

Duncan High School

10621661030295

Principal's Name: Jeremy Ward

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 11, 2016

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District Goals	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
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.

2016 - 2017 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	High	Advanced Placement (AP)	2- Appropriate Course Placement	5937	Number and percentage of 10th-12th grade students who meet the AP Eligibility Pool Criteria and are appropriately placed in AP course(s) in the current year	8/9	75.37 %
<input type="checkbox"/>	High	Advanced Placement (AP)	5- Course Retention Exam Takers Passing Rate	5940	Number and percentage of 10th-12th grade students who meet the AP Eligibility Pool Criteria who were appropriately placed in AP course(s), complete the AP course(s), take the corresponding AP exam(s), and pass AP course exam(s) with 3 or higher, plus 9th grade students enrolled in AP Human Geography, complete the AP course, take the corresponding AP exam, and pass AP course with a 3 or higher	7/8	5.95 %
<input checked="" type="checkbox"/>	High	Math (SBAC)	2- Standard Met/Exceeded	6169	Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	6/9	12.09 %
<input checked="" type="checkbox"/>	High	Math (SBAC)	1- Standard Not Met/Nearly Met	6160	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC	6/9	87.91 %
<input checked="" type="checkbox"/>	High	ELA (SBAC)	1- Standard Not Met/Nearly Met	6142	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC	6/9	53.95 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
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<input checked="" type="checkbox"/>	High	EL Redesignation	3- Borderline to Redesignation Within 365 Days	5968	Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days	4/9	24.49 %
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3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	High	College Enrollment	3- UC SIR Rate	6290	Number and percentage of 12th grade students who submitted a Statement of Intent to Register (SIR) to the University of California (UC)	9/9	20 %
<input type="checkbox"/>	High	College-Going Culture	4- Eligible Applicants to Two 4-year IHE Segments	6016	Number and percentage of on-track, 12th grade students with a GPA of 3.0 and above who applied to 2 out of 3 segments of higher education, excludes State Center Community College District	9/9	25.81 %
<input checked="" type="checkbox"/>	High	College-Going Culture	2- EAP Appropriate Course Placement	6172	Number and percentage of 12th grade students who scored 'conditionally ready' for college level English or Math on the Early Assessment Program and are enrolled in the appropriate course to be placed in transferrable, credit-bearing college level Math/English courses	8/8	57.38 %
<input checked="" type="checkbox"/>	High	College Enrollment	5- College Readiness Rate	6266	Number and percentage of graduates demonstrating readiness to take college credit-bearing courses	8/9	4.24 %
<input checked="" type="checkbox"/>	High	A-G	5- A-G Rate	6326	District Dashboard (Goal 4): Percentage of graduates who completed A-G requirements	7/8	42.56 %
<input checked="" type="checkbox"/>	High	Career Technical Education (CTE)	3- Graduation and A-G On-Track Status	6355	Number and percentage of CTE participants who graduated A-G on-track	5/9	46.89 %
<input checked="" type="checkbox"/>	High	College-Going Culture	5- FAFSA Completion Rate	6332	Number and percentage of 12th grade students who are low-income, SIR'd or matriculated to any Institution of Higher Education and submitted the Free Application for Federal Student Aid (FAFSA) by March 2nd as verified by the California Student Aid Commission with GPA verification	5/9	93.63 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	High	Suspension	2- Disproportionality	5976	Number and percentage of students with 1 or more total suspension incidents whose subgroups are more than 10% negatively disproportionately represented	7/10	100 %
<input type="checkbox"/>	High	Chronic Absenteeism	3- Attendance Growth	5959	Number and percentage of TK-12th grade students who were chronically absent at the end of previous semester who are no longer chronically absent in the current semester	6/10	19.15 %
<input type="checkbox"/>	High	Suspension	3- Appropriate Behavior Intervention	5951	Number and percentage of 9-12th grade students with one or more suspension incidents (on-campus and/or out of school) and have an appropriate ATLAS Portfolio entry or SAP counselor contact	6/10	18.75 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	High	Student Engagement	1- Opportunity Index	5946	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	8/9	%

Instructional Superintendent Approval : No Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

B. Action Plan

Domain	<input checked="" type="checkbox"/> <i>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</i>	<input type="checkbox"/> <i>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</i>	<input type="checkbox"/> <i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</i>
Action #1 (School Wide Literacy)	<p><i>Detail the action:</i> Duncan will implement a school wide Literacy Plan which will focus on anchor reading and writing standards. Anchor reading standards will be address through the continual school wide implement of the Duncan Essential Practices which are based on the cognitive foundations of Common Core. The practices and underlying principles include: creating context, forming analysis, writing and speaking to learn and to transfer, reading closely, exposing precise thinking, and building academic stamina. Any student scoring moderately to substantially below grade level on the district benchmark test will be scheduled for a conference with one of the support staff to receive additional support. The anchor writing standard will be address through the quarterly administration of a common writing assignment through each department. Writing assignments by each department will be based on a reading and will be scored on a common rubric. In order to the support the implementation of the quarterly anchor reading and writing standards departments will be provided with 3 work release days during the year. The release days will be structured into three parts: 1) Time to review and calibrate common student writing assignment or any other assignments based on reading or writing anchor standards, 2) PL on the focus writing standards for the upcoming quarter, 3) Time to plan common writing assignment for the upcoming quarter.</p>		
<i>SQII Element:</i> ELA (SBAC)	<i>SQII Sub-element(s):</i> Standards Met/Exceeded	<i>Site Growth Target:</i> 10% Standards Met/Exceeded (#5926)	<i>Vendor (contracted services)</i>
<input type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i>		<i>Reasoning:</i> <input type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>	
<p><i>Write a SMART Goal to address each data point:</i> -By June 2017 Duncan will see a 10 % increase in the Standard Met/Exceed band of the SBAC from 45.12% to 55.12%.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> Progress will be monitored after each administration of the district benchmark assessment for grades 9, 10 , 11 and 12. Grade level ACs will review benchmark data to identify student needs and plan instruction and interventions. 		<p><i>Owner(s)</i> ACs will review benchmark assessment, DRP and common assignments/assessments to identify student needs</p>	<p><i>Timeline</i> Data analysis following administration of District Benchmark test(<i>Departments, Literacy Team, ILT</i>)</p>

<ul style="list-style-type: none"> • Progress will be monitored after each administration for DRP for grades 9 an 10 • Students who score moderately or significantly below grade level will have a one on one meeting with a Plus teacher to help develop an intervention plan. • Progress will be monitored after quarterly completion and scoring of department writing assignment. Departments will meet quarterly to calibrate writing assignment based on common rubric. 	<p>and plan instruction and intervention: <i>Teachers, AC lead teachers</i></p> <p>-Meeting with students scoring moderately or significantly below grade level after the administration of the DRP and help deliver interventions: <i>Plus Teacher</i></p> <p>Students scoring moderately or significantly in the DRP will receive additional support through the access program: <i>Access Teacher</i></p> <p>Professional development that focuses on the anchor reading and writing standards will be provided for all teachers: <i>ILT Team, Literacy Team, Instructional Coach</i></p> <p>Teachers will be provide with ongoing support in the implementation of the anchor reading and</p>	<p>Data analysis following administration of DRP (<i>Departments, Literacy Team, ILT</i>)</p> <p>-Quarterly data analysis following administration of department writing assignment (<i>Departments, Literacy Team, ILT</i>)</p>
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	<p>writing standards: <i>Literacy Coach</i></p> <p>-Data from the DRP and the quarterly anchor reading and writing standards will be examined and evaluated to determine the effectiveness of the PL and interventions: <i>ILT Team, Department Chairs, Literacy Team</i></p> <p>Planning and implementation of professional learning will be lead by an administrator: <i>VP</i></p>	
<p>Explain <i>the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Conduct parent trainings to explain the different district assessments. • Communicate with parents the testing dates/calendar. • Send home result of all district assessments. 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Ongoing and on the job-embedded professional learning focused on the Duncan Essential Practices lead by Duncan "Instructional Specialist" • Staff collaboration during accountable communities • Sub release planning days for collaboration and reflection reading and writing anchor standards. The release days will be structured into three parts: 1) Time to review and calibrate common student writing assignment or any other assignments based on reading or writing anchor standards, 2) PL on the focus writing standards for the upcoming quarter, 3) Time to plan common writing assignment for the upcoming quarter. 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • Direct instruction in quarterly writing standard in all curricular areas • Consistent instruction in Duncan Essential Strategies • Differentiated instruction provided in all curricular areas 		

