


Duncan Polytechnical High

10621666006068

Principal's Name: Rene Eric Martinez

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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District Goals	
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students' education

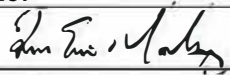
Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances

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.
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.
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.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
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.
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.
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 Engagement Policy and the Parent-School Compact.
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.
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.

School Site Council



School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Rene Martinez	X				
2. Chairperson – Kayla Her					X
3. SSC Secretary – Chris Orosco			X		
4. PAC Rep – Heather Dominico				X	
5. PAC Rep – Raquel Yerena (2 nd)				X	
6. SSC Vice Chairperson – Hector Lopez			X		
7. Erick Pineda		X			
8. Ash Jones		X			
9. Karen Mcilhargey		X			
10. Raquel Prede		X			
11. Crystal Arteaga					
12.					
13.					
14.					
15.					



Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Rene Martinez		5/16/24
SSC Chairperson	Kayla Her		5/16/24

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

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Duncan - 0130

ON-SITE ALLOCATION

3010	Title I	\$103,500 *
7090	LCFF Supplemental & Concentration	\$357,340
7091	LCFF for English Learners	\$55,094

TOTAL 2024/25 ON-SITE ALLOCATION

\$515,934

* 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	\$4,140
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Remaining Title I funds are at the discretion of the School Site Council	\$99,360
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Total Title I Allocation	\$103,500
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Duncan Polytech High 2024-2025 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
Passed all semester 1 courses with C- grade or better		58.79 %	56.4 %	2023-2024	68.5 %
SBAC ELA- Average distance from standard	✓	14 pts	-3.8 pts	2023-2024	20 pts
SBAC ELA- Average distance from standard (English Learner)	✓		-92.4 pts	2023-2024	-75 pts
SBAC ELA- percentage of students met/exceeded standard	✓	60.15 %	55.6 %	2023-2024	65.7 %
SBAC Math - Average distance from standard	✓	-25 pts	-116 pts	2023-2024	-100 pts
SBAC Math - Average distance from standard (English Learner)	✓		-187.4 pts	2023-2024	-150 pts
SBAC Math - Average distance from standard (Hispanic)	✓		-125 pts	2023-2024	-100 pts
SBAC Math - percentage of students met/exceeded standard	✓	15.17 %	13.7 %	2023-2024	25.8 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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

Math Achievement Plan

During the 2023/24 school year, the implementation of the actions for Math Achievement were moderate. From the four sub action plans that were outline, sub action one, *further development of comprehensive supports systems in mathematics* is being completed with the most fidelity. Actions such as the utilization of California Teacher Fellows to support students and the use of extra pay contracts for remediation of learning through student cohorts are being well executed. However, sub actions two and three have been minimally implemented. Our math teachers did however utilize pull out days to re-engage in vertical alignment of content instruction and development of essential standards. As for sub action four, no actions to date have

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

Math and ELA Achievement

The student groups that exhibited disproportional performance in the metrics for percentage of students meeting/exceeding and a positive change in average distance from standard is our students who are English Learners and students with disabilities.

Students who are English Learners

- Distance from Standard for Math
- Meeting/Exceeding Standards in Math
- Distance from Standard for ELA

been implemented.

These level of implementations of the action plans were moderate, however, we believe the system of supports that were completed and in progress will lead to growth slightly below our targeted goals for the percentage of students meeting/exceeding and a positive change in average distance from standard. However, our actions did not account for the differentiation of the unique supports our lower performing student groups.

Literacy Achievement Plan

During the 2023/24 school year, the implementation of the actions for Literacy Achievement were moderate with our ELA teachers but poor in regard to systematic school-wide implementation of our actions. ELA teachers implemented additional writing and reading opportunities to for argument and conveying complex ideas. However, implementation of the school-wide write and engaging students in reading and writing in all other content areas to this point in the school year, have been minimally implemented with fidelity.

Although the level of school-wide implementation to increasing writing and reading opportunities for students and the school-wide write have been minimal, the fact that high implementation of the elements of our literacy achievement plan by our ELA and Social Science team will keep our students on target for meeting our goals in meeting/exceeding and a positive change in average distance from standard. Our English Learner students have also benefited from monitoring and individualized support of their English development will likely show gains on the SBAC for ELA.

Reduction in D/F Grades for A-G Completion

During the 2023/24 school year, the implementation of the actions for D/F Grade Reduction with A-G Requirement Completion was done with very high fidelity. All the areas of monitoring of student grade data to intervene along with the work in equitable grading practices are just to name a few of the high impact actions that support the reduction of D and F grades. The actions of taking student study trips were moderately implemented in the first semester, however opportunities have increased through the school year (Spring Semester) for students to participate.

With the actions of implementation in this area being high, we were able to slightly exceed our goal with the percentage of students passing all courses with a C- or better at 60% after semester 1. However, we were not too far off the mark, and we also had a 18% improvement with our 9th grade students. Our English Learners were not too far off pace with 55% passing courses with a C- or better.

- Meeting/Exceeding Standards in ELA

Students with disabilities

- Distance from Standard for Math
- Meeting/Exceeding Standards in Math
- Distance from Standard for ELA
- Meeting/Exceeding Standards in ELA

Each of these student groups did receive the same access and supports as all other students, however additional time and prep for the SBAC in both Math and ELA were not provided to the fullest extent. Nevertheless, there were no identified resource inequities for these student groups other than the possible use of additional differentiation of time and instruction that these student groups may have benefited from.

Reduction in D/F Grades for A-G Completion

The student group that exhibited disproportional performance in this year's metrics for earning grades with a C- or better was our students who are English Learners

Students who are English Learners

- Percentage of students who earned C- grades or better = 55%

Our English Learners were not too far off the mark in terms of their disproportionality (5% lower than those who are not EL students). Our EL students did receive the extra support through goal setting and individual monitoring that was conducted by their advisory teachers. and a teacher on a supplemental contract. Furthermore, there were no identified resource inequities for this student group other than the possible use of additional differentiation of instructional to meet their individual needs.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Math Achievement Plan

- The focus for math achievement moved primarily to developing systems of support to help our students achieve in the lower levels. Extra funds were moved to support student interventions outside the school day (before and afterschool) by our own credentialed teachers. This has remained the focus during the Spring semester as well. Professional learning funds were repurposed to fund substitutes for the math pull out days and increase the number of the teachers that also supported our Winter Session for Algebra.

Literacy Achievement Plan

- The major difference in the intended versus the actual implementation was with school wide support within the school-wide write and uniformed strategic strategies to support literacy with more reading and writing in all content areas. The implementation shifted to our ELA department exclusively with some other content team members such as social science embedding more opportunities during the Spring Semester. This shifted our

sites professional learning needs. The funds that were set aside for professional development were shifted to ensure that all content teams, especially our ELA team was able to participate in two full day planning session to continue to build upon the necessary adjustments to increase the master of writing and reading for our students grades 9-12.

Reduction in D/F Grades for A-G Completion

- Intended met actual implementation with the exception of the engaging students in multiple studytrips during the first semester to connect the content to out of school real life context. These funds have remained and will be made available for Spring semester studytrips for students.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

For the 2024/25 SPSA the goals from the previous year will remain as is:

Math Achievement Plan

- The metric that is being measure is not yet available, However, we will continue to strive for double digit gains in distance from standard and the percentage of students who are meeting/exceeding standards through; a focus on best 1st time instruction in mathematics at all levels and leveraging prebuilt assessments such as IABs and FIABs. Fiscal resources in professional learning in these areas will take priority along with securing additional sub coverage and supplemental pay to ensure our math instructors are able to take their learning and make applicable adjustments to best meet the needs of all students and with specialized consideration for EL students, and students with disabilities.

Literacy Achievement Plan

- The metric that is being measure is not yet available, However, we will continue to strive for double digit gains in distance from standard and the percentage of students who are meeting/exceeding standards through; providing professional learning on embedding literacy in all content areas and how we best can support our EL students in their language development through the specific content areas they will receive instruction in. Adding additional substitutes for pull-out planning sessions for CTE teachers to focus solely on lesson design for literacy, will be a point of emphasis for 2024/2025.

Reduction in D/F Grades for A-G Completion

- No significant changes will be made with the actions to address Ds and Fs for A-G completion. However, we will look to invest additional money in supplemental contracts to increase the number of teachers who are doing the additional monitoring and academic supports for our EL students at the individual level. With these resources we will look to make a double-digit gain with the total number of students who are earning grades with a C- or better and close the disproportionality of A-G completion for our EL students.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

Data analysis took place with the SSC, from which the following feedback and considerations were communicated:

- explore other math tutoring services to meet the needs of our students
- reduction of class size
- more before school and afterschool supports.

2 ELAC:

Data analysis took place with our ELAC, from which the following feedback and considerations were communicated:

- more tutoring services for ELA who specialize in reading and writing
- Offering of Saturday school for academic support for all students, but specifically EL.
- continue with Cal Teaching Fellows.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Duncan Poly staff members were organized into groups that focused on action plans of the current SPSA with current data that was aligned to this goal and action. The following was their feedback and recommendations:

- school wide write with fidelity
- development and aligning professional learning calendar to needs in ELA and Math
- articulate essential standards and grade level competencies

- for ELA
- professional development - math and literacy
 - in and out of school interventions
 - continue to support invention team with adequate resources

Action 1

Title: Math Achievement Plan

Action Details:

There is a need to apply continual focus on the delivery of high qualityfirst instruction and learning for student achievement in mathematics. This is evident in current math achievement results from previous CAASPP, District Interim Assessments, Interim Assessment Blocks/Focused, and student semester grades. 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. All actions will need alignment to the practices of high functioning Professional Learning Communities and systematic supports to meet the need of students and increase the professional capacity of our Duncan Poly staff.

Teachers will continue to be provided with opportunities to fulfil extra pay contracts to provide extra support for students outside of class time. This time will take on the elements of support for essential mathematical skills and fluency. Students struggling in Algebra 1, Geometry and Algebra 2 will receive small group support and instruction both before and after common assessments to identfyskills gaps and deficiencies. Duncan will provide intentional support time for students during the school dayfor students that are identified as struggling with mathematics by utilizing California Teaching Fellows to support classroom structures and students. Duncan math classes will continue to develop a tiered approach to mathematics remediation and student intervention. In addition to before and after school interventions, that will also be supported by California Teaching Fellows. Students will also be given the opportunityto participate in leveled cohorts to reinforce the learning and provide additional time to meet proficiency during zero period, winter and Saturdaysessions.

