |
| G1A1   | Sup & Conc    | Instruction                       | Teacher-Regu | Teacher, Senior High           | 0.2000 | Prep Buy-Out ACCESS   | 19,987.00 |
| G1A1   | LCFF: EL      | Instruction                       | Teacher-Subs |                                |        | Substitutes for instructional planning and student supports   | 3,567.00  |
| 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 and other professional learning supplies   | 7,500.00  |
| G1A2   | Title 1 Basic | Instruction                       | Nc-Equipment |                                |        | : Classroom technology, resources and supplies  | 7,000.00  |
| G1A2   | Sup & Conc    | Instruction                       | Teacher-Subs |                                |        | Department Pull Outs, Professional Development, School Business, Skills USA Subs and other competitions           | 16,636.00 |
| G1A2   | Sup & Conc    | Instruction                       | Nc-Equipment |                                |        | Classroom/ School technology, resources and supplies  | 20,000.00 |
| G1A2   | Sup & Conc    | Instruction                       | Travel       |                                |        | Solution Tree, CATE, Math and Literacy Conferences, Professional Learning Conferences, Seminars and Workshops     | 14,000.00 |
| G1A2   | Sup & Conc    | Instruction                       | Direct-Maint |                                |        | District maintenance, repair and installation   | 3,500.00  |
| G1A2   | LCFF: EL      | Instruction                       | Teacher-Supp |                                |        | Supplemental contracts for tutorials, summer bridge/Stallion Start Up, winter sessions and other student supports | 6,793.00  |
| G1A3   | Sup & Conc    | Instruction                       | Direct Trans |                                |        | Transportation for AP, Work Based Learning and other field and study based trips                                  | 14,000.00 |
| G1A3   | Sup & Conc    | Instructional Supervision & Admin | Cl&Tech-Sub  |                                |        | Substitutes for classified personnel in support of school learning opportunities                                  | 1,275.00  |
| G1A4   | Title 1 Basic | Instruction                       | Mat & Supp   |                                |        | : Drum Line Instruments - Supplemental Instructional Materials and Supplies<br>**No Food/No Incentives**          | 4,990.00  |
| G1A4   | Title 1 Basic | Attendance & Social Work Services | Cl's Sup-Reg | Liaison, Sch/Community Spanish | 0.7500 | **SCL Duties from Title I cannot be used for translation of mandatory items such as ELAC and IEP**                | 56,054.00 |
| G2A1   | Sup & Conc    | Instruction                       | Teacher-Regu | Teacher, Senior High           | 0.2000 | Prep buy-out for John Grieco  | 19,987.00 |
| G2A1   | Sup & Conc    | Instruction                       | Teacher-Regu | Teacher, Senior High           | 0.2000 | Prep buy-out for ACADEC   | 19,987.00 |
| G2A1   | Sup & Conc    | Instruction                       | Teacher-Regu | Teacher, Senior High           | 0.2000 | Prep buy-out for Nam Duong  | 19,987.00 |
| G2A1   | Sup & Conc    | Instruction                       | Teacher-Supp |                                |        | Supplemental contracts to support Goal 2 student engagement - coaching contracts                                  | 16,468.00 |
| G2A1   | Sup & Conc    | Instruction                       | Mat & Supp   |                                |        | Materials and supplies for student incentives, awards, classroom resources, AP classroom resources/study          | 46,145.00 |

|      |            |                                  |              |                              |        |  |           |
|------|------------|----------------------------------|--------------|------------------------------|--------|--|-----------|
| G2A1 |            | Instruction                      | Mat & Supp   |                              |        | trips/ related expenses. Food for extended learning session (summer, winter sessions) and other student events/staff events. Publications, home mailings, graphics, school and community branding, communication and recruitment   | 46,145.00 |
| G2A1 | Sup & Conc | Instruction                      | Cons Svc/Oth |                              |        | Janeiry Perez : AF JROTC Training : Janeiry Perez<br><br>Independent contract to support goal 2 activities, arts and athletic supports, recruitment, and community communication, guest speakers, cost associated with student field and study trips                                   | 2,800.00  |
| G2A1 | Sup & Conc | Instruction                      | Cons Svc/Oth |                              |        | Keith Cappelluti : Keith Cappelluti: For Printing,promotional material, logo and design<br>Independent contract to support goal 2 activities, arts and athletic supports, recruitment, and community communication, guest speakers, cost associated with student field and study trips | 3,990.00  |
| G2A1 | Sup & Conc | Instruction                      | Cons Svc/Oth |                              |        | Drill Team Dynamics : Drill Team Dynamics: AFJROTC Training **Quote Pending**<br>Independent contract to support goal 2 activities, arts and athletic supports, recruitment, and community communication, guest speakers, cost associated with student field and study trips           | 8,055.00  |
| G2A1 | Sup & Conc | Instruction                      | Cons Svc/Oth |                              |        | Young Producer Group : Young Producers Group: The YPG Project ** Quote Pending**<br>Independent contracts to support goal 2 activities, arts, and athletic support, recruitment and community communication, guest speakers, cost associated with student field and study trips        | 3,000.00  |
| G2A1 | Sup & Conc | Parent Participation             | Cls Sup-Ovr  |                              |        | Extra Hours for Classified Support - CAs   | 518.00    |
| G2A1 | LCFF: EL   | Parent Participation             | Mat & Supp   |                              |        | Materials and Supplies for parent meetings, school community meetings, monthly coffee hour etc.  | 4,999.00  |
| G3A1 | Sup & Conc | Instruction                      | Mat & Supp   |                              |        | Madera Wash Depot/Super Clean Laundromats : SuperClean Laundry Services: Work Wear Laundry (Vendor # 29577)  | 2,500.00  |
| G3A1 | Sup & Conc | Instruction                      | Direct-Maint |                              |        | : Vehicle Maintenance for CTE Van and Truck  | 2,000.00  |
| G4A1 | Sup & Conc | Instruction                      | Bks & Ref    |                              |        | : Edgenuity  | 10,000.00 |
| G4A1 | LCFF: EL   | Instruction                      | Teacher-Supp |                              |        | Supplemental contracts for tutorials, student enrichment , student and school supports   | 4,452.00  |
| G4A2 | LCFF: EL   | Attendance & Social Work Service | Cls Sup-Reg  | Liaison, Sch/Community Hmong | 0.4375 |  | 17,049.00 |
| G4A2 | LCFF: EL   | Attendance & Social Work Service | Local Mileag |                              |        | Gas mileage for home visits  | 502.00    |

\$394,764.00

| Funding Source Totals | Unit # | Budget Totals       |
|-----------------------|--------|---------------------|
| Title 1 Basic         | 3010   | \$91,080.00         |
| Sup & Conc            | 7090   | \$264,822.00        |
| LCFF: EL              | 7091   | \$38,862.00         |
| <b>Grand Total</b>    |        | <b>\$394,764.00</b> |

| Goal Totals   | Budget Totals       |
|---|---------------------|
| G1 - All students will excel in reading, writing, and math                              | \$212,325.00        |
| G2 - All students will engage in arts, activities, and athletics                        | \$145,936.00        |
| G3 - All students will demonstrate the character and competencies for workplace success | \$4,500.00          |
| G4 - All students will stay in school on target to graduate                             | \$32,003.00         |
| <b>Grand Total</b>  | <b>\$394,764.00</b> |