Dewolf High

10621666006068

Principal's Name: William Podsakoff

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 student groups 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 (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (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

Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
School Site Council List					
1. Principal - William Podsakoff	X				
2. Chairperson – Linda Yang					X
3. Denise Costa		X			
4. Kristin Crisp			X		
5. Marina Sanchez				X	
6. Egypt Wilkes					X
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
X□ **ELAC reviewed the SPSA as a school advisory committee.**
□ **ELAC voted to consolidate with the SSC. Date_____.**

Required Signatures

School Name: Dewolf High			
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	William Podsakoff	*[signature]*	4/2/24
SSC Chairperson	Linda Yang	*[signature]*	4/2/24

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

Assurances for Comprehensive Support and Improvement Schools (CSI)

❖ Supervisor and/or CSI Designee(s) provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
  - Utilization of evidence-based strategies aligned to state identification.
  - Utilization of CSI Best Practices (Fundamentals).

❖ Principal/Site Leadership/Site Staff connect with Supervisor, CSI Designee(s), department representatives, and/or community partners in alignment with schools' area(s) of focus/need, work in tandem with the site team as a Professional Learning Community (PLC):
  - School site/team works to complete a root cause analysis and determine areas of focus.
  - School site/team works to identify actions and metrics as part of the site leaders 6-8-week plan.
  - School site/team learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify any additional needs to share with Supervisor for feedback and support to accelerate progress.
  - CSI Designee(s) assigned to school site to support CCI data monitoring.
  - Additional resources available in a "menu of options" to access as needed in collaboration with the school site team.

❖ School Supervisor conducts Level 3 Supports:
  - Baseline Services as described in Level 1
    - Coaching and targeted progress monitoring
    - Learning Lab Support
    - CCI sessions (3)
  - Additional Level 3 CSI Specific Supports
    - Targeted coaching and targeted progress monitoring
    - Sustained 6-week action guidance
    - CSI review/support team (Principal/Site Leadership/Site Staff)

❖ Resources and expertise provided to CSI site for deployment to best meet the needs of the individual school sites based upon CSI eligibility (dashboard indicators).
  - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.

❖ Professional learning for site leaders and teachers focused on CSI eligibility (dashboard indicators).

❖ Resources and/or Professional Learning provided to school sites:
  - Culturally Proficient Learning Communities, book(s)
  - i-Ready Teacher Toolbox (supporting differentiate instruction)
  - Restorative Practices New/Refresher Course(s)

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

FY 2024/25

DeWolf - 0125

ON-SITE ALLOCATION

3010	Title I	$14,300 *
7090	LCFF Supplemental & Concentration	$48,620
7091	LCFF for English Learners	$8,788
3182	Comprehensive Support and Improvement	$58,758

TOTAL 2024/25 ON-SITE ALLOCATION   **$130,466**

* 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	$572
Remaining Title I funds are at the discretion of the School Site Council	$13,728
Total Title I Allocation	$14,300

January 24, 2024
Updated February 21, 2024

Dewolf 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
SBAC ELA - percentage of students met/exceeded standard	✔	20 %	11.3 %	2023-2024	8.7 %
SBAC Math - percentage of students met/exceeded standard	✔	20 %	0 %	2023-2024	20 %

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.

DeWolf has prioritized site funding to support year-round credit attainment--including "during the school day", after school, Night school, Saturday, Winter and Summer Sessions. The district supports our winter and summer sessions (4) which allows us to devote funding to extra pay contracts and prep period buyouts. DeWolf has also developed a robust mentoring/coaching and tutorial program that consists of our site social worker, Street Saints and A4 (funded by DPI) and weekly 3rd period advisory. This extra layer of support supports individual students with just-in-time support that work to address grade deficiencies before it is too late to rectify. Through quarterly student achievement celebrations, student incentives, technology purchases that support students, staff and high-quality instruction, purchase of bus tokens for transportation and purchase of additional curriculum to support Correct and instructional course needs, students are supported in their goals of graduating in their requirement year. DeWolf will also prioritize junior students taking grade level core classes (math and English) in the second semester to ensure that they have access to SBA content prior to the assessment.

DeWolf has also pivoted to a master schedule that supports daily designated ELD instruction and intervention. Every EL student is assigned to our DELD period with our English teacher where they can get extra support and interventions, including supplemental curriculum and small group instruction. This special period also helps us to facilitate iReady assessments and ELPAC prep/supports for students identified as long-term English learners.