Furthermore, incoming 9th grade students who have historically struggled in mathematics will receive the opportunity to engage in instruction and learn AMD type strategies that will support foundational skills for Algebra 1 work through use of providing teachers supplemental contracts to issue this instruction prior to the start to the Fall semester. This strategy to getting our incoming freshman a positive start will be in alignment to our rebooted summer bridge program. In addition, to support our EL population, Math instructors will incorporate EL strategies to support achievement and access to grade level curriculum.

Lastly, professional learning from outside experts and securing time for the Math team to strategically plan high quality, lessons, utilize the data of IABs and FIABs (2 per semester for grades 9-11) along with district interim assessments will be supported and will take priority. In addition, our math team will continue with their efforts to vertically align and build instruction and assessment to ensure essential standards/ grade level competencies are being met by all students.

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
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.	Administrative Team through use of IPG and walk-through tools	Weekly calibration and review of classroom observations that occur daily.
Daily achievement progress will be monitored, assessment data reviewed after each administration of common formative assessments for all math students and interim assessments.	All Math Teachers	Students placed in Unit Recovery or Preemptive Support as needed following each common formative assessment ongoing throughout school year (Algebra Teachers, Geometry Teachers)
Math PLCs will analyze common formative assessment data during PLC meetings to identify student needs, plan instruction and interventions, including identifying students for intervention or preemptive support for Algebra and Geometry students.	All Math Teachers Algebra & Geometry	
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.	PLC leads with support of math teachers	Results & progress monitored following each formative assessment (All Math teachers)
Semester 1 & 2 grades will be analyzed to determine trends, successes, areas for improvement for reteaching purposes.	Counselors, Reengagement teacher and Math Teachers within each PLC	Quarterly & Semester Grade Review for Unit Recovery (All Math Teachers)
Parents will be notified when their child is recommended for outside of class time interventions with Algebra, Geometry and AG3.(before, afterschool and lunch time).	Intervention Instructor, Math teachers and Home School Liaisons	3-4 week cycles for engagement in intervention support
Data reports of students and teacher class periods of Ds/Fs will be monitored and shared with pertinent math team members.	Head Counselor, Admin and ILT/Dept. Chairs	Every 6 Weeks
Quarterly reports to be monitored in regards to interim assessment data and grade improvement for mathematics.	VPs and Department Leads	Quarterly

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

Tier 1: <ul style="list-style-type: none">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: <ul style="list-style-type: none">In-class interventions and differentiation of instruction provided through consistent and strategic checking for understanding with the support of software that is embedded in the Promethean boards 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 and scheduled appointment times. (Subs and Supplemental Contracts for teachers and staff.)Appointment and walk-in before school, during lunch, and after school math support by math teaching staff.TSA- Intervention to support in organization of materials and navigation of grade recovery path the interventions that are offered by the student's teacher.
Tier 3: <ul style="list-style-type: none">Enrollment in outside of class time support for Algebra 1 to establish mastery for unit by unit math content - periods zero and/or eightReferral support to California Teaching fellow during tutorial hours to support gaps in learning and current content masteryCounseling conferences with student to support student with academic and potentially social-emotional needsDaily monitoring from Reengagement and Intervention teacher through check-in /check-outs if behaviors are manifesting and are impacting student learning.Data analysis and intervention support plan led by Intervention TSA and intervention team.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of Mathematics and English Language Arts

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by providing tutorial supports in literacy and math during and outside of the school day that are designed to increase a student's ability to and understanding of mathematical terms and language used.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by continued efforts to establish partnerships with families through parent outreach meetings such as coffee hour and principal office hours dedicated to EL students. The funds will be used to create a welcoming environment to help our families feel welcomed and to show them that we appreciate their partnership their child's education.

In addition, utilization of extra pay contracts for teachers and contracts with California teaching fellows to provide mentorship support to increase EL student engagement in and outside of the classroom to improve upon their math proficiency.

4. As a site: What are planned actions to support English learner students?

ILT to lead 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.

PLCs to revisit how students will receive daily integrated ELD supports in mathematics that will support their English Language proficiency to help access to grade level curriculum.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

Our English Learning student population is performing at the lowest level in areas of mathematic and English Language Arts as measured by SBAC results in overall proficiency percentage and distance from standard.

Our Hispanic student population is performing at the lowest level in areas of mathematics as measured by SBAC results in overall proficiency percentage and distance from standard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English learner students by providing tutorial supports in literacy and math during and outside of the school day that are designed to increase a student's ability to and understanding of mathematical terms and language used.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support English learner students by continued efforts to establish partnerships with families through parent outreach meetings such as coffee hour and principal office hours dedicated to EL students. The funds will be used to create a welcoming environment to help our families feel welcomed and to show them that we appreciate their partnership their child's education.

Thes funds will also extend to our parent engagement nights that focus on school wide attendance. With Hispanic students' part of the groups that are underperforming in math SBAC assessment, special themes will be considered to represent Hispanic culture.

In addition, utilization of extra pay contracts for teachers and contracts with California teaching fellows to provide mentorship support to increase EL student and Hispanic engagement in and outside of the classroom to improve upon their math proficiency.

4. As a site: What are planned actions to support this student group?

ILT to lead 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.

PLCs to revisit how students will receive daily integrated ELD supports in mathematics that will support their English Language proficiency to help access to grade level curriculum.

English Learner and Hispanic students to receive extra support in mathematics, that include 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.

Further development of 9th grade linked learning to best support connection of real-world learning and application of mathematical skill to CTE content of their respective pathway. Also, ensuring that time is provided for Algebra teachers to collaborate with the 9th grade linked learning to support mathematical reasoning year around in applicable unites of study.

Professional learning for teachers to support EL student's growth and overall academic success that is focused on developing literacy within mathematics.

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 continued implementation of a school wide Literacy Plan that focuses on reading and writing literacy across all content areas, electives and CTE courses. The 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. The 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 to support reading and writing.

To ensure that our faculty has the ability to establish these instructional practices, professional learning in literacy in all content areas will be provided. Duncan's ILT with representation will be provided with the initial training to support and train those within their departments. To determine the progress of literacy school-wide, district interims, IABs and FIABs in ELA will be administered and the data analyzed by all content areas to understand the opportunities for growth with each student. This will be in alignment with the development of the 2024/25 professional learning calendar.

Furthermore, our ELA department will unpack content standards and work towards ensure there is vertical alignment to the essential standards that students will need to be proficient in to be successful in their current and following grade level. In addition, the ELA team will adopt a common write assessment to intervene and track progress writing through the 4 years students are taking English Course. Also, in class and out of class interventions will be made available by our teaching staff and supported through extra play supplemental contracts. For EL students, those who are receiving intergraded ELD instruction will be monitored by our pseudo ELD coordinator, with action plans of supporting each student independently with tier II interventions. The English department will be provided with a minimum of 2 full planning days to create, monitor and respond to ensure our students are meeting grade level competencies/essential standards.

The action plan for Literacy achievement will be implemented for all grade levels and content but will also have additional monitoring and intervention support by our 9th grade on-track team lead specifically by our Intervention TSAs.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Progress will be monitored through assessment data review after each CFA administration. All PLCs will analyze common assessment data during their PLC meetings to identify students needs, plan instruction and interventions.	All ELA PLCs, led by ILT/PLC leaders with support from VP	After ever assessment and on going through PLCs for the duration of the school year
CAASPP scores from previous years and use of Interim Assessment Blocks student data results will be monitored to support the individual needs of each student	VPs, Department Chairs and ELA PLCs grades 9-12	Beginning of school year and quarterly after assessment block is given to students
EDCITE Interim results to be analyzed for each interim for grades 9-10	VPs, Department chairs, ILT, ELA PLCs	Prior to the start of the school year and after each diagnostic
Professional Learning surveys from staff to help support their professional learning needs, especially in support of ELD scaffolds and other pertinent strategies.	ELA PLCs and Individual Teachers	Twice per year on going surveys administered
Data reports of students and teacher class periods of Ds/Fs will be monitored and shared with appropriate ELA team members.	Head Counselor, Admin and ELA Leads	Every 6 weeks
Quarterly reports to be monitored in regards to interim assessment data and grade improvement for ELA	Admin, Teacher Leads and Teacher	Quarterly

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. Saturday academy support multiple times throughout the school year.
 - Support and mentorship provided by California Teaching Fellows to support students who are not meeting grade level expectation in literacy development.
- 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 to support student's ability to complete grade level literacy work.
 - Needs analysis from the intervention team to determine the necessary resources and next steps for student success.
- Funds will provide supplemental contracts for teachers and staff, and supplemental resources, technology and equipment to support these goals.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.	Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.
<p>All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.</p> <p>1. Identify English learner students in Red and all the areas that they are identified in.</p>	<p>Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.</p> <p>1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.</p>

English Learner student population is performing at the lowest level in areas of Mathematics and English Language Arts

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by providing tutorial supports in literacy during and outside of the school day that are designed to increase a student's ability to and understanding content vocabulary, common terms, and language used.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by continued efforts to establish partnerships with families through parent outreach meetings such as coffee hour and principal office hours dedicated to EL students. The funds will be used to create a welcoming environment to help our families feel welcomed and to show them that we appreciate their partnership their child's education.

In addition, utilization of extra pay contracts for teachers and contracts with California teaching fellows to provide mentorship support to increase EL student engagement in and outside of the classroom to improve upon their literacy proficiency.

4. As a site: What are planned actions to support English learner students?

ILT to lead 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 content vocabulary.

PLCs to revisit how students will receive daily integrated ELD supports in mathematics that will support their English Language proficiency to help access to grade level curriculum.

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.

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.

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

EL students will receive integrated ELD in supports in all content areas to help their progress with English Language proficiency.

Our English Learning student population is performing at the lowest level in areas of mathematic and English Language Arts as measured by SBAC results in overall proficiency percentage and distance from standard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English learner students by providing tutorial supports in literacy during and outside of the school day that are designed to increase a student's ability to and understanding of mathematical terms and language used.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support English learner students by continued efforts to establish partnerships with families through parent outreach meetings such as coffee hour and principal office hours dedicated to EL students. The funds will be used to create a welcoming environment to help our families feel welcomed and to show them that we appreciate their partnership their child's education.