Specify additional targeted actions for EL students:

- Students eligible for redesignated will meet and review results of DRP and other benchmark assessments to review progress and discuss next steps.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Substitutes for release days for professional learning around school-wide literacy and coverage purposes.	22,850
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Literacy team member supplemental contracts.	6,045
1	1	Title 1 Basic	Instruction	Materials & Supplies				Book study & research materials for supporting school wide literacy plan and staff wide professional learning.	1,500
1	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating				Independent services contract. Vendor unknown at this time.	5,000
								Total	\$35,395

Domain	<input checked="" type="checkbox"/>	1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
	<p>Action #2 (Student Support)</p> <p><i>Detail the action:</i> Common grading protocols and practices will be expanded throughout 9th, 10th and 11th grade Linked Learning Academies in order to provide clarity of expectations and foster continuity among practices used by teachers and experienced by students. In addition to expanding common grading practices in order to create a more equitable experience for students, lunch time and after school Learning Clinics will be held on a daily basis for students who are identified as needing extra time or individualized support by their classroom teacher. These Learning Clinics will be led by content teachers with support from Teaching Fellows. While there will be opportunities for all teachers and</p>					

<p>subjects to be represented during lunch and after school clinics, students in 9th and 10th grade will be evaluated on a weekly basis to determine whether or not the needs of the student were met or if further intervention is necessary. Plus teachers working within the Student Support Program will provide push-in support for ELA 1, Algebra 1 and Biology. The Student Support Teacher will identify which period students are in each focus class and ACCESS teachers will be deployed to classrooms to deliver personalized, “real-time” intervention support by engaging students in differentiated individual/small group instruction while the classroom teacher focuses on content and best practices. Students recommended for the Student Support program will be monitored by classroom teacher and Student Support Teacher.</p>			
<p>SQII Element: Graduation</p>	<p>SQII Sub-element(s): On-Track Status</p>	<p>Site Growth Target: 25% D's & F's in ELA (#4008) 17% D's & F's in Math (#3789)</p>	<p>Vendor (contracted services)</p>
<p><input type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i></p>		<p><i>Reasoning:</i> <input type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i></p>	
<p>Write a SMART Goal to address each data point:</p> <ul style="list-style-type: none"> • By June 2017, Duncan will see a decrease in the amount of 9th grade students enrolled in linked learning pathways who receive a "D" or "F" in ELA from 23.5% (Semester 1 2015/16 School Year) to 15 % (Semester 2 2016/17 School Year). (#4008) • By June 2017, Duncan will see a decrease in the amount of 9th grade students enrolled in linked learning pathways who receive a "D" or "F" in Algebra from 35.2% (Semester 1 2015/16 School Year) to 26% (Semester 2 2016/17 School Year). (#3789) 			
<p>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</p> <ul style="list-style-type: none"> • During Academy AC meetings, teachers will review and evaluate the outcome of common grading practice to make adjustments where needed. • Teachers will continually monitor student progress and grades in order to identify and determine which students are in need of additional support. • Grade level academy ACs, Coordinator and Admin will meet during the quarter to look at progress of individual 9th & 10th grade students and place students into appropriate support/intervention environments based upon need. • Semester 1 & 2 grades will be analyzed to determine trends, successes, and areas for improvement. • Weekly attendance and grade monitoring for 9th & 10th grade students done by Academy teachers. • Mid-session progress report mailed home. • Attendance and grade monitoring throughout quarter. 		<p>Owner(s)</p> <p>Common grading practices, Participate in book study and discussion, Meet with Academy to monitor student progress, Determine students in need of additional support, Facilitate learning clinics:</p>	<p>Timeline:</p> <p>-At least monthly during Academy AC meetings, will review and evaluate the outcome of common grading practice to make adjustments where needed (9th grade teachers, Student Support Teacher)</p> <p>-Grade level academy ACs & College & Career Coordinator will meet at least monthly to look at progress of individual 9th & 10th grade students recommend for Learning</p>

<ul style="list-style-type: none"> Parents will be notified when their child is recommended for ACCESS. 	<p><i>(9th and 10th grade ELA, Algebra and Biology teachers)</i></p>	<p>Clinics/ACCESS as needed. <i>(9th and 10th grade teachers, College & Career Coordinator)</i></p>
	<p>Attend monthly meetings to analyze student progress and identify trends in student needs:</p>	<p>-Semester 1 & 2 school & academy-wide grades will be monitored. <i>(9th grade teachers, Student Support Teacher, Counselors)</i></p>
	<p><i>(9th and 10th grade ELA, Algebra and Biology teachers, College & Career Coordinator)</i></p>	<p>-Weekly attendance and grade monitoring for 9th & 10th grade students. <i>(9th and 10th grade teachers, Student Support Teacher)</i></p>
	<p>Monitor grades, weekly attendance, send mid-session progress reports home and parent notification:</p> <p><i>(Counselors, Student Support Teacher)</i></p>	<p>-Mid-session progress report mailed home. <i>(Counselors)</i></p> <p>-Attendance and grade monitoring during various units and winter sessions. <i>(Student Support Teacher, Counselors)</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p>		
<ul style="list-style-type: none"> Monthly parent conferences for students receiving a "D" or "F" in a core class. Direct contact to all 9th or 10th grade parents whose students fall below a "C" in any core academic or pathway class by Community School Liaisons/Counselors. Student/Teacher/Counselor conferences for students involved in academies when grade falls below a "C". Inform parents of tutorial schedule, posted on campus, on school website, School Messenger. Translated copies of tutorial schedule available in office, on school website, and sent home. Counselors/Community School Liaison's host monthly grade transcript & ATLAS trainings targeting students identified as "at risk". 		
<p><i>Describe related professional learning:</i></p>		
<ul style="list-style-type: none"> Book study and discussion among Accountable Communities. 		

- Staff collaboration during Accountable Communities.
- Criteria development for staff on how to identify appropriate students for Learning Clinics.
- Criteria development for staff on how to engage with students while ACCESS teachers provide "push-in" support.

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- Student/Teacher conferences when grade falls below a C.
- Student’s self- assess academic progress on a weekly basis.
- One on one counselor-student conference for identified students.
- Tiered incentive based on grades of movement in DRP & CELDT
- Semester award recognition for students with good grades as well as for perfect attendance.
- Quarterly letter from Principal to students for being on merit/honor/high honor roll.