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

SBAC--Students who enroll at DeWolf do so because they are more than 1 semester behind to graduate. The majority of our students are 2+ years behind to graduate and are still working to try and complete 9th and 10th-grade classes---let alone their grade level courses needed to graduate. Juniors NOT enrolled in their grade level course are at a disadvantage for SBAC and interim assessments. ELPAC-DeWolf has (on average) 20-24 EL students enrolled at any given time. In 2023, 30.8% of the EL students progress at least one ELPI level--which was an increase of 7.2% from the previous year. Unfortunately, given the fact that these students are not on track to graduate and most have excessive absences, the majority of the students have not taken the iReady at their home high school OR the ELPAC assessment---which means they do not have the cut points attached to their academic profile so that they can re-designate. DeWolf must be proactive and utilize more than the 2 iReady assessment windows for EL students to ensure that they have all of the necessary assessments needed to redesignate. In 2022-23, DeWolf pivoted to a master schedule that supported daily designated ELD instruction and intervention. Every EL student is assigned to our DELD period with our English teacher where they can get extra support and interventions, including supplemental curriculum and small group instruction. This special period also helps us to facilitate iReady assessments and ELPAC prep/supports for students identified as long-term English learners. indicators they need by the time the end-of-year ELPAC is implemented. We believe that this extra layer of support helped to increase the percentage of EL students progressing one or more levels.

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).

This year, (2024-25),DeWolf has been identified as a CSI school (graduation rate) again due to the elimination of the 1 year cohort graduation rate (DASS).DeWolf will continue to rely on district resources, including support from the district ERC budget and the Extended Learning Office for supplemental contracts for credit recovery, teacher prep buyout for credit recovery, full funded Winter Session and Four Sessions of Summer School.

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.

GIven the success of the DELD class with supporting redesignation rates and EL progress, we will continue with the master schedule supporting a period of EL intervention.

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).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
SSC would like to see a continuation of year-round learning opportunities, on campus night school and more celebrations with students and families as students meet their academic and graduation goals.	Staff at DeWolf have actively tried to recruit family members of our EL students to participate in ELAC through phone calls, surveys at enrollment orientation and flyers home promoting dinner and babysitting. We schedule our ELAC meetings for the hour before School Site Council. Unfortunately, we have been unable to recruit parents to campus for the ELAC meetings.	Staff responded that they would like to see continuation of student incentives and MORE celebrations---for academic progress, CTE certifications, attendance, etc. Staff would like to see our site maintain our year round learning opportunities BUT want to have on campus Fresno Adult School night school classes. Staff would also like to continue with our mentoring and coaching partnership with the Street Saints, A4 and in 3rd period advisory.

Action 1

Title: Year Round Program Interventions & Support

Action Details:

By the end of the 2024-25 school year, DeWolf will improve the graduation rate from 60.8% to 70%.

DeWolf High School will provide multiple opportunities throughout the year for students to meet credit attainment needs for graduation requirements. These opportunities will include online learning/curriculum and direct instruction to provide accelerated learning opportunities for students to attain credits as we support all students in their graduation goals. Students will also have the opportunity to participate in Saturday school, on-campus after-school, and night school as well as Winter and Summer Sessions to work on their credit attainment/recovery. Students will be supported in credit attainment through MTSS and tier 1 instruction that includes pre-testing, essential standards lessons, and formative assessments (IABs, teacher-generated, etc). To fill credit gaps and needs in student transcripts, DeWolf will partner with our alternative education regional support team to provide students with opportunities to accelerate learning in year-round opportunities.

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:
• Year-round learning opportunities (on campus night school, Satruday School, Teacher prep buyout, winter session and 4 sesions of summer school • Quarter grades and credits earned • Quarterly data conversations with students and staff • Quarterly Celebratons for students meeting academic goals. • Monthly Progress Report monitoring (credits earned, grades, attendance, etc) • Fall and Spring semester student transitions returning to comprehensive • Early Graduates • Site Instructional Collective Commitments aligned to tier 1 instrcutional strategies • Increase the number and variety of Edgenuity courses to ensure academic rigor in courses that do not have a single subject teacher to teach it. • Senior graduation incentives such as chords, caps/gowns, fully funded Grad Nite and senior memoribiila. • ATLAS Progress Reports • MTSS interventions relevant to individual student academic and social emotional needs • Weekly classroom walkthrough data • Bi-monthly alt ed regional principal meetings to review monthly progress monitring and student transition data • ATLAS attendance reports • ATLAS Variable Credit Tool • Admin classroom walkthoughs with feedback referenced from the IPG. Feedback will be shared invidually with teacher and overall data points shared in AC/PLC time.	Principal VP Counselor Teachers Social Worker Project Access Social Worker SPED ISGI On campus Mentors/Coaches	Monthly Progress Monitoring Quarterly Progress Monitoring Weekly Walkthroughs