In addition, utilization of extra pay contracts for teachers and contracts with California teaching fellows to provide mentorship support to increase EL student engagement in and outside of the classroom to improve upon their math proficiency.

4. As a site: What are planned actions to support this student group?

ILT to lead 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.

PLCs to revisit how students will receive daily integrated ELD supports in mathematics that will support their English Language proficiency to help access to grade level curriculum.

English Learner students to receive extra support in ELA that include additional tutoring both during the school day within their actual ELA classes, as well as before or after school with both their Duncan Teachers and tutors from California Teaching Fellows.

Professional learning for teachers to support EL student's growth and overall academic success that is focused on developing literacy within mathematics.

Action 3

Title: D/F Grade Reduction Plan and A-G Requirement Completion

Action Details:

Duncan will continue to provide 9th-12th grade students with opportunities to meet their A-G requirement by earning grades of a C- or better in 2023-2024. Duncan will accomplish this by establishing and continuing academic supports for students who are not earning a grade of a C- or better (in and outside of the school day), exploring equitable grading practices in all departments, adjust PLC practices to work towards being a high functioning PLT, and continuing to utilize credit recovery options to remain eligible for A-G completion status. upon graduation.

The before and after school tutoring model will continue to be math centered, however more subject areas of support will look to be added by utilizing supplemental pay contracts for teachers to support students outside the school day. In addition, the newly formed scheduling committee will explore schedules that would meet the specific needs of Duncan and our WBL progress as well as having school wide interventions during the school day to support students who need more time and support to gain mastery of the essential standards they will need to learn to maintain their A-G completion status.

For students who are enrolled in AP and Dual enrollment courses that are traditionally more difficult to earn a C- or better, additional supports/interventions such as extended tutorials will be added for each content area to help students.

Each teacher leading the tutorials will have opportunities to connect with their department, counselors and VP to ensure students who need the support are attending and progressing in their grade recovery. Furthermore, we will look for additional opportunities for all students to engage in study trips to connect the content to real-life examples (substitutes will be provided for certificated and classified as needed to ensure the study trips can take place). Additional supports for grade achievement in these courses will also include efforts with parent nights, and one-on-one guidance and support from our AP/Dual Enrollment coordinator. Edgenuity and other grade recovery programs (winter/spring sessions) will also be offered to help rectify D and F grades. These recovery sessions will be support through extra pay contracts. English language learners and SPED students will utilize their case managers to help as liaisons with students and teachers to help develop and monitor grade improvement plans.

In addition, the site will continue to utilize our Invention TSAs to support school-wide intervention work and Teachers Fellows support. This team will continue to be responsible for developing, monitoring and maintaining highly effective interventions for students at all grade levels (emphasis on the 9th grade year). With this extra layer of monitoring and utilizing student success data to inform decisions, students will be better served to remediate their achievement levels to a C or better prior to semester grades becoming final; thus keeping more students on the A-G track. Furthermore, grading as a whole will be addressed in phases with our Freshman Success Team leading the work to ensure best practices are used as it pertains to student mastery learning and grades that are reported that represent student success. Duncan will also continue its exploration and implementation of grading practices based upon equity through investment of resources, materials and professional learning around grading.

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

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Review of Master schedule for course placements and use of strategic placement for our highly vulnerable and vulnerable students	Head Counselor/Counselors	June/August/January
Grade Monitoring Reports for D/F grades every 4 weeks. With highlighted focus on Students with disabilities and EL students.	Head Counselor/Counselors	Ongoing - every 4 weeks
All tutoring services data grade analysis for impact of tutoring services offered.	Intervention TSA Head Counselor/Counselors	Ongoing Ongoing/Quarterly/Semester
Regular progress check for credit recovery options/completion: Edgenuity online, night school, summer school, winter session.	Intervention TSA Head Counselor/Counselors	April-June
Grade chats and Quarter/Semester grades letters mailed home and emailed to student accounts.	Counselor/Counselors/MP	December/June / during each enrollment
Edgenuity, Winter session and Summer School enrollment and parent contacts.	Head Counselor/Counselors Intervention TSA Head Counselor/Counselors	Ongoing
Semester transcript analysis of credits for all students.	AP/Dual Enrollment Coordinator	every four weeks
Monitoring of students' A-G eligibility and deficiencies via FUSD graduation and a-g tools in ATLAS.	AP/Dual Enrollment Coordinator	Every 3 weeks for the full duration of the semester.
Monitoring AP and Dual Enrollment students' grades specifically Ds and Fs and daily attendance	AP/Dual Enrollment Coordinator, Counselor and VPs TSA - Intervention	At the end of the Fall and Spring semesters
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	Head Counselor, Admin, ILT	Quarterly
Use of quarterly reports to monitor student improvement through grades in all courses for A-G monitoring		.
Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):		

Tier 1:

- One on one counselor-student grade level conferences.
- Additional support from teachers from those students who are earning a D/F in their class.
- Grade level class meetings/ classroom presentations on graduation/A-G, study skills
- Study skills and advise all students during Pre-registration about A-G, AP, and elective options
- 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 and any students who is earning a D and F in course outside of the school day
- Grading and assessment strategies utilized such as reassessment without penalty and make up days throughout the school year

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 to reinforce requirements of earning a C- or better in each class
- 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 (Edfenuity, Summer School, Night School sessions, etc).
- Weekly check-in and check outs with counselor and reengagement teacher, supported by additional appropriate interventions by TSA over intervention.
- Engage in peer and reengagement teacher grouping to support overall academic achievement.
- 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: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in area of earning grades with a C- or better as compared to the general student body.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by funding both a Hmong and Spanish speaking home school liaison to build stronger connections with families and educate them on the navigation of being successful in all the classes that they are enrolled in.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by providing extra pay contracts of our Home School Liaisons to support individual parent/teacher/student counseling conferences.

In addition, utilization of extra pay contracts for teachers and contracts with California teaching fellows to provide mentorship support to increase EL student engagement in and outside of the classroom to improve and maintain good grade standing of a C or better in all classes.

Continued efforts to establish partnerships with families through parent outreach meetings such as coffee hour and principal office hours dedicated to EL students

4. As a site: What are planned actions to support English learner students?

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in area of earning grades with a C- or better as compared to the general student body.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English learner students by funding both a Hmong and Spanish speaking home school liaison to build stronger connections with families and educate them on the navigation of being successful in all the classes that they are enrolled in..

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by promote A-G awareness to students and parents by taking them to college campus tours.

Provide extra pay contracts for teachers to monitor EL students specifically to connect and monitor the different academic interventions that are available.

In addition provide professional development by hiring outside the district experts to help all staff to better support EL students in the classroom to access the curriculum and to achieve at high levels.

4. As a site: What are planned actions to support this student group?

Counselors will provide additional A-G support through individual and small group meetings/conferences. In

As a PLC better identification and early intervention with our EL students.	addition, educate parents about A-G requirements and the impact of meeting these requirements.
Better utilization of the academic referral system to ensure that EI students get the necessary additional support from their counselor and teachers who are specifically monitoring EL students.	Specific student group monitoring of English Learners and support from Intervention team.
Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA	
EL students to receive daily integrated ELD in mathematics and ELA that will support their English Language proficiency to help access to grade level curriculum.	

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0130 Duncan Polytechnical (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental pay for teachers to support student learning. Before /After school and other times outside the school day based on student need. ** NO IEP's **	12,260.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Utilization of supplemental resources to support literacy	5,000.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Funds to support tutoring services, EL student academic resource needs and other enrichment activities to increase student connectivity and student achievement. ** NO FOOD OR INCENTIVES **	8,288.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	.125 prep buyout for potential master schedule needs	13,598.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			ELPAC Assessors	6,132.00
G1A1	Sup & Conc	Instruction	Travel			Use for conferences and travel to support the growth and capacity for our staff and students.	50,000.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	.125 prep buyout for potential master schedule needs	13,598.00

\$108,876.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	90.6 %	86.6 %	2023-2024	90.7 %
Graduation Rate	✓	100 %	98.5 %	2023-2024	100 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

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

Work Based Learning Development Plan

During the 2023/24 school year, the implementation of the actions for developing the work-based learning at Duncan Poly was done with very high fidelity. The outcomes of student work-based learning experiences have continued to expand in multiple pathways (Construction, Welding and Pharm Tech). In addition to the expansion of jobsite opportunities, the student development of soft skills and their ability to demonstrate these skills were more observable across the different academies and pathways.

Although there were high levels of implementation of the action plan, the goal for this action was not met, by 4%. There is a need to consider the opportunities for our students in grades 9 and 10 in each of the academies, to ensure they are part of these experiences from the onset of their education at Duncan.

Student Learner Outcomes and Graduation

During the 2023/24 school year, the implementation of the actions for Student Learner Outcomes and Graduation were moderate. There was evidence of the Student Learner Outcomes being taught and embedded in some content areas, however, the actions of assessing our students in their development was inconsistent. The connection to Graduation through the development of SLOs within the experiences of CTE content and through 12th grade linked learning projects was effectively achieved. This resulted in our school nearly meeting the 100% for graduation.

2

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

Work Based Learning Development Plan

There was no disproportionality with all our student groups with students reporting favorable student-centered/real world experience. As student groups such as EL students and students with disabilities reported high favorable responses as compared to our general student body.

Student Learner Outcomes and Graduation

There was no disproportionality with all our student groups for graduation rates. However, our EL students are more off track for graduation. The key factors are likely due to a need in more professional learning to help embed language supports for our EL students so they can earn passing grade marks for their required graduation courses.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Work Based Learning Development Plan

Work Based Learning Development Plan

- Intended met actual implementation with high fidelity. The exception was with professional learning for all CTE teachers to implement high quality work based learning instruction during their 5 periods with students. These funds were utilized however, the majority of funds supporting outside professional learning and conferences were used by less than half of the CTE teachers. In addition, instructional planning and CTE education professional learning was not fully implemented to its greatest extent.