Specify additional targeted actions for EL students: Differentiated support as needed for EL students when working with ACCESS and PLUS.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Certificated tutorial contracts for teaching staff.	33,851
2	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Teaching Fellows	Teaching Fellows contract.	25,000
2	1	Sup & Conc	Instruction	Materials & Supplies				Student agendas.	3,500
								Total	\$62,351

Domain	<input checked="" type="checkbox"/>	1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 3 (Credit By Proficiency)		<p><i>Detail the action:</i> 9th grade students, upon receiving "D" or "F" for each planned unit in ELA, Algebra or Biology will be enrolled in the Duncan Credit By Proficiency Program, lead by Student Re-engagement, JE Young Access Teachers and classroom teacher to recover the unit and credit, via the Edgenuity program for which they did not receive a "C" or better. 9th Students that receive consecutive "D's" or "F's" in units of study in ELA I, Algebra or Biology and who earn a average grade of "D" or "F" at the quarter or semester, will be enrolled into the Credit By Proficiency elective class in lieu of PE, to recover the unit and credits that they are lacking, via the Edgenuity program, in the class for</p>				

<p>which they are not demonstrating proficiency. Students enrolled in the Credit by Proficiency Elective class will simultaneously be enrolled in 7th Period PE so they are able to maintain their PE credits. 9th grade students receiving a "D" or "F" will receive a mark of "Incomplete" at semester for the subject area (ELA, Algebra, Biology) that they have not averaged at least a 'C". Incomplete marks will be maintained until the end of the summer following the school year when the student will receive the "D" or "F" that they earned.</p>			
<p><i>SQII Element:</i> Graduation</p>	<p><i>SQII Sub-element(s):</i> On Track Status</p>	<p><i>Site Growth Target:</i> 18% D's & F's in ELA (#4008) 29% D's & F's in Math (#3789)</p>	<p><i>Vendor (econtracted services)</i> Edgenuity</p>
<p><input type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i></p>		<p><i>Reasoning:</i> <input type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i></p>	
<p><i>Write a SMART Goal to address each data point:</i></p> <ol style="list-style-type: none"> By June 2017, Duncan will see a decrease in the amount of 9th grade students enrolled in linked learning pathway who receive 1 or more "D" or "F"s in ELA, Algebra and Biology from 24% (Semester 1 2015/16 School Year) to 16% (Semester 2 2016/17 School Year). (#4008) By June 2017, Duncan will see a decrease in the amount of 9th & 10th grade students enrolled in linked learning pathway who receive 1 or more "D" or "F" from 54% (Semester 1 2015/16 School Year) to 45% (Semester 2 2016/17 School Year). (#3789) 			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> Unit by unit completion analysis of all 9th grade students. Semester Course completion analysis of all students. Weekly attendance and grade monitoring for 9th & 10th grade students. Mid-session progress report mailed home. Attendance and grade monitoring during winter session. 		<p><i>Owner(s)</i> Common Grading Practices, Creation of Recovery Units in Edgenuity, Identification of Students for CBP, Grade Recover in Gradebook, Completion of Grade Change form (when necessary): 9th Grade ELA, Algebra, Biology Teachers</p>	<p><i>Timeline</i> · Unit by unit completion analysis of all students in ELA, Algebra, Biology. (9th Teachers, Student Re-engagement) -Fall & Spring Semester Course completion analysis of all students. (Counselors) · Weekly attendance and grade monitoring for 9th & 10th grade students. (Attendance Secretary, VP) · Mid-session progress report mailed home. (Counselors)</p>

	<p>Credit By Proficiency Program Facilitation, Enrollment: <i>Student Reengagement Teacher</i></p> <p>Grade Correction Accuracy: <i>Counselors, 9th Grade & Head Counselor</i></p>	<p>-Attendance and grade monitoring during winter session. (<i>Counselors, VP</i>)</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Weekly parent contact if enrolled student is absent or grade falls below a C in credit recovery course. • Parent Information Sessions prior to start of school year and winter session. • Monthly Student/Teacher conferences for students involved in credit recovery program when grade falls below a C. • One on one Counselor/IE Young/Student/Parent conference for identified students. • Inform parents of tutorial schedule, posted on campus, on school website, School Messenger. • Translated copies of tutorial schedule available in office. • Weekly parent contact if enrolled student is absent by clerical staff or teacher or if grade falls below a C in Winter Session Credit Recovery. • Use of Edutext promoted to parents throughout the school year. 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Book Study for ALL Duncan Academy Teachers: It's About Time. • Book study for creating common grading policies & practices: Elements of Grading. • Staff collaboration during accountable communities to discuss, develop and refine common grading practices. • Edgenuity training for 9th grade CBP teachers (ELA, Math, Biology) • Criteria development for staff on how to identify appropriate students for Learning Clinic. 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • Monthly Student/Teacher/Parent/Counselor conferences when grade falls below a C. • Student's self- assess academic progress on a weekly basis. • One on one counselor-student conference for identified students. • Tiered incentive based on grade movement. 		

- Semester award recognition for students with good grades as well as for perfect attendance.
- Semester letter from Principal to students for being on merit/honor/high honor roll.

Specify additional targeted actions for EL students: Differentiated support as needed for EL students enrolled in Credit By Proficiency Support Elective.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Winter session contracts for students in need of grade recovery.	4,940
3	1	Sup & Conc	Instruction	Materials & Supplies				Food for winter session credit recovery.	2,500
Total									\$7,440

Domain	<input checked="" type="checkbox"/>	1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action #4 (AP Retention)	<i>Detail the action:</i>					
	Tutoring will be available for students before school, during lunch, and afterschool. Duncan will receive additional AP tutorial hours. Duncan will implement of an on-going AP teacher and AP student interactions. Duncan will host an AP parent night to inform parents and students about AP. Duncan will provide incentives for students who take advanced and AP course. Duncan will provide outside of class learning experiences for AP students like study field trips, college campus visits and post-secondary training facility tours. AP teachers will receive professional development opportunities. Duncan will monitor AP students' grades/attendance and enrollment. When students' grades fall below a "C", counselor will conference with students/parents/and teachers.					
<i>SQII Element:</i> Advanced Placement		<i>SQII Sub-element(s):</i> Course Retention and Appropriate Course Placement			<i>Site Growth Target:</i> 5% growth (#3965) 30% Enrolled in AP course (#112)	<i>Vendor (contracted services)</i>

<input type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i>		<i>Reasoning:</i> <input type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>	
<p><i>Write a SMART Goal to address each data point:</i> By June 2017, Duncan will see a 5% growth on the number and percentage of students getting a C or better in their AP courses.(3965) By September 2016, Duncan will have 30% of their students enrolled in AP courses in the current year. (112)</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> (Include all interim monitoring evidence points showing impact)</p> <p>Counselor will monitor grades and attendance.</p> <p>Host an AP Parent Night</p> <p>Outside of class learning experiences</p> <p>AP Teachers and AP Students Interactions</p> <p>Incentives for students who are taking Advanced and AP courses.</p>		<p><i>Owner(s)</i></p> <p><i>AP Teachers</i> <i>AP Coordinator</i> <i>Counselor(s)</i></p> <p><i>AP Coordinator</i> <i>Teachers</i></p> <p><i>AP Coordinator</i></p> <p><i>AP Coordinator</i> <i>Teachers</i></p>	<p><i>Timeline</i></p> <p>Counselor will conference with struggling students. Parents and teachers are included in the conference. Fall & Spring Semester (Counselors)</p> <p>Why take AP? Discuss the benefits of taking AP in high school. Spring Semester (AP Coordinator, Counselor)</p> <p>Field trips, college visitations (AP Coordinator, AP Teachers)</p> <p>Fall & Spring Semester (AP Coordinator, AP Teachers)</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> AP Parent Night AP Student / Parent Guide Booklet (from College Board) AP Course Student Contract Senior Parent Night Junior Parent Night</p>			