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

Allocations targeted towards Graduation Rate:

- Teachers will utilize pre-tests and pre-assessments to determine academic standard mastery prior to engaging a student in a course. Teacher will then communicate timelines for course completion aligned to student goals.
- During AC/prep time, teachers and admin will pull data from online courses and common assessments to determine student proficiency. Teachers will then make instructional decisions on whether to reteach in small groups or provide enrichment.
- Professional learning aligned to MTSS, technology, Culturally Responsive Teaching IAB's and FIAB's for site leaders and teachers focused on identifying supports for underperforming student focus groups
- Purchase online credit recovery licenses from Edgenuity to provide access to more online credit attainment options.
- Continue purchasing technology and software that will enhace instruction and support student learning needs. (Large classsroom monitors/TV's, mobile computer labs, staff laptops, staff/student headsets, student laptops and computers, wireless mouses and keyboards, hotspots, virtual reality headsets, etc)
- Provide students with incentives for academic achievment (quarterly) and earning on-track for graduation status
- Home to School communication
- Schoolwide instructional committments: Essential grade level standards paced at the quarter, Daily student talk/Collaboration with application to real life, Assessments (formative, interim, summative), Planned RTI including

support for SPED and EL, ATLAS grade entries (1+/week) and weekly parent communication from teacher to home when students are not making progress, use of district adopted currriculum, written daily learning objective/target

- Character Strong/Imago license for mentoring/coaching during 3 period
- Bus tokens/monthly for school transportation--including parent transportation for student meetings and events
- Teacher tutorial/extra support time (TBA per teacher), Tutor.com
- 3rd period weekly mentoring/coaching/advising for progress monitoring and student goal settting. Character Strong and Imago software programs will support student SEL lessons
- Street Saints partnership for Mentoring/coaching, Young Women of Excellence and Men's Empowerment groups
- Cross curriclular emphasis/PL on instructional strategies focused on comprehension of informational text and academic vocabulary
- Online and direct instruction credit recovery

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 in the red in both English Language Arts and Math according to the CA Dashboard. This is largely in part due to Cambridge being the primary continuation hub for our districts underserved students in need of substantial credit attainment.

Currently, students at DeWolf enroll from across Fresno Unified School District. All students arrive Off-track to graduate. In addition, approximately 20% are English learners. The following Dashboard indicators indicate the following:

??

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 offering 0 and 7th-period course offerings to support their academic achievement. A reading intervention class will be offered to help improve student literacy. Title I funds will pay for the extra contracts for 0 and 7th periods as well as academic materials needed for literacy and math support.   English Learner Services will be utilized for professional development to support English Learner students.

A. Technology to support academic literacy and credit attainment

B. Materials and supplies to support project-based learning and other academic tasks to support graduation and re-designation.

C. Dual Enrollment Community College Classes to support academic literacy and growth.

D. Professional Learning for staff to better support academic literacy, EL re-designation, and credit attainment.

E. Supplemental contracts to support Night School, Saturday School, and other credit attainment opportunities for student graduation goals.

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

A. Materials and supplies to support academic literacy, credit attainment, academic supplies, and 11th and 12th grade instruction, activities, and resources.

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.

Graduation Rate

English Learners:

Hispanic:

Socioeconomically Disadvantaged:

African American:

Asian:

Homeless:

Students w/Disabilities:

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

A. Materials and Supplies to support Academic Success

B. Non-Capitalized Equipment (Technology)

C. Night School, Saturday School, and outside periods to support credit attainment.

D. Parent Communication and Involvement

African American:

A. Materials and Supplies to support Academic Success

B. Non-Capitalized Equipment (Technology)

C. Night School, Saturday School, and outside periods to support credit attainment.

D. Parent Communication and Involvement

E. A4 academic initiatives

F. A4 Credit attainment and tutorials

B. Non-Capitalized Equipment

C. Materials and Supplies to support student graduation goals.

D. Dual Enrolment Community College enrollment

E. Materials and Supplies for Project Based Learning and CTE certifications.

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

1.Google translation services for teachers and students to utilize in instructional planning and classroom teaching.

2. Cross-curricular emphasis/PL on instructional strategies focused on comprehension of informational text and academic vocabulary and implementation of the ELD standards.

4. Online and direct instruction credit recovery providing front-loaded academic vocabulary and frequent exposure to make content accessible to EL learners.