Student Learner Outcomes and Graduation

- Actions for Graduation were implemented with adequate fidelity while the actions for Student Learner Outcome implementation were somewhat met. Students were provided with instruction that focused upon the soft skills that yielded achievement in CTE and other graduation required course work, primarily through linked learning teams. In addition, the necessary students were enrolled in credit recovery options. However, the use and development of SLO assessment tool was not implemented with fidelity. Therefore, no true measurement of growth can be analyzed other than assignment in which SLO elements were embedded.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Work Based Learning Development Plan

- No significant changes will be made with the actions to the work-based learning development plan. However, we will look to invest additional money, efforts and time to ensure that all teachers receive the necessary professional learning to continue to improve work-based learning experiences in their classroom and staying current with industry standards to do so. Furthermore, additional investments will be made in time and profession learning to help with general unit planning that best meets the needs of all students within the respective pathways.

Student Learner Outcomes and Graduation

- The approach to emphasize and develop our students to meet our school learner outcomes will continue as an effort to have these skills be transferable to any content. However, the SLO assessment tool will be embedded in the major projects and student digital portfolios and presentations. Furthermore, the actions take to support the graduation of our students will still contain the support with the upper classman but will shift to more of an emphasis in the early grades (9th and 10th) to ensure students do not become off track for graduation early on in their high school journey.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

Data analysis took place with the SSC, from which the following feedback and considerations were communicated:

- peer helpers in all content areas
- continue with California Teaching fellows to support in math and ELA
- More field trips for the students

2 ELAC:

Data analysis took place with our ELAC, from which the following feedback and considerations were communicated:

- Tutoring services for soft skills and CTE learning
- English language support for EL students struggling with the language - Saturday Sessions

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Duncan Poly staff members were organized into groups that focused on action plans of the current SPSA with current data that was aligned to this goal and action. The following was their feedback and recommendations:

- Continue to identify students in need
- Continue to work with students and parents on the communication and planning for student success
- Continue offering supports and opportunities for students
- Should be a team operation. Doesn't just fall on counselors.

Action 1

Title: Work Based Learning Development Plan

Action Details:

Duncan will continue its use of 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 all 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. With district and local vendor transportation arrangements necessary to the success of WBL, we will continue to develop and plan with these partners to maximize the overall WBL for our students.

To support learning of classroom content and transferable “soft skills” Duncan will continue with it’s 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. However, additional onsite opportunities will be explored and provided for 9th and 10th grades. The site will maintain four 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 and will balance out potential needs to add additional vehicles. Resources to maintain vehicle maintenance will be allocated to support the WBL plan.

To support the connection between classroom instruction and workplace skills, Duncan will continue to 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.

To support implementation of a high-quality work-based learning (WBL) plan, Duncan will provide teachers with meaningful professional learning opportunities centered on WBL and planning for high quality instruction within CTE. 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. In addition, hourly supplemental to support Linked Learning will also be provided to support our path with project-based learning.

Funds will also be set aside to support transportation needs, including maintenance and repair to our school site owned vehicles and laundry costs for Work Wear.

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 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.
Scope and Sequence along with unit plans will be collected and reviewed for supporting improvements in classroom instructional practices.

Owner(s):	Timeline:
Collecting site-based WBL data: All teachers, both coordinators, and counselors.	Collecting site-based WBL data: On-going throughout the year
Collecting jobsite data: 11 -12 grade CTE teachers participating in jobsite and both coordinators	Collecting jobsite data: At the end of each quarter
Teacher training data: Coordinators and Vice Principals	Teacher training data: On-going throughout the year
Adminstrators and Coordinators	Quarterly

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

Tier 1: <ul style="list-style-type: none">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: <ul style="list-style-type: none">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: <ul style="list-style-type: none">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.TSA of Intervention will provide support and analysis to determine what the needs of the student must be met to help increase his or her level of success.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.
1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in. <i>Not applicable as English Learner student population is performing at high levels for graduation rates and</i>

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.
Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

favorably responding to student centered/real-world experiences.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support of EL students by funding a Hmong and Spanish Home School Liaison to ensure that families are connected and are partnering in their child's education. In addition, funds will be used to conduct parent engagement meetings and night engagements that parents can learn more about the WBL and educational opportunities with CTE at Duncan Poly.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support or EL students by ensuring that they 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 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.

4. As a site: What are planned actions to support this student group?

PLC in CTE to develop and implement hands-on WBL activities that will support learning of abstract or rigorous content along with mentorship support for EL students from internship partners.

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.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

Not applicable as there were no low performing groups for graduation rates or those who indicated a favorably response to student centered/real-world experiences.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support of EL students by funding a Hmong and Spanish Home School Liaison to ensure that families are connected and are partnering in their child's education. In addition, funds will be used to conduct parent engagement meetings and night engagements that parents can learn more about the WBL and educational opportunities with CTE at Duncan Poly.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support students by ensuring that they 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 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.

4. As a site: What are planned actions to support this student group?

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.

PLC in CTE to develop and implement hands-on WBL activities that will support learning of abstract or rigorous content along with mentorship support for EL students from internship partners.

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.

CTE PLCs to develop and implement additional supports for the underrepresented population of students, including but not limited to the African American demographic, supports such as mentorship support in all WBL and Linked Learning education.

Action 2

Title: Graduation and Student Learner Outcome Achievement

Action Details:

At Duncan Polytechnical High School students our work of preparing graduates for college, career and life have been very successful with a graduation rate near 100%. We will continue with systematic practices for student intervention but will also increase the levels of support to ensure students remain on track for graduation without the need of engaging in many sessions of credit recovery. In addition, we will utilize our defined Student Learning Outcomes to assist in teaching the soft skill necessary that will allow for our students to be successful in learning that is student centered and relevant to real-world experiences.

The start of ensuring all students graduate from Duncan Poly will begin during the summer for incoming 9th grade students through the work of our Freshman on-track team (BTSC). Our team will engage in the development a summer bridge program that will help students with their transition to Duncan Poly High School. The program will consist of social emotional learning that will be the building block to ensuring our incoming 9th grade students are connected to an adult and our school from the onset. Our focus on relationship building will establish the necessary rapport to fully understand each individual incoming freshman so we can ensure they stay on the noncredit recovery path towards graduation. Furthermore, our 9th grade On-Track team will monitor student growth with fidelity and will support individual students through our academic, behavioral and social emotional interventions. Also, at the 9th grade year we will start the student learning outcome process to ensure the foundation is set that will allow our students to gain the necessary skills and competencies for success throughout their enrollment at DPHS and in their chosen workplace or college after graduation.

At other grade levels students will also receive the necessary social emotional, behavioral and academic supports. Our re-engagement teacher, school counselors and school social worker will work with specific caseloads of students who need continuous social emotional support and will also respond in live time to those who have specific situation to ensure they can continue to excel in their academic courses. Academically, we will engage in practices that are referenced in Goal 1 to ensure that students earn grades of a C- or better in all coursework (i.e. additional tutorials, teacher support outside of the school and academic days, improvement with instructional practices). Linked Learning teams and additional support staff (counselors, intervention team, site-admin) monitoring of grades and progress will also provide multiple layers of monitoring to ensure student success. However, if students are not responsive to the strategies credit recovery options will be assigned to all students through use of district allotted and site assigned FTEs. Behaviorally, we will continue with ensuring students and parents are aware of our expectations through continuous communication during student advisory meetings and parental communication (parent square, parent teacher conferences etc.). Duncan will also continue to utilize our restorative model, and PBIS to responding to student behaviors-supported by our re-engagement, intervention team, counselors and administrators.

In connection to the above supports the development and cultivation of the SLOs are essential to supporting students towards graduation in a relevant manner. Therefore, we will further align the assessment plan through implementation of Linked Learning PBL projects, Portfolio, and the Senior Capstone. 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. Duncan students in the 11th and 12th grades will also be participate 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 through survey data collection based upon their needs in the workforce and evaluate the performance of our students at jobsite based upon student demonstration of the SLOs characteristics. In addition to further emphasize the importance of Duncan's specific SLOs, our bimonthly advisories will be themed in each SLO to help students with their understanding and soft skill development in each area. Our student's development will also be monitored by embedding SLO learning and application in throughout the 4 years at Duncan, especially within their CTE courses in high impact assignments and presentations.

Duncan Polytechnical High Student 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

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

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Enrolment of students in Summer Bridge - with a target on enrollment and completion of Summer Bridge by the vulnerable and highly vulnerable incoming 9th grade students	Summer Bridge Coordinator and Head Counselor	July/August
CORE Student Relational Survey and FUSD Culture Climate Student survey - Fall and Spring Semesters	VPs, Freshman On-Track Leads	October and March yearly
9th grade On-Track data monitoring and movement between CORE designated achievement lanes	Freshman On-Track Leads	Quarterly
D/F grade data for students grades 9-12	Head Counselor, VP and Principal	Every 4 weeks
Graduation status update for grades 9-11 and detailed status report for 12th grade students	Counselors	Every 6 weeks in Fall, 2 weekly in quarter 4
Credits remediated during zero/eight period as well as winter sessions	Head Counselor	Quarterly
Student Portfolios and Senior Capstone participation and overall student scores	Linked Learning Teams and CTE Coordinators	Yearly
Advisory lesson audit for SLOs embedded	Department Chairs and CTE Coordinators	Monthly

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

- Tier 1:
- Teacher instruction in all content areas that meet the general needs of all students and teachers responding to student academic, behavioral and academic needs.
 - 9th grade transition through summer bridge - use of engagement and social emotional learning tools resources and incentives.
 - Student Learning Outcomes (SLO's) are embedded in each teacher's curriculum, lesson plans, direct class discussions, and behavior expectations
 - Advisory lessons themed in SLOs
 - 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
 - Quizizz, Quizlet, Kahoot and other digital and physical materials/resource data analysis for responding to intervention.
 - Goal setting and follow up monitoring of students not on track with behaviors and academic achievement.

Tier 3:

- Counseling conferences with student to support student with academic and potentially social-emotional needs
- Senior meetings for graduation path and/or credit recovery plan
- Daily monitoring from Reengagement teacher and intervention team 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 intervention team/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: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

Not applicable as English Learner student population is performing at high levels for graduation rates and favorably responding to student centered/real-world experiences.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support of EL students by funding a Hmong and Spanish Home School Liaison to ensure that families are connected and are partnering in their child's education. In addition, funds will be used to conduct parent engagement meetings and night engagements that parents can learn more about the WBL, educational opportunities with CTE, academic supports, and navigating paths towards graduation at Duncan Poly.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support or EL students by ensuring that they 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 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 teacher led academic supports will also be available to all students with EL students monitored closely with attendance and impact of support.