Sophomore Parent Night
 Counselor/teacher conferences with parents as requested or needed.
 Parent University Workshops

Describe related professional learning:
 College Board AP Summer Institute for new AP Teachers , new course, and/or redesigned course
 District AP Professional Learning Opportunities

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
 District Adopted Textbook with supplemental materials
 AP Tutorial
 Student/Teacher/Counselor Conference
 Extensive out of class learning experiences

Specify additional targeted actions for EL students:
 EL Tutoring for EL Students who are in advanced and AP courses
 EL Training for AP teachers

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Subs for AP study trips.	4,570
4	1	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Meetings	1,500
4	1	Sup & Conc	Instruction	Direct Transportation (Dr)				Rental vans for AP study trips.	4,000
4	1	Sup & Conc	Instruction	Direct Transportation (Dr)				Charter busses for AP study trips.	20,000
4	1	Sup & Conc	Instruction	Travel				Food, fees, tickets and accommodations/lodging for AP study trips.	6,500
Total									\$36,570

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
<p>Action #5 (Goal 2 Involvement)</p>	<p><i>Detail the action:</i> Duncan will support the expansion of Goal 2 engagement through additional intermural activities to broaden opportunities for a wider range of students to get involved. Develop interpersonal, leadership and academic skills through increased involvement in clubs, academic/professional competitions and service organizations. (Science Olympiad, Forensics, Academic Decathlon). Increase goal 2 awareness for students by posting ongoing master list of activities taking place. Increase the amount of 9th grade students connected to school early on through recruitment visits, spring orientation nights, summer and winter bridge opportunities. More accurate reflection of Goal 2 involvement through consistent and detailed recording of Goal 2 involvement with clubs, classes, and athletic engagements. Duncan CCD will do quarterly checks to assure accuracy and completion in Goal 2/Engagements. Increase student recognition of students achieving academically and in extra/co-curricular through Fall and Spring recognition dinners, quarterly SUFE luncheons and by allowing students to wear special sashes at graduation based upon program or pathway. Explore validity, fit, and possibility of offering three seasons of athletic CIF athletics at Duncan for the 2017/18 school year. Duncan Advisory Coordinator will oversee school-wide advisory lessons focusing on building successful academic students and supportive and compassionate school culture and climate. Duncan Mental Wellness coordinator will teach specialized classes during PE to promote overall wellness and student support, one to another.</p>		
<p><i>SQII Element:</i> Student Engagement</p>	<p><i>SQII Sub-element(s):</i> 64% of unique students are engaged in any Goal 2 activities (Activities, Arts or Athletics) <i>Indicator 2080</i></p>	<p><i>Site Growth Target:</i> 75% Participating in At least 1 Goal 2 Engagement (#5946, 5948)</p>	<p><i>Vendor (contracted services)</i></p>
<p><input type="checkbox"/> New Action <input type="checkbox"/> On-going</p>		<p><i>Reasoning:</i> <input type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</p>	
<p><i>Write a SMART Goal to address each data point: Quarterly review Goal 2 with involvement with accuracy</i></p> <p>By June 2017, 75% of Duncan students will be engaged in at least 1 Goal 2 activity (#5946,5948)</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p>		<p><i>Owner(s)</i></p>	<p><i>Timeline</i></p>

<ul style="list-style-type: none"> • Identify and monitor students' Goal 2 involvement via FUSD Beta Tool quarterly. • Conduct club/competition sign-ups during Summer Bridge. Club advisors reach out to all interested students • Communicate club schedule and monitor attendance • Promote inter-school club competitions during ongoing challenges throughout the year. 	<p>Goal 2 Engagements, enrollment: <i>CCD</i></p> <p>Coaches for Academic Based Competitions and other Extra-curricular activities: <i>CCD, Principal</i></p> <p>School Recruitment Visits: <i>College and Career Coordinator, CCD</i></p> <p>Summer Bridge: <i>Vice Principal</i></p> <p>School Intramurals: <i>CCD & All Sports Director</i></p> <p>Student Recognition: <i>CCD</i></p> <p>Advisory: <i>Advisory Coordinator, Vice Principal</i></p>	<p>Quarterly checks for goal 2 enrollment to identify "non-engaged" students.</p> <p>Ongoing checks for Goal 2 Engagement & Goal 2 Offerings</p> <p>School Recruitment Visits: Quarter 1</p> <p>Quarter 1 Mental Wellness Program delivery</p> <p>Fall and Spring Semester Student Recognition Nights</p> <p>Determination for Duncan to participate as CIF Athletic Program before Spring Semester 2016/17</p>
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	<p>Mental Wellness: <i>Mental Wellness Coordinator, Principal</i></p>	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> Engage parents through...</p> <ul style="list-style-type: none"> • Newsletters, School Messenger, Invitational Flyers • Parent Registration and Informational Events • Create Events for Family & Guardians to Showcase Pathways and Build Relationships • Back to School Night and Open House • Social Media Connection with Alumni 		
<p><i>Describe related professional learning:</i></p> <p>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.</p> <ul style="list-style-type: none"> • Advisory Lessons (Link Crew) • 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 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • Campus Culture, ASP Director and Athletic Director will actively recruit students to participate and in engage in school activities. • Duncan will offer current and additional academic and professional competition opportunities in the following areas, but not limited too - Science Olympiad; Mock Trial; Academic Decathlon; Forensics; FRC Robotics; Skills USA; FFA; FBLA; HOSA; JROTC; Destination Imagination; Science Fair; MESA; History Day. • Intermural Advisory Competitions • Weekly advisory lessons • Exploring beginning CIF seasonal sports and developing an Athletic Program • Summer Training of Link Crew Leaders and continued training throughout the year. 		

Specify additional targeted actions for EL students: We will advertise events through Video Announcements, Posters, chalk, newsletters and flyers to help inform EL students of school site events and activities.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	3	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Senior High	0.2000		Advisory coordinator - Jennifer Rohrer/1034369	17,396
5	2	Sup & Conc	Instruction	Teacher-Substitute Salaries				Subs for mental wellness program.	2,856
5	2	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Staff contract to support mental wellness program.	2,593
5	3	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Academic based competition coaching contracts.	16,273
5	3	Sup & Conc	Instruction	Materials & Supplies				Student recognition materials.	1,500
5	3	Sup & Conc	Instruction	Materials & Supplies				Recruitment Home Mailers.	1,000
5	3	Sup & Conc	Instruction	Materials & Supplies				Incentives and supplies to support school spirit.	7,225
5	3	EL	Instruction	Materials & Supplies				Incentives and supplies to support school spirit.	490
5	3	Sup & Conc	Parent Participation	Materials & Supplies				Incentive parent dinners/luncheons.	4,000
5	3	Sup & Conc	Instruction	Direct Transportation (Dr)				Busses for recruitment visits.	1,500

5	3	Sup & Conc	Instruction	Travel				Funds to send at least two staff members to CADA conference.	5,000
5	3	Sup & Conc	Parent Participation	Direct-Graphics (Dr)				Graphics for recruitment and 9th grade transitioning.	2,000
								Total	\$61,833