5. On-line credit recovery menu providing clear learning goals and modeling instruction to support students.

6. Technology such as tablets, laptops, headsets, etc., and software to support online credit recovery, SBAC testing, and redesignation.

7. iReady assessment software for redesignation

Students w/Disabilities:

A. Materials and Supplies to support Academic Success

B. Non-Capitalized Equipment (Technology)

C. Night School, Saturday School, and outside periods to support credit attainment.

D. Parent Communication and Involvement

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

A. Materials and Supplies to support Academic Success

B. Non-Capitalized Equipment (Technology)

C. Night School, Saturday School, and outside periods to support credit attainment.

D. Parent Communication and Involvement

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

CSI Support Allocations targeted towards Graduation Rate:

- Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
- Utilization of evidence based strategies aligned to state identification.

- Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).
- School site team works with CF Pivot Team to complete a root cause analysis and determine areas of
- School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.
- School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
- CSI manager III assigned to school site to support CCI data monitoring.
- Additional resources available in a "menu of options" for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.

- Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.

- Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
  - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.

- Site leader access to a District Administrative Support Team to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).

- Professional learning for site leaders and teachers focused on CSI identified student groups.

Tier 2 Instructional Services

1. One on One Student Success Plan Meeting

2, PLC's determine additional support needed to support student success

3. Academic Goal Setting Conference

4. Personalized intervention meetings

5. Academic Mentoring

6. School to home communication

7. Supplemental contracts will be used to provide but not limited to additional instructional time/SEL supports/credit recovery efforts.

Tier 3 Instructional Services

1. Parent conferences

2. School Social worker referral

3. Prodigy Referral (if applicable)

4. Flexible Scheduling (If Needed)

5. SARB (If Needed)

6. Academic Mentoring

7. Supplemental contracts will be used to provide but not limited to additional instructional time/SEL supports/credit recovery efforts in individualized/small group settings.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0125 DeWolf High School (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			Fresno City College Bookstore	2,500.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs / Extra Support / Additional Student Services	2,986.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	31,658.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	5,288.00

$42,432.00

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
CCI - percentage of students who are Prepared (English Learner)	✔		4.3 %	2023-2024	15.7 %
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✔	95 %	83.2 %	2023-2024	11.8 %
Graduation Rate	✔	75 %	60.8 %	2023-2024	14.2 %
Graduation Rate (Hispanic)	✔		65.9 %	2023-2024	9.1 %
Graduation Rate (Socioeconomically Disadvantaged)	✔		60.2 %	2023-2024	14.8 %

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.

DeWolf has been consistently meeting program goals by providing an extra 50 days during the school year through Winter Session and Summer School. DeWolf has also now added Saturday Academy (1x a month) and that is another 7 days in the school year that students can earn credits toward graduation. Given our EL graduation rate disparity, we will need to create a focus group and learn how to better support that group of students. DeWolf also utilizes site funds for senior incentives---like quarterly academic celebrations, fully funded Grad Nite/charter bus purchase of cap/gown/senior swag, purchase of technology(student computers, headsets, large classroom monitors, Teacher 2nd computers, etc to enhance instruction and support classroom needs.

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

DeWolf had a decrease in graduation rate this year from 68% down to 60%. While this percentage technically meets the state requirement under DASS rules, alt ed schools in California were moved back to the 4 and 5 year graduation rate calculation. Since there were a few years during the Pandemic where graduation rate was not calculated, DeWolf had to average the 3 years we DID have data for and it therefore put us back in CSI status for the 2023-24 school year (for graduation rate). Further analysis of our grad rate reveals that Socio Economically Disadvantaged students and Hispanic students do not have any disproportionality with respect to grad rate. However, EL students only graduated at 55%---a 13% discrepancy vs. the school population and other subgroups.

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).

The only major differences are that FUSD supported DeWolf credit recovery efforts with teacher prep period buyout, 0 and 7th period and Winter/Summer session staffing. Therefore, DeWolf was able to devote site funds to student academic incentives, intramural sports and student engagement needs, field trips, etc

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.

DeWolf will be receiving CSI funding to support credit attainment and our graduation rate. We will utilize this funding for additional Saturday Academy(funding admin and counselor contracts) as well as on campus night school. CSI funding will be utilized to support supplemental curriculum, materials, supplies, transportation, software, etc identified to support additional learning opportunities (electives and dual enrollment needs).CSI funding will also be utilized to support monthly student recognition for character, attendance, improvement, etc.