4. As a site: What are planned actions to support this student group?

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.

PLCs will focus on the Duncan SLOs that includes a focus on skilled communication to support English language development in our EL students. This model of instruction will reinforce speaking, listening and writing skills.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

Not applicable as there were no low performing groups for graduation rates or those who indicated a favorably response to student centered/real-world experiences.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support of EL students by funding a Hmong and Spanish Home School Liaison to ensure that families are connected and are partnering in their child's education. In addition, funds will be used to conduct parent engagement meetings and night engagements that parents can learn more about the WBL, educational opportunities with CTE, academic supports, and navigating paths towards graduation at Duncan Poly.

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Additional teacher led academic supports will also be available to all students with EL students monitored closely with attendance and impact of support.

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PLCs will focus on the Duncan SLOs that includes a focus on skilled communication to support English language development for all students. This model of instruction will reinforce speaking, listening and writing skills.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0130 Duncan Polytechnical (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	.125 prep buyout for potential master schedule needs	13,598.00
G2A1	Sup & Conc	Instruction	Teacher-Subs			Department Pullout, Professional Development, School Business such as Skills, HOSA Robotics and other related school competitions. IN addition other resources to allow for teachers to engage in math PL and other activities to support student achievement.	29,862.00
G2A1	Sup & Conc	Instruction	Nc-Equipment			Classroom/ School Technology resources and supplies	8,000.00
G2A1	Sup & Conc	Instruction	Travel			: College Trips - supplement funds from CCR for these events	11,304.00
G2A1	Sup & Conc	Instruction	Off Eq Lease			Copy Lease Amount	6,500.00
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation to support WBL, cultural development of school for additional transportation/ travel needs for extra and cocurricular activities	15,000.00
G2A1	Sup & Conc	Instruction	Direct-Maint			: Repair and refurbish and installation of the following: auto maintenance for CTE vans and trucks CCD and Principal Golf Cart	4,000.00
G2A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sub			Subs for classified to support school and student activities on and off campus	360.00
G2A1	Sup & Conc	Plant Maintenance & Operations	Laundry/Dry			Laundry / dry cleaning for workwear uniforms and other laundry needs	1,700.00
G2A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Sub			Substitutes to support parent teacher conferences. Pre and execution of event	534.00

\$90,858.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		15.8 %	2023-2024	10 %
Suspension Rate - Semester 1	✓	2.38 %	2.7 %	2023-2024	2.25 %
Suspension Rate - Semester 1 (African American)	✓		2.9 %	2023-2024	2.25 %
Suspension Rate - Semester 1 (Students w/ Disabilities)	✓		5.8 %	2023-2024	2.25 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

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

Suspension Rate

During the 2023/24 school year, the implementation of the actions for maintaining and improving the campus culture to impact suspension rates was and done with very high fidelity. The additional co and extracurricular activities, along with the efforts of focusing on meeting students' social emotional needs resulted in maintaining a relatively low suspension rate. The design of assemblies and starting the school year off with our Week of Welcome, showcased the importance of relationship building for all stakeholders at Duncan Poly High School. There are areas in which the utilization of the 5 Star data system was not fully implemented, however, other applicable usage to track student data to measure our campus culture was implemented.

Although the level of school-wide implementation to increasing the positive culture at Duncan was high, students with disabilities and our African American students had an increase in their suspension rates from the previous year at this time. Consideration will be given to adjusting the engagement and interventions for these student groups.

Chronic Absenteeism

During the 2023/24 school year, the implementation of the actions for decreasing Chronic Absenteeism was moderate to high the action areas outlined in the current SPSA. The usage of our Home School Liaisons to engage in outreach, communicate with families and provide support was and is currently being well executed. Also, for our 9th grade students, the usage of our 9th grade On-Track team to support attendance has had a positive impact with ensuring students are not reaching chronic absenteeism.

2

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

Suspension

There were not any resources inequities as all student were impacted by the actions and resources that were provided, however some potential key factors for suspension rates for our African American youth and students with disabilities could be tied to the forms of communication about the connectivity opportunities that are available for these student groups and not utilizing the organizations and resources teachers/staff that are assigned to support these students to their fullest ability. In addition, the methods in which the reiteration of desired behavioral outcomes and consequences for not meeting these outcomes may have not been clear to these student groups.

Chronic Absenteeism

There were not any resources inequities as all students were impacted by the actions and resources that were provided, However, there are some potential key factors for chronic absenteeism that led to a slight disproportionality of our African American students and students with disabilities. Three potential factors are the types of co and extra curricular opportunities that appeal to these student groups, the connectivity level to our school based upon survey data (9th grade specifically) and the communication to families about the opportunities that do exist at Duncan.

The implementation of actions with high fidelity had/ is having a moderate impact on our absenteeism with the Fall semester data reporting approximately 15% or chronically absent. There are some smaller represented student groups that are chronically absent compared to the general student body rate. Therefore, actions for closer monitoring and designing of more efficient responses to declining attendance will be considered.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Suspension Rate

- The intended actions have been implemented with high fidelity and will continue to do so throughout the 2023/24 school year. The actions that support campus in building an environment that is inclusive with high expectations for students was well executed. Although our efforts of implementation were high, the outcome of student with disabilities and the differentiated details for supporting this group needed more attention. Also, the use of our 5 Star student data monitoring systems to track student and their participation was utilized but not to the extent we would have liked.

Chronic Absenteeism

- The actions to reduce Chronic absenteeism for the 2023/24 were implemented at a moderate level. The implementation of monitoring and intervening when students who were approaching chronic absenteeism shifted in who was primarily responsible. Our re-engagement teacher was part of the team, however, due to the large number of students who were approaching this level, our intervention team took on most of the responsibility. In addition, the connection of attendance through use of the SLOs was not done as frequently as intended.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Suspension Rate

- In addition to the education and communication of the high student expectations of student outcomes, we will look to invest even more resources and time to the development of a welcoming and inclusive culture. In addition, there will specifically monitoring of our African -American students through the structures teams that we currently have (intervention team, reengagement teacher, A4 and BSU) along with better utilization of our RSP teachers in support of behaviors through connections with students who have disabilities and who are on their specific caseload. The changes can be found in action plan 1 for this specific goal. In addition, elements of culture building to reduce the suspension rate can be found in the actions in Goal 2

Chronic Absenteeism

- In 2024/25 the metrics will remain the same with the goal of reducing our chronic absenteeism to less than 10%. Many of the actions will remain with minor modification. However, the changes that will occur in this action the most will be with the process and forming teams to monitor and intervene when students are approaching chronic absenteeism and have better use of advisories to communicate the importance of school attendance using a positive approach. Furthermore, we will also align our efforts in creating an inclusive school environment where student want to be and learn throughout the school year specifically with our African American and students with disabilities student groups. The changes can be found in action plan 2 for this specific goal. In addition, elements of culture building to reduce chronic absenteeism can be found in the actions in Goal 2

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

Data analysis took place with the SSC, from which the following feedback and considerations were communicated:

- Increase parent contact
- Different events such as wow week for connectivity throughout the year.
- Money invested in student events to increase student involvement.

2

ELAC:

Data analysis took place with our ELAC, from which the following feedback and considerations were communicated:

- Start a student committee to get other students involved at all grade levels.
- Increase afterschool student events.
- Student store & jobs around campus.

3

Staff - (Credentialed Staff, Classified Staff, and Administrators):

Duncan Poly staff members were organized into groups that focused on action plans of the current SPSA with current data that was aligned to this goal and action. The following was their feedback and recommendations:

- Use of School Connect in Advisories
- Schoolwide Campaigns in kindness, diversity, and substance abuse awareness
- 5 Star points for redemption of various prizes including items such as Duncan Merch bags
- Education awareness of substance and /or drug abuse
- Evaluation of Edgenuity

Action 1

Title: Campus Culture Development to Reduce Suspension Rate

Action Details:

Duncan will increase the number of students engaged in activities through offering activities to connect with a broader student bodybase while developing interpersonal, leadership and academic skills through increased involvement in clubs, academic/professional competitions and service organizations. To ensure the school year starts with student and staff culture building in mind we will continue with the Week of Welcome events and activities during the first week of the Fall semester and develop and similar structure upon the return of students after Winter break. Similarly, Duncan will further commit to academic and professional learning opportunities through offering club experiences with academic/professional competitions and including: Skills USA, HOSA, Academic Decathlon, MESAand Duncan PolyDrum Line. Duncan will increase student awareness bypromoting a master list of activities taking place on and off campus through bi-weekly video announcements, poster campaigns and through the advisoryperiods during the school year. The Duncan PolyVice Principal will arrange transportation for Duncan students to participate in competition days off campus. Support through development of the Duncan AFJROTC armed and unarmed drill teams through professional coaching via independent contractors (Drill Team Dynamics) and guidance and participation in events both locallyand nationallywith 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. The above opportunities for students will also be recomunicated and followed up upon through our BSU and A4 organizations to reach our African-American youth for their connectedness to our school. In addition, similar measures of communication, monitoring and follow through for students with disabilities will take place with the students RSP teacher to ensure tier I and II supports are provided for these student groups.

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 these for students and staff to interact positivelywith 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 and Multi-Cultural Events/Rallys. 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. With such events, extra paywill be allocated to safety staff and SRO to ensure safetyof our students.

The 5 Star Students information system will be utilized to collect student participation in all student 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 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 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, themed SUFE luncheons and byallowing students to wear special sashes at graduation based upon program or pathway. The intramural specialty sports league 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 and now Ski and Snowboard 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. In addition, specificallymake efforts to recognize 9th grade student achievement, connectivity and focus in on student groups who are not having positive outcomes as measured by survey data. Summer bridge activities and resources

will be utilized to help with the transition of our new 9th grade class in 2023/24.

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. Principal will also establish a principal's student advisory committee to ensure that student voice and experience is heard in determining how to best ensure students meet behavioral expectations and our staff creates an environment in which students desire to meet these outcomes.

Furthermore, students will continue to be explicitly taught desired school behaviors in all areas of campus. All school, grade level advisories will provide connectivity opportunities for students and teachers. These advisories will also utilized School Connect to support the social emotional development of our Duncan students. In addition to the social-emotional and explicit instruction on desired behaviors, school wide campaigns in kindness, diversity and substance abuse awareness will also frequently be communicated/demonstrated by our staff, students and community.