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<p>Action #6 (EL Redesignation)</p>	<p><i>Detail the action:</i> Duncan will target Long Term English Learners (EL) enrolled for 5 or more years to move students to re-designation. 9th & 10th grade students designated as “long term” EL will be enrolled in EL support and literacy program. 11th and 12th grade students designated as “long term” EL will be enrolled in EL support and literacy program focusing on acquiring reading comprehension, writing and speaking skills necessary to become re-designated. Students designated as “Long Term” EL will participate in EL guest speaker’s presentation, and college visitations. Tutorial sessions will be provided to support EL in the core academic subjects before school, lunch and after school. Parent Trainings and the overall review of expectations of their children at all grade levels. Parents will be provided the opportunity to visit and experience colleges and universities that EL students could attend. Duncan will celebrate EL students’ improvements on CELDT assessment through luncheons and reward. EL students will be encouraged to participate in the SAT Prep Plan using Khan Academy concepts to promote literacy and learning.</p>		
	<p><i>SQII Element:</i> Re-designation EL students to be fluent in English language speaker</p>	<p><i>SQII Sub-element(s):</i> -Increase # of Re-designated students -Increase one level of the CELDT assessment</p>	<p><i>Site Growth Target:</i> 5.31% of Long Term EL who were re-designated (#4774) 93.81% of current EL students with 5 or more years as EL (#926)</p>
<p><input type="checkbox"/> New Action <input type="checkbox"/> On-going</p>		<p><i>Reasoning:</i> <input type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</p>	
<p>Write a SMART Goal to address each data point: By June 2017, 25% of Duncan students identified as English Learners will be re-designated.</p>			

	<i>Owner(s)</i>	<i>Timeline</i>
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • Annual CELDT assessment baseline for proficiency growth • Prior to the assessment, provide tutorial, one-on-one meeting with EL students • Initial Assessment • Site-based interim common assessments analyzed and results lead to re-teaching, refinement or extension of student learning. • Weekly grade and attendance monitoring • Progress report and semester grade reports reflect students are successfully passing all classes with a letter grade of C or higher for A-G credit • Tutorial sessions available to support EL students with homework • Engagement TSA, counselors and other designated staff will review EL progress following the administration of DRP, CELDT and teacher recommendations. • Fall/Spring meetings for parent involvement with EL students. 	<p>-CELDT assessment & chats: (Counselors, PLUS Teachers, Literacy Coach, & VPs)</p> <p>Initial Assessment, common assessments, reading results: (Counselors, PLUS Teachers, Literacy Coach, VPs)</p> <p>-Weekly grades & Attendance: (Teachers, Counselors & Office staff)</p> <p>-Tutorial support & homework: (Teachers, Engagement teacher, Counselors)</p> <p>-EL Progress overall:</p>	<p>-Assessment in Sept./Oct. 2016: (VP, Counselor & Literacy Coach)</p> <p>-Initial Assessment, common assessments, reading results -On going: (Counselors, Plus Teachers, Literacy Coach & VPS)</p> <p>-Weekly Report, Progress Report & Quarterly Report- On going: (Teachers, Counselors & Office staff)</p> <p>-Tutorial support & homework -On going-Daily basis: (Teachers, Engagement teacher, Counselors)</p> <p>-EL Progress overall: Quarterly Monitoring: Teachers, Literacy Coach, Counselors & VPs)</p> <p>-Conferences: On-going: (Teachers, Counselors & VPs)</p>

	<p><i>(Counselors, PLUS Teachers, Literacy Coach, Re-engagement teacher, Teaching Fellows & VPs)</i></p> <p>-Parent Conferences: <i>(Teachers, Counselors & VPs)</i></p>	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Student/Parent/Teacher conferences for students involved in EL support program when grade falls below a C or lack of growth with on CELDT or DRP. • Inform parents of tutorial schedule, posted on campus, on school website, School Messenger. • Translated copies of tutorial schedule available in office. • English Learner Advisory Council quarterly meetings. • Provide parent trainings in Hmong and Spanish of designated topics such as A-G requirements, Atlas, skills to support students, CELDT information etc. • Provide orientations and study trips for parents about local and out of town college and universities. <p>Parents of re-designated students will be advised of their students’ success and given information on continued academic and proficiency growth.</p> <ul style="list-style-type: none"> • Quarterly follow up on re-designated students with the core academic classes throughout the school year. • Inform parents of tutorial schedule, posted on campus, on school website, School Messenger. • Translated copies of tutorial schedule available in office. • English Learner Advisory Council quarterly meetings. 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Ongoing and job-embedded professional learning focused on the Duncan Literacy Plan/Program, specifically how EL students are supported through this plan. • EL literacy support training for the EL support class teacher. • EL literacy support training for literacy PLUS teachers. • All teachers receive professional learning on strategies to support student comprehension of grade level text. 		

- The California ELD Standards are written to support all proficiency levels of English learners in content classrooms. Teachers will be trained on how to utilize these standards to support the Common Core Literacy standards and build Academic Language.
- Continue professional learning on appropriate scaffolds and strategies to support complex text, talk, and tasks in all classrooms, such as Socratic seminar, sentence frames and sentence starters.

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- Student/Teacher conferences when grade falls below a C.
- One on one counselor-student conference for identified students.
- Tiered incentive based on grades of movement in DRP & CELDT
- Students will be actively involved in using their own achievement and proficiency data to set goals for growth.
- Direct instruction in academic writing skills, reading comprehension, and academic discussion skills in all content classroom settings
- Purchase graphic novels (class set) i.e. Manga books, Anime books, others
- Home language such as Hmong and Spanish reading books.
-

Daily EL support for students identified as “Long Term” EL.

- Push in support from PLUS and ACCESS teachers.
- Tutorial sessions available before school, lunch and after school designed to support for EL students.

Specify additional targeted actions for EL students:

- Award dinner for re-designated students at end to the year
- Fieldtrips as incentives for students improving on CELDT tests and re-designated students
- Study trips to college and universities
- Study skills sessions provided for EL students only in preparation

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	3	EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Sch/Community HmgLao	0.4375			18,743
6	3	EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Sch/Community Spanish	0.4375			16,782

6	3	EL	Instruction	Teacher-Substitute Salaries				Funds for CELDT Assessors	2,856
6	3	EL	Parent Participation	Classified Support-Overtime				Translation services for parent nights.	1,045
6	3	EL	Attendance & Social Work Services	Classified Support-Extra Time				Funds for security services.	1,566
6	3	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				English Learner Support Contracts	4,649
6	3	Title 1 Basic	Parent Participation	Non Capitalized Equipment				Projectors for parent presentations.	650
6	3	Sup & Conc	Parent Participation	Non Capitalized Equipment				Projectors for parent presentations.	650
6	3	EL	Instruction	Direct Transportation (Dr)				Busses for college visits for EL students.	5,000
								Total	\$51,941

Domain	<i>1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates</i>	<input type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates</i>	<input type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates</i>
Action #7 (Technology Integration/CTE)	<input checked="" type="checkbox"/>				
<p><i>Detail the action:</i> Increase the access, implementation and frequency of use of technology for all students with the purpose of improving overall student engagement, literacy development and literacy differentiation. Utilize skills development progression to promote college and career readiness. Ensure availability of technology, appropriate maintenance, refreshment and loss-replenishment of equipment. Staff will be offered regular professional learning to support the implementation of technology within the classroom for student engagement and literacy development. Linked Learning classrooms will regularly use 1 to 1 technology integrated into daily and project based learning focusing on research, collaboration and communication skills.</p>					