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

Explain the Progress Monitoring and data used for this Action

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

Identify and monitor students' 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. Explore digital connection activities if applicable.

Incorporation of Advisory lessons using School Connect and various positive message campaigns to address significant data markers for suspension.

Monitoring students with high incidents of off task behaviors and suspension data to determine the students and student groups that need more support.

Use of quarterly reports in regards to the specific off task behaviors that are being exhibited, by whom and the location of these behaviors to intervene prior to the manifestation of suspensible behaviors.

Owner(s):

Student 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

CCD and VPs

Intervention Team/ VPs

VPs and Intervention Team

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

Ongoing - once per month at minimum.

Bi Weekly during ACC meetings

Monthly

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, Before School/After School 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 addition 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 student activities.
- Intervening with students who exhibited high incidents of off task behaviors and/or have been suspended.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

Not applicable as English Learner student population have a low rate of suspension and are connected/participants in the school opportunities that are available to them.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English learner students by funding both a Hmong and Spanish speaking home school liaison to build stronger connections with families and educate them on the multiple opportunities to be an active participant in creating/establishing a strong school culture and the navigation of being successful in high school

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

In addition, utilization of extra pay contracts for teachers and contracts with California teaching fellows to provide mentorship support for EL student engagement in co and extracurricular activities to ensure they have a positive experience at school,

Continued efforts to establish partnerships with families through parent outreach meetings such as coffee hour and principal office hours dedicated to EL student success- behaviorally, social emotionally and academically.

4. As a site: What are planned actions to support this student group?

Students through the direction of the CCT 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.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

Our African-American students and students with disabilities are being suspended at a higher rate than our general student population.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support our African- American students by increasing the forms of activities and extracurricular opportunities that are culturally relevant and of interest to this student group in the form of paying for additional adult supports through supplanted contracts. In addition, field trips will be funded to in alignment to their interest under the academic and social-emotional supports umbrella.

For our students with disabilities, use of our site funded Home School Liaison to ensure that individual communication home about co and extracurricular opportunities are made and follow up to participation is monitored through our 5 Stat student data system.

4. As a site: What are planned actions to support this student group?

Principals' student advisory committee will ensure representation of students who are African-American and students with disabilities.

Site leadership team with support of CCD will increase recruitment of BSU and A4 participation.

The Duncan Campus Culture Team will spend time monthly reviewing student participation data 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 our African American youth and students with disabilities.

Action 2

Title: 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, there are students who are at risk due to being chronically absent students due to various reasons. Therefore, there is a need to reduce chronic absenteeism as the primary method of keeping students on track to graduate.

Duncan will take a preemptive approach to reducing chronic absenteeism by first ensuring that students have a welcoming and inclusive environment to receive their education. Similar to our response with reducing suspensions (Goal 3 action 1), a focus on relationship building through activities and events such as Week of Welcome, Lawn Chair lunch and offering numerous clubs and activities that students are interested in. In addition, advisory lessons will be utilized to provide social emotional learning (School Connect and other resources) to help our students navigate through some of the challenges of school that would potentially deter students from attending school regularly. Also, through the advisory periods, teachers would monitor and take a vested interest in connecting with their students to ensure there is a pathway for communicating any significant needs for support. Our clubs and organization that connect our African American students and our RSP teachers who have caseloads of students with disabilities will align their efforts with counselors and the administration team to provide the necessary supports to prevent these student groups from becoming chronically absent at any point in the school year. Furthermore, our Summer Bridge program will work to prepare our incoming 9th grade students for their transition to Duncan High School. The Summer Bridge program will be conducted in conjunction with Link Crew and our Freshman Success Team 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 and high daily attendance rates. In addition to the emphasis on creating a positive inclusive culture that is anchored in relationships for all grade levels, our staff will also work towards delivering student centered, high quality engaging lesson that cultivates a desire for students to attend and learn from their respective classes.

Duncan will also restructure the system of monitoring of attendance and to now include our Intervention team, Home School Liaisons Counselors and School Psychologist. Along with the systematic monitoring of attendance metrics, this team will also provide interventions to best match the need of each specific student prior to meeting the threshold of being declared chronically absent. Those students who have similar supports will be organized into student support group sessions focusing on behavioral, attendance and academic challenges facing these students. This tier III intervention led by our reengagement teacher is predicted to have a positive impact on daily attendance. Students who also show improvement in their daily attendance and those who are meeting the goal of 95% daily attendance or higher will receive incentives to promote the continuation of these student attendance behaviors.

Furthermore, with parental and student communication be critical to the improvement of student attendance, our Duncan Home School Liaisons will be utilized to consistently communicate with teachers, parents, and administration with regards to individual student attendance. They will also be responsible for communicating the importance of daily attendance at all parent meetings including, but not limited to, Coffee with the Principal, SSC, ELAC, Parent-teacher meetings, and all parent events on campus. Home School Liaisons, School Social Emotional Counselors, and our School Resource Officer will conduct home visits for those students whose absenteeism is considered chronic.

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Monitored daily period attendance bi-weekly report that is generated by DPI and our sites attendance clerk.	Attendance clerk, Intervention Team, School Social Worker (from DPI), and Counselors	Bi-Weekly review
Standing HSL meetings with HSL reporting their contact list in connection with students who are or are borderline chronically absent.	Home school liaisons (Spanish and Hmong)	Weekly Site Attendance Review Team meetings with HSL
Grades and attendance data monitored by teachers in their respective PLCs.	Teachers	Weekly PLC meetings
Monitoring of advisory lesson delivery and goal setting artifacts with student and advisory teacher.	VPs/ Principals/ Department Chairs	Twice per month/ during advisory days
Campus Culture Director monitoring student participation data through 5 Star with special attention to our African American students and student with disabilities	Campus Culture Director and Campus Culture Team	Monthly during CCT meetings
Relationship Survey Data review, in particular student school connectedness metric (both Freshman Success and Fall Culture Climate Survey)	Freshman Success Team/ Administration	Four times per year - once for each survey administration.
Use of quarterly reports in regards to the specific students and student groups who's attendance is trending towards chronic absenteeism.	Intervention Team, School Social Worker	Bi-monthly

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

Tier 1
<ul style="list-style-type: none">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.General parental communication about the importance of school attendance and the purpose of SARB reviews.Week of Welcome to help build community and connectivity at the start of the school year and a follow up at the beginning of the spring semester.Use of advisory lesson to communicate the importance of attendance.
Tier 2
<ul style="list-style-type: none">Use of our attendance and intervention team to connect with students who are working towards being classified as chronically absent. Develop a plan and provide the necessary resources at this step in the intervention process.Home School Liaisons to provide individual support to families to through engagement events and through conferencing with parents and potentially students.Intervention team and/or counselor to counsel student and create attendance goals that will be monitored prior to students reaching the threshold of being deemed chronically absent.Advisory teachers to create attendance goals for students who are chronically absent or on the verge of meeting the criteria. Goals will be forwarded to students counselor and VP.
Tier 3
<ul style="list-style-type: none">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 issuesReengagement teacher to create heterogenous support groups for students who have a similar circumstance that are impacting their school attendance at chronic levels.Behavior counseling by School Social Worker and/or school counselor to explore the unique needs of the student to determine the intervention that is needed.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: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

Not applicable as English Learner student population have rates of attendance that are equivalent to the general student body.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English learner students by funding both a Hmong and Spanish speaking home school liaison to build stronger connections with families and educate them on the multiple opportunities to be an active participant in creating/establishing a strong school culture, the navigation of being successful in high school which includes the importance of regular daily attendance.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

In addition, utilization of extra pay contracts for teachers and contracts with California teaching fellows to provide mentorship support for EL student engagement in co and extracurricular activities to ensure they have a positive experience at school which supports their positive attendance in school.

Continued efforts to establish partnerships with families through parent outreach meetings such as coffee hour and principal office hours dedicated to EL student success- behaviorally, social emotionally and academically as these are critical variables to student attendance.

4. As a site: What are planned actions to support this student group?

Student leaders through the direction of the CCT 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.

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 that are directly connected to attendance.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

Our African-American students and students with disabilities are chronically absent at a higher rate than our general student population.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support our African- American students by increasing the forms of activities and extracurricular opportunities that are culturally relevant and of interest to this student group in the form of paying for additional adult supports through supplanted contracts. In addition, field trips will be funded to in alignment to their interest under the academic and social-emotional supports umbrella.

For our students with disabilities, use of our site funded Home School Liaison to ensure that individual communication home about co and extracurricular opportunities are made and follow up to participation is monitored through our 5 Stat student data system to get them feeling more connected to the school.

Utilization of our home school liaison to build stronger connections with families and educate them on the multiple opportunities to be an active participant in creating/establishing a strong school culture, the navigation of being successful in high school which includes the importance of regular daily attendance.

4. As a site: What are planned actions to support this student group?

Principals' student advisory committee will ensure representation of students who are African-American and students with disabilities so they can better inform our school in real time on how we can meeting their needs when it comes to attendance.

Close monitoring of the two student groups by our intervention team to determine which students need tier II and tier III support.

Site leadership team with support of CCD will increase recruitment of BSU and A4 participation.

The Duncan Campus Culture Team will spend time monthly reviewing student participation data 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 our African American youth and students with disabilities. .

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0130 Duncan Polytechnical (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental pay contracts for supporting student participation and engagement (coaching) and winter/summer planning.	42,912.00
G3A1	Sup & Conc	Instruction	Oth Cls-Supp			Funds to support supplemental pay for events and initiatives for student attendance and engagements.	2,351.00
G3A1	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 sessions (winter and summer) and other student events and activities. Publications and home mailings, graphics, school and building branding, communication and recruitment, Staff retention and appreciation, community engagement materials and supplies. Equipment to support student and family engagement.	76,402.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			See list in description : Various services to support student learning and experiences. * Keith Cappelluti - promotional items and regalia *Learning Empowerment - Michael Niehoff - Linked Learning *Drill Team Dynamics - Airforce JROTC *Airforce JROTC Training.	30,000.00
G3A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Ext			Extra time for clerical and classified staff to support co curricular and community events.	2,070.00
G3A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Over			Overtime for clerical and office staff to support attendance and other functions to communicate with families and students. Also to support co and extracurricular activities.	3,107.00
G3A1	Sup & Conc	Security	Cl's Sup-Ovr			Overtime for Campus Safety Assistants to support events and other activities that are student centered	3,623.00
G3A1	LCFF: EL	Attendance & Social Work Services	Local Mileage			Mileage for our HSL to conduct home visits.	1,000.00

\$161,465.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	92.36 %	90.6 %	2023-2024	96.7 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

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

Percent Favorable in Organization Culture

During the 2023/24 school year, the implementation of the actions for improving favorable responses in organization culture was done with very high fidelity in the majority of actions that were planned. The actions in areas of providing teachers with additional collaboration to meet the needs of our students, along with the numerous efforts to recognize and appreciate our staff were well executed and received. One area within our actions that has not yet been implemented formally, is our stay interviews with veteran staff.