<p><i>SQII Element:</i> CTE, Linked Learning</p>	<p><i>SQII Sub-element(s):</i></p> <ol style="list-style-type: none"> 1. College and Career Readiness Rate. 2. Post CTE Careers. 3. Post Pathway Careers 	<p><i>Site Growth Target:</i> 75% of Duncan Graduates will be College and Career Competitive (#6358)</p>	<p><i>Vendor (contracted services)</i></p>
<p><input type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i></p>		<p><i>Reasoning:</i> <input type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i></p>	
<p><i>Write a SMART Goal to address each data point:</i></p> <ol style="list-style-type: none"> 1. By June 2017, technology access and frequency of student contact will increase in all classrooms, but with specific focus on Linked Learning classroom by 25%. (#6261) 2. By August 2016, develop a comprehensive technology implementation plan for staff and students, including teacher baseline for frequency of student contact, initial student/classroom implementation and advanced classroom implementation. 3. By June 2017, increased student and teacher technology engagement via certification opportunities and on-site practice; increase student tech engagement by creating opportunities for students to obtain tech certifications and gain practical skills through on-site trouble shooting. 			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • Develop a comprehensive technology implementation plan for staff and students • Staff Professional Learning • Implementation into the classroom 		<p><i>Owner(s):</i> Increased access, implementation, and frequency of technology use for students - <i>(Linked Learning and Academy Teachers)</i></p> <p>Comprehensive Technology plan outlining 2016-2017 Technology goals - <i>(Technology Coordinator and Tech Team)</i></p>	<p><i>Timeline:</i> By 2nd Quarter, all Linked Learning and Academy Teachers will be implementing technology on a consistent bases within the classroom.</p> <p>Comprehensive technology Implementation Plan will be created by October 2016</p> <p>Teachers will participate in PL for technology implementation within the classroom which will include but not limited too Google Classroom, Microsoft Office, online databases</p>

	Technology based Professional Learning for all teachers - <i>(Tech Coordinator, Admin Team)</i>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> Investigate Parent log-in for student systems (ie google classroom) so parents have access to all student classroom technology Trainings for parents in the at-home use of technology including Atlas, online databases 	
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> Professional learning geared specifically towards online educational platforms (ie Google Classroom and Microsoft) PL on basic classroom management and structures for implementation Linked Learning Teams and Subject specific training for technology implementation Teacher Mentors 	
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> Support student access to technology outside of classroom and/or school day, to include by not limited to, extended library hours, student equipment check-out, wireless hotspots. Continued maintenance and refresh of existing technology campus-wide as needed for student implementation. <p><i>Specify additional targeted actions for EL students:</i></p> <ul style="list-style-type: none"> Online database use geared towards EL learners including language support and differentiated Lexile leveled text. Audio and visual support for EL learners 	

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology repair/replacement.	1,144
7	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Student technology and library materials.	3,350
7	1	Sup & Conc	Instruction	Non Capitalized Equipment				Student technology and library materials.	24,127

7	1	Sup & Conc	Instruction	Non Capitalized Equipment			Maintenance & loss for student and classroom technology.	18,000
7	1	Sup & Conc	Instruction	Travel			Tech training conferences.	9,000
							Total	\$55,621

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action #8 (College Going & Post Secondary Training Culture)	<p><i>Detail the action:</i> Duncan will develop a system to expand our college and post-secondary training culture for 9th through 12th grade students. One day per week, all students and staff will be encouraged to wear appropriate college attire or items with college names on them. Duncan will have college/university study trips for the 11th and 12th grade students to expand their knowledge and awareness of post-secondary/IHE choices. These will take place in the Fall and Spring semesters depending on their grade levels. There will be an emphasis and monitoring to increase 12th grade students' applications to two 4-year IHE segments as a results of this added effort. Duncan will provide incentives to 12th grade students for completing their applications in the Fall semester and for their admissions in the Spring semester.</p>		
<i>SQII Element:</i> College Going Culture	<i>SQII Sub-element(s):</i> Eligible Applicants to Two 4-year IHE Segments.	<i>Site Growth Target:</i> 10% in CSU applications (#949) 10% in UC applications (#123)	<i>Vendor (contracted services):</i>
<input type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i>		<i>Reasoning:</i> <input type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>	
<i>Write a SMART Goal to address each data point:</i>			

<p>1. By June 2017, Duncan will see a 10% increase (90% to 100%) in applications from eligible 12th grade students to the CSU system (#949) and 10% increase (19% to 29%) in applications to the UC system. (#123)</p>		
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • Transcript analysis and academic counseling. • Identification and IHE applications completion via FUSD Beta Tool and sign in sheets • Senior Surveys to all 12th grade students to track progress on all segments of IHE. • One day per week appropriate college attire/ college items as college day. • College information support to students and parents to remove barriers that may limit this opportunity for students. • UC Personal Statement. • College/university campus visitations (Fall: 12th ; Spring 11th). • Evidence of admissions and acceptance to IHE segments. • Recognition dinner for 12th grade students who complete and submit applications to at least two 4-year IHE segments and FAFSA. 	<p><i>Owner(s)</i></p> <p>Counselors, Head Counselor, C.C.D., Teachers, Home School Liaisons, VPs, Principal</p>	<p><i>Timeline</i></p> <p>Fall 2016: Transcript analysis and academic counseling for 12th grade students regarding post-secondary eligibility and options . (<i>Counselors/Head Counselor</i>)</p> <p>Fall 2016: Identify and assist 12th grade students to complete two 4-year IHE segments applications via online. Will monitor via Beta Tools and workshop sign in sheets. Students will complete senior survey to provide information on post-secondary plan and goals. (<i>Counselors/Head Counselor</i>)</p> <p>Ongoing 2016-2017: Implement a one-day per week college day by encouraging all students and staff to wear college attire. (<i>Counselors/Head Counselor, C.C.D., VPs</i>)</p>

		<p>Fall 2016: Provide college information to support 12th grade students and parents on college choices and opportunities. Encourage students to complete UC personal statement. <i>(Counselors/Head Counselor, Home School Liaisons)</i></p> <p>Fall & Spring 2016-2017: Identify 12th grade students for a Fall college/university study trips and 11th grade students for a Spring college/university study trip. <i>(Counselors/Head Counselor, Teachers, VP)</i></p> <p>Spring 2017: Identify 12th grade students who have been admitted to two 4-year IHE or more and have completed the FAFSA for recognition dinner. Will collect evidence of admissions to IHE segments. <i>(Counselors/Head Counselor, VPs, Principal, Office Staff)</i></p>
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Explain the Targeted Actions for Parent Involvement (required by Title I):

- Notice to parent regarding parent night/dinner for college admissions
- School messengers, weekly updates, flyers about college application workshops
- Recruit/encourage parent attendance on college visits
- Home school liaisons provide parent education regarding college admissions requirements
- Invitations to attend an end of the year recognition dinner.

Describe related professional learning:

- Communicate requirement information, registration, and deadlines to staff via news update, staff meetings, video broadcasting, etc.
- Provide IHE admissions requirements information updates and changes to staff as needed
- Recruit staff to be chaperones for campus visit/tours
- Recruit/encourage staff to chaperone for college night
- Encourage staff to participate in college attire day
- Encourage teachers to observe college application workshops, orientation, placement tests, and registration

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- Counselors to assist eligible 12th grade students to apply to 4-year IHE and FAFSA
- Counselors to keep track/evidence of 12th grade students' admissions status
- School-wide virtual college tours on video announcements during advisory
- School-wide college day attire once per week
- Fall college study trip: On track 12th grade students visit one UC and one CSU/Trade School
- Spring college study trip: On track 11th grade students and subject borderline juniors visit one UC and one CSU/Trade School
- 11th and 12th grade students classroom presentations/workshops on IHE admissions requirements and opportunities
- Counseling assistance with SAT/ACT testing information and registration for 11th and 12th grade students
- Counseling/teachers assistance/support to 12th grade students for completing UC Personal Statement
- Provide incentives to students who have applied broadly to at least two 4-year IHE: Eligible 12th grade students who applied to two 4-year IHE segments (CSU, UC, or a four-year university) and submit the FAFSA will receive a T-Shirt. Eligible 12th grades students who who applied to three 4-year IHE segments and submit the FAFSA will receive a T-Shirt and an invitation to a luncheon with the principal; Eligible 12th grades students who applied to all 4 IHE segments (includes CCC or Trade School) and submit the FAFSA will receive a T-Shirt, a luncheon invitation, and his or her name will be entered into a prize drawing.