With the actions of implementation in this area being high, we were able to come very close to our intended goal of having a 92% favorable rate from our staff (90% was the result from the Fall survey). Nevertheless, we will continue to strive for additional growth in this reported area.

2

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

Percent Favorable in Organization Culture

There are no key factors as there is no disproportionality from teacher groups in the metric of percent favorable in organizational culture domain. However, with regards to staff reflection on the diversity of our community, there is a lack of representation of African American employees on our campus.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Percent Favorable in Organization Culture

- Overall, the intended and actual implementation of Goal 4 were executed with the exception of providing the offsite professional learning for our staff through attendance of conferences. These monies were transferred to support student engagements and supplemental pay contracts for teachers to support student learning. Also, at this point in the school year, the completion of veteran stay interviews have yet to be completed (this action has no financial impact).

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Percent Favorable in Organization Culture

- The actions from the previous year will remain, with additional increases in resources, time allotted, and administrative monitoring to promote a strong organizational culture. Although off site professional learning is not a new action, it will have priority especially with new to Duncan staff (certificated and management). These changes along with continuing to implement the actions of the current year with minor technical changes for the 2024/2025 school year will optimistically yield an end result of meeting/maintaining a 96% favorable designation for the organizational culture. These changes can be found in action one of this goal.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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.

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div>Data analysis took place with the SSC, from which the following feedback and considerations were communicated:<ul style="list-style-type: none">• Funds to pay for events and team building• More teachers to reduce class sizes• Teacher professional learning</div>	<div>2 ELAC:</div> <div>Data analysis took place with our ELAC, from which the following feedback and considerations were communicated:<ul style="list-style-type: none">• Teacher support with students who need more help• Teacher celebrations</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div>Duncan Poly staff members were organized into groups that focused on action plans of the current SPSA with current data that was aligned to this goal and action. The following was their feedback and recommendations:<ul style="list-style-type: none">• Staff celebrations / appreciation (food trucks, Waffles, staff night at games, etc.)• Stallion staff Awards• Linked Learning – new teachers need to be trained on the process of linked learning, send new teachers to linked learning training.• Staff swag (shirts, etc.)</div>
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Action 1

Title: Retention and Recruitment of Highly Qualified Staff

Action Details:

Duncan will provide staff with professional learning opportunities and appreciation events to build a positive staff culture where teachers feel supported and valued. Utilize and leverage resources such as district recruiting events and industry partner advisories to expand our recruitment efforts to find teachers with relevant experience and diverse backgrounds.

At Duncan Poly High School teachers specifically will be provided with meaningful opportunities centered to strengthen their abilities to successful perform their roe at high levels. Duncan teachers will be provided a variety of training, coming together as subject alike, grade alike, linked learning teams and academies, in addition the opportunities to attend appropriate off site teacher conferences to ensure the above takes place.

Duncan will also provide teachers the opportunities of working with district support staff to identify areas of need (i.e. math, EL supports) and create a comprehensive plan that ensures all students have equitable and consistent opportunities to participate in high quality learning. Teachers, instructional coaches, site-admin, coordinators, etc. will also identify team and individual PL needs for quarterly subject alike and academy meetings, where teachers receive a full day of site and professionally led PL. Furthermore, in alignment with ensuring teachers get the necessary professional learning, a yearly professional learning calendar will be created in collaboration with our sites ILT. In addition, new teacher who are hired to fill vacancies will take part in our new Duncan Poly teaching seminars that will be taught by our current staff who demonstrate expertise in the specific topic of discussion/learning (grading/assessment, linked learning, classroom environment strategies, PLTs etc.) Teaches who are leading these seminars will be compensated for their instruction and planning. Furthermore, the new to Duncan staff will attend Solution Tress PLC Institute at Work within the first half of the school year (summer break or Fall Semester) as collective efficacy is the path to obtaining and sustaining professional growth and achieving desired outcomes.

Building and promoting a positive culture for staff so staff feel appreciated and valued in an effort to retain teachers will continue to be priority. Teachers will be recognized for efforts relating to instruction, testing, student certification, etc. Funding will be used for supporting elements of a positive faculty/staff culture and staff appreciation/culture building events. The continuation of Coffee and Waffles and other team comradery focused events will take place with weekly and monthly frequency. Duncan admin will also engage in the activity of completing veteran teachers in stay interviews to better understand how we can collectively enhance their satisfaction of being part of our staff. In addition to the above, maintaining a safe environment for all is vital to ensuring a positive culture that will retain our current staff and attract talented educators. Safety guidelines and recommendations for protocol will take place in collaboration with our teacher leadership teams (Dept. Chairs, ILT, CCT and SBC).

In order to ensure our current teaching staff is provided with the best colleagues in the event a vacancy occurs, being active in the district recruiting process in the early Spring is vital. Teachers in the lateral pool are first to have the ability to apply for open positions. Open positions will be advertised, and applicants will be referred to follow the district HR hiring process. We will look to ensure open position are filled in a timely manner with a candidate who has a diverse background with experience in working with diverse students that will ultimately enhance the overall strength of the faculty and staff at Duncan Poly. We will seek employs that will contribute and enhance the levels of collaboration to become high functioning PLTs that we working to achieve.

Lastly, recruitment and retention through industry partners will be done throughout the year. Industry partners will be leveraged to support the advertisement of open positions and applicants will be referred to follow the district HR hiring process.

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

- Staff Culture and Climate Survey
- Staff list of Birthdays, Celebratory Events and Golden Stallion Recipients
- Teacher feedback surveys of New Teacher Seminars
- Synthetization of veteran stay interviews
- Discipline and behavioral support data monitoring (student and staff)
- Deliverables from department and linked learning teacher planning time
- Staff participation in team and climate building events
- Professional Learning Calendar and participants in offsite professional learning.

Owner(s):

- Campus Culture Team
- Office Manager, CCD and VP
- Principal, Presenting Teachers
- Principal and VP
- Intervention Team and VPs
- Principal, VP, ILT/Dept. Chair and Coordinators
- CCD
- Principal, VPs and ILT

Timeline:

- Twice per year following surveys
- Monthly
- 7 times per year/ after each session
- Once per year
- Weekly throughout the year
- Twine per year following sessions
- Monthly
- 4 times per year

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

- Professional learning for teachers will allow them to provide instructional supports and strategies to support student learning and promotion of a positive learning environment.
- Clearly articulated expectations for students and staff with monitoring and follow up through support when these outcomes are not achieved.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Professional learning for teachers will allow them to provide instructional supports and strategies to support student learning and promotion of a positive learning environment for our EL students. Such an effort will ideally create a sense of accomplishment of supporting our students who are most in need of language acquisition.
- Professional learning with UDL an developing lesson that provide supports for EL and SPED students

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- Professional Learning for Teacher Leadership Teams and new teachers at Duncan
- Leadership training for ADMIN and other leadership staff be best create a positive culture for our staff
- Engagement training for staff to help engage students and each other in various academic and co-curricular activities.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	95.32 %	89.3 %	2023-2024	95.4 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

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

Family Engagement to Promote Community and Student Success

During the 2023/24 school year, the implementation of the actions for increasing inclusive opportunities for families to engage in their child's education was done with high fidelity. The outreach that parents received via parent square communications and efforts to increase our family's participation in our evening events and parental organizations were well executed as planned. The action of conducting parental meetings through our parent/student and teacher conferences in the Fall and other intentional conferences throughout the year to engage our families had a high impact on our school meeting our intended goal of receiving a 90% favorable response from our families in the Fall 2023 Culture and Climate Survey.

With these levels of implementations of the action plans, we believe it helped promote the culture of establishing good relationships with all families and encouraging participation in their child's education. We will also look to capture addition data with parent participation in specific events and activities as well to monitor and grow the metric of favorable responses.

2

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

Family Engagement to Promote Community and Student Success

There are no key factors or visible data that would suggest that disproportionately of parent groups surveyed existed with their favorable results. However, the parent surveys did not have any explicit data that included family responses with students from families with students that are African American or students with disabilities.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Family Engagement to Promote Community and Student Success

- Overall, the intended actions of implementation for Goal 5 actions were executed with great fidelity throughout the school year. The communication and execution of the plan for family engagement events and individualized participation in conferences was done so in a manner that had a great impact. However, the resources and budgeted expenditures that were set aside to ensure the plan was successful needed to be increased. In addition, reaching 100% accuracy in ALTAS of parent/guardian was not met.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Family Engagement to Promote Community and Student Success

- As a result of analyzing the practices and action of increasing inclusive opportunities for families to engage in their student's education, we will increase the scope of engaging with our families. Using the same metric as the previous year, we will continue with the same practices listed in our action plan from 2023/2024 but will increase the levels of outreach and monitoring attendance, so all families are aware of the opportunities that will be provided, and a follow up can occur to those families who were not able to attend. In addition, we will expand the number of family engagement opportunities during the school day to include parent classroom walks. This will be made available at least twice per semester for our family committees (ELAC, SSC) as well as arranging this opportunity for parents who are not part of these school parent organizations. The changes can be found in the action plan for this specific goal and with the increase in monetary resources to ensure the events that are available for our families to meet their needs.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

Data analysis took place with the SSC, from which the following feedback and considerations were communicated:

- More family nights
- Newsletter to parents about what is going on at Duncan.
- Create a PTSA to help fundraise for special events and to be more involved with the school

2 ELAC:

Data analysis took place with our ELAC, from which the following feedback and considerations were communicated:

- Language translation for family/parent events
- Continue with parent coffee hours and continue to increase attendance.
- Continue with parent teacher conferences.
- Awards ceremonies at times that parents can attend.
- More parent outreach in home language.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Duncan Poly staff members were organized into groups that focused on action plans of the current SPSA with current data that was aligned to this goal and action. The following was their feedback and recommendations:

- Continue parent teacher conferences.
- Look to streamline the methods of communication to families - communicate to them how and where to communicate with staff (i.e parent square vs. ATLAS)
- Continue with parent engagement nights and family events such as Showcase Night, 4.0 student recognition, Excellence Awards etc.
- Increase efforts to effectively communicate with 8th grade incoming student in the Spring and Summer
- Provide food and drink during each family event.

Action 1

Title: Family Engagement to Promote Community and Student Success

Action Details:

As a magnet school that draws students from across Fresno Unified, Duncan will continue to make a concerted effort to engage our families in their child's education. The methods used will be both systematic and individualized based upon the specific events or desired outcomes for parent engagement.

Parent Systematic Engagement: Parent communication will continue to be an important variable on keeping parents engaged in the many opportunities exist. With use of Parent Square as the primary means of communication, our home school liaisons and registrar will ensure that current parent contacts are listed and are accurate in ATLAS. The collection and verification of this information will start prior to the beginning of the year and will conclude within the first

3 weeks of the Fall semester. Methods such as letters home, connection with students to gain parental contacts for the information that is not up to date will start to take place. In addition to communication methods, Duncan will continue to promote and advertise parent engagement events, such as Family Engagement Nights (Fall and Spring Semesters), Coffee Hours, Back to School Nights/Showcase Evening and other viable before and after school parent engagement opportunities. Also, in continuation of the previous year initiate, parent organizations such as ELAC and School Site Counsel parent members will have opportunities to engage in classroom walks during school hours at least two times per semester to provide feedback on how we can best meet the needs of our students. At these events, Duncan will ensure translation services are made available to parents, so they are able to get the full content of these engagements. Additional resources will be allotted and delegation of personnel to lead these events, will be established at the start of the school year to ensure such events are well promoted and attended. As a result of the absent data indication on of our African American families completing the family surveys, Duncan will utilize our A4 advisory to do additional parental outreach to ensure our parents of our African American youth are active participants in our family engagements.

Parent Individualized Engagement: Knowing that the individual needs of families may vary, Duncan will continue to emphasize the strategies of parental meetings (teacher, counselors, site-admin) via TEAMS/Zoom and in-person to engage them in their child's education. In connection with support families and their child at Duncan, we will continue to hold parent-student-teacher conferences in the Fall semester and a smaller version of these conferences during the Spring dedicated to students who are at risk of becoming off track for graduation. Adjustments will be made to the metrics use to increase the number of meetings held (2.0 and below will be the standard) and will extend more information at these conferences to include promotion of school/community resources for our students and families. Lastly, updated and pertinent information will continue to be posted on our school website and social media handles to provide timely and themed supports throughout the school year.

Reasoning for using this action:

☐ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Open House/Back to School Night and Other School Wide Event Participation

Coffee Hour Parent Participation

Parent Teacher Conferences and Parent Workshop

Financial Aid Parent Night Participation

College Workshops Attendance

Future Stallions Night Attendance for Incoming 9th grade families

Frequency of Grade Level Parent Meetings

ELAC Meeting participation and attendance

School Site Council Meeting participation and attendance

Family Engagement Night Attendees

Student Achievement Awards Family Attendance

Family Classroom Feedback Walks

Owner(s):

Campus Culture Director/ VP / Head Counselor

Home School Liaisons

Intervention Team Home School Liaison

Counselors

Counselors

VP / Counselors / CTE Coordinators

Counselors

VP, ELPAC coordinator

VP

CCD

Counselors/CTE Coordinators/Admin

VP/ Home School Liaisons

Timeline:

Immediately after the events

Immediately after the events - 6 times per year

Twice per year (Oct. and

August – March

October – November, multiple times per month

October and June

October – November , ongoing

September - June , once per month

September – June, 5 times per year

October and April, twice per year

Once in the Fall and Once in the Spring

End of each quarter

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

- With the implementation of the action plan to increase parent communication and build community, parents and families will have increased access to the educational experience that will have an impact on their academic achievement.
- With increased frequency of parent meetings and access to counselors through the various evening events, parents/families will be better in tune with the requirements of students to meet their academic goals.
- Events such as coffee hour and classroom walks will allow for parents to provide direct feedback to school administration to better support their needs as a family and that of their student to build a sense of community.
- Community building outreach and events will provide extrinsic motivational factors that will contribute to the improvement of our stakeholder community at Duncan Poly.
- Parent- student-teacher conferences during the Fall semester and Spring semester to allow for parent direct interaction with teachers, in order to better partner with them in their child's education. This conference will allow for future dialogue and connection to support the needs of our students throughout the school year.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Home School Liaisons, Spanish and Hmong will coordinate with our EL parents to increase attendance at all Parent/Administration based meetings such as School Site Counsel, English Learners Advisory Council, Title 1, and Coffee Hour with the Principal where Duncan's instructional practices and needs are discussed.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- Counselors to hold student parent conferences, weekly homework and grade checks conducted for students in need after each progress report period until improvement is shown in alignment with the work of the intervention team that supports for parents and students.
- Low performing student groups will have priority scheduling during parent-student-teacher conferences. Additional follow up to schedule meetings will take place if no response is received from parent/guardian to attend the conference.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0130 Duncan Polytechnical (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Sch/Community Spanish	0.7500	Current Employee in this position Laura Murillo, ID# 1082324. Just switched funding source.**Cannot use for translation of mandatory items (i.e., ELAC & IEP)**	77,952.00
G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Sch/Community Hmong	0.2500	Position to replace Pajqhoob Lee - split funded 7090 & 7091	23,223.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Materials and supplies for family engagement nights	7,121.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Sch/Community Hmong	0.5000	Position to replace Pajqhoob Lee - split funded 7090 & 7091	46,439.00

\$154,735.00

2024-2025 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 pay for teachers to support student learning. Before /After school and other times outside the school day based on student need. ** NO IEP's **	12,260.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Utilization of supplemental resources to support literacy	5,000.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Funds to support tutoring services, EL student academic resource needs and other enrichment activities to increase student connectivity and student achievement. ** NO FOOD OR INCENTIVES **	8,288.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	.125 prep buyout for potential master schedule needs	13,598.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			ELPAC Assessors	6,132.00
G1A1	Sup & Conc	Instruction	Travel			Use for conferences and travel to support the growth and capacity for our staff and students.	50,000.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	.125 prep buyout for potential master schedule needs	13,598.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	.125 prep buyout for potential master schedule needs	13,598.00
G2A1	Sup & Conc	Instruction	Teacher-Subs			Department Pullout, Professional Development, School Business such as Skills, HOSA Robotics and other related school competitions. IN addition other resources to allow for teachers to engage in math PL and other activities to support student achievement.	29,862.00
G2A1	Sup & Conc	Instruction	Nc-Equipment			Classroom/ School Technology resources and supplies	8,000.00
G2A1	Sup & Conc	Instruction	Travel			: College Trips - supplement funds from CCR for these events	11,304.00
G2A1	Sup & Conc	Instruction	Off Eq Lease			Copy Lease Amount	6,500.00
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation to support WBL, cultural development of school for additional transportation/ travel needs for extra and cocurricular activities	15,000.00
G2A1	Sup & Conc	Instruction	Direct-Maint			: Repair and refurbish and installation of the following: auto maintenance for CTE vans and trucks CCD and Principal Golf Cart	4,000.00
G2A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sub			Subs for classified to support school and student activities on and off campus	360.00
G2A1	Sup & Conc	Plant Maintenance & Operations	Laundry/Dry			Laundry / dry cleaning for workwear uniforms and other laundry needs	1,700.00
G2A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Sub			Substitutes to support parent teacher conferences. Pre and execution of event	534.00
G3A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental pay contracts for supporting student participation and engagement (coaching) and winter/summer planning.	42,912.00
G3A1	Sup & Conc	Instruction	Oth Cls-Supp			Funds to support supplemental pay for events and initiatives for student attendance and engagements.	2,351.00
G3A1	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 sessions (winter and summer) and other student	76,402.00

G3A1		Instruction	Mat & Supp			events and activities. Publications and home mailings, graphics, school and building branding, communication and recruitment, Staff retention and appreciation, community engagement materials and supplies. Equipment to support student and family engagement.	76,402.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			See list in description : Various services to support student learning and experiences. * Keith Cappelluti - promotional items and regalia * Learning Empowerment - Michael Niehoff - Linked Learning * Drill Team Dynamics - Airforce JROTC * Airforce JROTC Training.	30,000.00
G3A1	Sup & Conc	Instructional Supervision & Admin	CI&Tech-Ext			Extra time for clerical and classified staff to support co curricular and community events.	2,070.00
G3A1	Sup & Conc	Instructional Supervision & Admin	CI&Tech-Over			Overtime for clerical and office staff to support attendance and other functions to communicate with families and students. Also to support co and extracurricular activities.	3,107.00
G3A1	Sup & Conc	Security	Cls Sup-Ovr			Overtime for Campus Safety Assistants to support events and other activities that are student centered	3,623.00
G3A1	LCFF: EL	Attendance & Social Work Services	Local Mileage			Mileage for our HSL to conduct home visits.	1,000.00
G5A1	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Sch/Community Spanish	0.7500	Current Employee in this position Laura Murillo, ID# 1082324. Just switched funding source.**Cannot use for translation of mandatory items (i.e., ELAC & IEP)**	77,952.00
G5A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Sch/Community Hmong	0.2500	Position to replace Pajqhoob Lee - split funded 7090 & 7091	23,223.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Materials and supplies for family engagement nights	7,121.00
G5A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Sch/Community Hmong	0.5000	Position to replace Pajqhoob Lee - split funded 7090 & 7091	46,439.00
							\$515,934.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$103,500.00
Sup & Conc	7090	\$357,340.00
LCFF: EL	7091	\$55,094.00
Grand Total		\$515,934.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$108,876.00
G2 - Expand student-centered and real-world learning experiences	\$90,858.00
G3 - Increase student engagement in their school and community	\$161,465.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$154,735.00
Grand Total	\$515,934.00