Specify additional targeted actions for EL students:

- Individual parent/student counseling conferences to talk about college admissions requirements, application process, majors/careers offerings, college living, financial aid, and tips for college successes

- Language support to EL parents and written notice in primary language
- Recruit/encourage parents to attend Fresno County College Night
- Home School Liaisons to provide trainings to parents about post-secondary options

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
8	1	Sup & Conc	Instruction	Direct Transportation (Dr)				Charter busses for college visits.	8,000
Total									\$8,000

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action #9 (A-G Completion)	<p><i>Detail the action:</i></p> <p>Expand the Duncan Credit Recovery Program (utilizing Credit Recovery courses, Independent Study via JEY, APEX and Edgenuity) to include 9th thru 12th grade students both during and outside of the school day resulting in an increase in A-G compliance and percent of students considered “on track”.</p> <ul style="list-style-type: none"> • Enroll 9th grade students in need of credit recovery, based upon semester 1 grades, in a 7th period Credit Recovery class during spring semester. • Enroll 10th grade students in need of credit recovery, based on 9th grade and semester 1 results in either a 0 period APEX course or 8th period credit recovery class. • Enroll 11th and 12th grade students in need of credit recovery in a 0 period JEY course or APEX within the school day if their schedule allows. <p>Maintain the lunchtime and after school tutorial program for 9th-12th grade students led by staff and college age tutors (2 Teaching Fellows from Fresno State) for students identified as in need of additional time and support.</p> <p>Master schedule built to meet student needs for graduation and college readiness (a-g).</p> <p>College Campus visits to increase exposure and incentivize obtaining and maintaining A-G eligibility</p>		
	<i>SQII Element: A-G</i>	<i>SQII Sub-element(s): Off Track</i>	<i>Site Growth Target:</i> 70% on track

		A-G (#100)	
<input type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>		
<p><i>Write a SMART Goal to address each data point:</i></p> <ol style="list-style-type: none"> By June 2017, Duncan will see an increase from 62% (2015-16 Spring) to 70% (2016-17 Spring) of 9th-12th grade students' on-track for A-G completion.(#100) By June 2017, the percentage of 9th-12th grade students who are subject borderline for A-G completion will decrease from 29% (2015-16 Spring) to 20% (2016-17 Spring). (#5952) 			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • Transcript analysis of all students. • Semester course completion analysis of all students • Identify and monitor students' A-G eligibility and deficiencies via FUSD Beta Tool. • Enrollment and attendance review of credit recovery programs • Mid-session progress report mailed home. • Summer School enrollment 		<p><i>Owner(s)</i></p> <p>Counselors and Head Counselor</p>	<p><i>Timeline</i></p> <p>Transcript analysis Aug-Sep(<i>Counselors</i>)</p> <p>Semester grade review January(<i>Counselors</i>)</p> <p>A-G eligibility and deficiency review August and January (<i>Counselors</i>)</p> <p>Enrollment and attendance review of credit recovery programs September-June (<i>Counselors</i>)</p> <p>Progress reports mailed home Every 6 weeks (<i>Head Counselor</i>)</p> <p>Summer school enrollment April-May 2017 (<i>Counselors</i>)</p>

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

- Parent conferences and meetings, guest speakers with dinner
- 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.
- Translated copies of tutorial schedule available in office.
- Use of Edutext promoted to parents throughout the school year.

Describe related professional learning:

- Counselors meeting with credit recovery teachers to review data, student identification, protocols, etc. for classes.
- Communication to staff about Duncan Credit Recovery Plan to all stakeholders.
- To determine success, assess percent of students at the end of semester 1, semester 2 considered A-G “on track” compared to previous years

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- Student/Teacher conferences for students involved in credit recovery program when grade falls below a C.
- One on one counselor-student conference for identified students.
- Grade level class meetings.
- Classroom incentives for students who regularly attend tutorial program.
- Teachers and Teaching Fellows available during lunch and after school for additional support
- College Campus visits for students who are A-G on track.
- Students signed up for Credit Recovery options (I.e.- APEX, EdGenuity, Summer School, Winter session, 0 period) if Subject Borderline A-G on track.

Specify additional targeted actions for EL students:

Individual parent/student counseling conference

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<p>Action #10 (Algebra)</p>	<p><i>Detail the action:</i> Duncan will implement a school wide Mathematics Plan which will focus on Mathematics Common Core Standards, especially for Algebra. The Standards will be addressed through the implementation of the 5 E s Instruction Model of Engage, Explore, Explain, Elaborate and Evaluate to support the rigor of Common Core and the utilization of the Eight Mathematical Practices. The Practices include: make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning. Algebra teachers will implement common formative assessments on a weekly basis with the intent of identifying students in need of additional support and collaborating on successful teaching strategies. Following common formative assessments students will be identified by high, medium and low performance for the purpose of deployment utilizing the two Algebra teachers and the Algebra Plus teacher. Deployment will consist of at least 1 day re-teaching and 1 day re-testing in the standards for students requiring additional support and up to 2 days extension or enrichment for students who had already attained proficiency. Members of the teaching support team will push-in to Algebra classes multiple times each week to provide differentiated support.</p>		
<p><i>SQII Element: SBAC Math</i></p>	<p><i>SQII Sub-element(s): Standard Met/Exceeded</i></p>	<p><i>Site Growth Target: 15% students Standard Met or Standard Exceeded on 2017 SBAC. (#6169)</i></p>	<p><i>Vendor (contracted services)</i></p>
<p><input type="checkbox"/> New Action <input type="checkbox"/> On-going</p>		<p><i>Reasoning:</i> <input type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</p>	
<p><i>Write a SMART Goal to address each data point:</i> Duncan Polytechnical 9th grade students will see a 10% reduction in D’s and F’s in Algebra by spring semester of the 2016/17 school year. (10% reduction of D’s & F’s from Fall 2015 school year)</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p>		<p><i>Owner(s)</i> Development of ongoing lessons meeting the 8</p>	<p><i>Timeline</i> Students placed in support/deployment as needed following each common</p>

<p>Progress will be monitored after each administration of common formative assessments for all Algebra students. Algebra AC will analyze common assessment data during weekly AC meetings to identify student needs, plan instruction and interventions, including identifying students and appropriate levels of deployment.</p> <p>Students who score moderately or significantly below grade level will have a one on one meeting with a Plus teacher to help develop an intervention plan.</p> <p>Progress will be monitored after quarterly grades and grades at semester to identify students in need of deeper level of intervention and possible credit by proficiency grade recovery.</p> <p>Progress will be monitored after each administration of district benchmark assessment. Students who score moderately or significantly below proficiency level will have a one on one meeting with a Plus teacher to help develop an intervention plan.</p> <p>Progress will be monitored after quarterly and semester grades to identify students in need of deeper levels of intervention and possible credit by proficiency grade recovery.</p>	<p>mathematical practices: <i>Algebra/PLUS Teacher</i></p> <p>Development of common formative assessments: <i>Algebra/PLUS teachers</i></p> <p>Deployment following each common formative assessment to differentiate support based upon identified need: <i>Algebra/PLUS teachers</i></p>	<p>formative assessment ongoing throughout school year <i>(Algebra Teachers, PLUS Teacher)</i></p> <p>Results & progress monitored following administration of District Benchmark test <i>(Algebra Teachers, PLUS Teacher)</i></p> <p>Quarterly & Semester Grade Review for Credit Recovery <i>(Algebra Teachers, PLUS Teacher)</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • 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. • Translated copies of tutorial schedule available in office. • Use of Edutext promoted to parents throughout the school year. 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Teachers to receive monthly professional learning by participating in Algebra iPL. • Algebra/PLUS teachers to receive professional learning focusing on effective use of deployment model • Ongoing time/training on creating and reviewing common formative assessments 		

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- Student/Teacher conferences for students involved in credit recovery program when grade falls below a C.
- One on one counselor-student conference for identified students.
- Teachers and Teaching Fellows available pushing in during class to provide support, as well as offering time during lunch and after school for additional support.
- Credit by Proficiency Grade recovery opportunity for students in need of additional time and support.
- Deployment following assessments based upon identified need to close gaps or receive enrichment based upon level.
- Students signed up for Summer School if Subject Borderline A-G on track.

Specify additional targeted actions for EL students:

Individual parent/student counseling conference

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

D.1. Centralized Services - No Centralized Services are utilized at this time.

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2016/17

Duncan - 0130

ON-SITE ALLOCATION

3010	Title I	\$62,901 *
7090	LCFF Supplemental & Concentration	\$209,768
7091	LCFF for English Learners	\$46,482
		\$319,151
TOTAL 2016/17 ON-SITE ALLOCATION		\$319,151

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,701
Remaining Title I funds are at the discretion of the School Site Council	\$61,200
Total Title I Allocation	\$62,901

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.

2016-2017 Budget for SPSA/School Site Council

State/Federal Dept 0130 Duncan Polytechnical (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Subs			Substitutes for release days for professional learning around school-wide literacy and coverage purposes.	22,850.00
1	1	Title 1 Basic	Instruction	Teacher-Supp			Literacy team member supplemental contracts.	6,045.00
1	1	Title 1 Basic	Instruction	Mat & Supp			Book study & research materials for supporting school wide literacy plan and staff wide professional learning.	1,500.00
1	1	Sup & Conc	Instruction	Cons Svc/Oth			Independent services contract. Vendor unknown at this time.	5,000.00
2	1	Sup & Conc	Instruction	Teacher-Supp			Certificated tutorial contracts for teaching staff.	33,851.00
2	1	Sup & Conc	Instruction	Mat & Supp			Student agendas.	3,500.00
2	1	Sup & Conc	Instruction	Cons Svc/Oth			Teaching Fellows : Teaching Fellows contract.	25,000.00
3	1	Title 1 Basic	Instruction	Teacher-Supp			Winter session contracts for students in need of grade recovery.	4,940.00
3	1	Sup & Conc	Instruction	Mat & Supp			Food for winter session credit recovery.	2,500.00
4	1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Meetings	1,500.00
4	1	Sup & Conc	Instruction	Teacher-Subs			Subs for AP study trips.	4,570.00
4	1	Sup & Conc	Instruction	Travel			: Food, fees, tickets and accommodations/lodging for AP study trips.	6,500.00
4	1	Sup & Conc	Instruction	Direct Trans			Rental vans for AP study trips.	4,000.00
4	1	Sup & Conc	Instruction	Direct Trans			Charter busses for AP study trips.	20,000.00
5	3	Title 1 Basic	Instruction	Teacher-Supp			Academic based competition coaching contracts.	16,273.00
5	3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.200	Advisory coordinator - Jennifer Rohrer/1034369	17,396.00
5	2	Sup & Conc	Instruction	Teacher-Subs			Subs for mental wellness program.	2,856.00
5	2	Sup & Conc	Instruction	Teacher-Supp			Staff contract to support mental wellness program.	2,593.00
5	3	Sup & Conc	Instruction	Mat & Supp			Recruitment Home Mailers.	1,000.00
5	3	Sup & Conc	Instruction	Mat & Supp			Student recognition materials.	1,500.00
5	3	Sup & Conc	Instruction	Mat & Supp			: Incentives and supplies to support school spirit.	7,225.00
5	3	Sup & Conc	Instruction	Travel			: Funds to send at least two staff members to CADA conference.	5,000.00
5	3	Sup & Conc	Instruction	Direct Trans			: Busses for recruitment visits.	1,500.00
5	3	Sup & Conc	Parent Participation	Mat & Supp			Incentive parent dinners/luncheons.	4,000.00
5	3	Sup & Conc	Parent Participation	Direct-Graph			Graphics for recruitment and 9th grade transitioning.	2,000.00
5	3	EL	Instruction	Mat & Supp			Incentives and supplies to support school spirit.	490.00
6	3	Title 1 Basic	Instruction	Teacher-Supp			English Learner Support Contracts	4,649.00
6	3	Title 1 Basic	Parent Participation	Nc-Equipment			: Projectors for parent presentations.	650.00
6	3	Sup & Conc	Parent Participation	Nc-Equipment			Projectors for parent presentations.	650.00
6	3	EL	Instruction	Teacher-Subs			Funds for CELDT Assessors	2,856.00
6	3	EL	Instruction	Direct Trans			: Busses for college visits for EL students.	5,000.00

6	3	EL	Parent Participation	Cls Sup-Ovr		Translation services for parent nights.	1,045.00
6	3	EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Sch/Community HmgLao	0.438	18,743.00
6	3	EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Sch/Community Spanish	0.438	16,782.00
6	3	EL	Attendance & Social Work Service	Cls Sup-Ext		Funds for security services.	1,566.00
7	1	Title 1 Basic	Instruction	Nc-Equipment		: Technology repair/replacement.	1,144.00
7	1	Title 1 Basic	Instruction	Nc-Equipment		: Student technology and library materials.	3,350.00
7	1	Sup & Conc	Instruction	Nc-Equipment		Student technology and library materials.	24,127.00
7	1	Sup & Conc	Instruction	Nc-Equipment		Maintenance & loss for student and classroom technology.	18,000.00
7	1	Sup & Conc	Instruction	Travel		: Tech training conferences.	9,000.00
8	1	Sup & Conc	Instruction	Direct Trans		: Charter busses for college visits.	8,000.00
							\$319,151.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$62,901.00
Sup & Conc	7090	\$209,768.00
EL	7091	\$46,482.00
Grand Total		\$319,151.00

Domain Totals	Budget Totals
Academic	\$205,377.00
Culture & Climate	\$108,325.00
Social/Emotional	\$5,449.00
Grand Total	\$319,151.00

E.1. Assurances



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

E.2. School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Jeremy Ward	X				
2. Chairperson – Omar Barriga- Student					X
3. Laura Walls- Teacher		X			
4. Mary Janzen- Teacher		X			
5. Lisa Bridgen- Other School Personnel			X		
6. Teacher- Vacant		X			
7. Yer Vang- Parent				X	
8. Alma Ulloa- Parent				X	
9. Rosemary Reyes- Parent				X	
10. Paul Lam- Student					X
11. Jennifer Pena- Student					X
12.					
13.					
14.					
15.					
<input type="checkbox"/> ELAC operated as a school advisory committee.			<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.		

Title I School Site:
<input type="checkbox"/> This site operates as a non-Title I school.

E.3. Required Signatures

School Name: Duncan High School			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance and consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Jeremy Ward		3/30/16
SSC Chairperson	Omar Barriga		3/30/16

E.4. Addendum – Attach Site Parent Involvement Policy/Compact/SSC Bylaws