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).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
School site council responded that they would like to see more student field trips and more CTE options--including certifications and more dual enrollment	Staff at DeWolf have actively tried to recruit family members of our EL students to participate in ELAC through phone calls, surveys at enrollment orientation and flyers home promoting dinner and babysitting. We schedule our ELAC meetings for the hour before School Site Council. Unfortunately, we have been unable to recruit parents to campus for the ELAC meetings.	Staff members would like to see continuation of advisory with calendared lessons/themes around adulting, SEL skills, goal setting and reflection, Senior meetings, and more field trips/celebrations

Action 1

Title: Engaging Experiences Supporting College and Career Readiness

Action Details:

By the end of the 2024-25 school year, DeWolf High School will increase the number of students engaging in CTE, enrolled in Dual Enrollment Courses, and earning industry certifications. Upon enrollment and during pre-registration at DeWolf, students will have the opportunity to learn about the CTE programs offered at DeWolf and at Alternative partner sites that they may want to take advantage of. Students will be able to engage in simultaneous, off-site programs and will receive transportation by DeWolf staff (if needed) to alternative partner sites and industry internship/apprenticeship locations. DeWolf will also continue with "Career Tuesdays" wherein industry sectors, business professionals, and post-secondary recruiters (tech school, military, etc) host a lunchtime speaker series. By expanding CTE experiences and certifications for every student based on College and Career competencies, DeWolf High School students will be more engaged in achieving their graduation goals as well as have baseline skills, industry experiences, and transferrable certifications supporting entry-level positions in employment and career options. DeWolf will also continue with Project Based Learning designed to introduce students to financial literacy, resume writing, interview, and workplace skills. The "Adulting" project will assist students with their post-secondary transition as they create vision boards and plan for their individual futures. Educational Employee Credit Union and Imago lessons will support as students engage in financial literacy and post-secondary exploration.

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:
Monthly progess monitoring of grades/credits	Principal	Weekly, monthly and quarterly for the 2024-25 school year.-
Number of students enrolled in and completing an FCC class	VP	
Number of students taking part in CTE field trips and guest speakers	Counselor	
Number of students taking part in internships/apprenticeships	Social Worker	
Fall and Spring semester student transitions returning to home high school	ILT	
Early Graduates	CTE Teachers	
Classroom walk through data	Job Developer	
Number of students earning industry certifications	Work Based Learning Coordinator	
Number of "Career Tuesday" presenters		

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

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

Specify enhanced services for EL students: Write to the data points called out in the metrics section. 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 (Insert all areas in Goal 2 English learner students are identified in red according to the CA Dashboard).

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...

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...

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

1. Emphasis on instructional strategies and direct instruction focused on text complexity and academic vocabulary.
2. Instructional strategies and direct instruction focused on building knowledge from informational text.
3. Online credit recovery providing front loaded academic vocabulary and frequent exposure to make content accessible to EL learners.

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.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 2 that the student group is identified in red according to the CA Dashboard).

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 (Specific student group) by...

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

Socio Economically Disadvantaged

1. One on One Student Success Plan Meeting with SSW/PASSW/CWA

2, PLC's determine additional support needed to support student success

3. Academic Goal Setting Conference

4. On-line credit recovery menu providing clear learning goals and modeling of instruction to support students in working independently and completing DOK 3 and 4 tasks.
5. Technology and other materials such as tablets, laptops, etc. to support on-line credit recovery, SBAC testing, iReady assessments and redesignation.

4. After School turoring and Tutor.com

5. Academic Mentoring and coaching

6. School to home communication

7. Parent conferences

8 .Prodigy Program Referral (if applicable)

9. Flexible Scheduling (If Needed)

10. SARB (If Needed)

Action 2

Title: Graduation Rate

Action Details:

By the end of the 2024-25 school year, DeWolf High School will increase the graduation rate from 60% to 75% by

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

Details	Owner(s):	Timeline:
Monthly progess monitoring of grades/credits	Principal	Weekly, monthly and quarterly for the 2024-25 school year.
Number of students enrolled in and completing an FCC class	VP	
Number of students taking part in CTE field trips and guest speakers	Counselor	
Number of students taking part in internships/apprenticeships	Teachers	
Fall and Spring semester student transitions returning to home high school	Social Worker	
Early Graduates	Street Saints	
Classroom walk through data		
Number of students earning industry certifications		
Number of "Career Tuesday" presenters		

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

. Full Schedule of courses based on student needs and flexible master schedule

2. Online Learning and direct instruction

3. Annual AB1802 Conferences with academic counselor

4. FAS Night school

5. Academic and Social Emotional Mentoring/Coaching

6. School to Home communication

7. Student Enrichment Field trips

8. GED, HSET, CHSP-High School Equivolency Diploma Options

9. CTE Course offerings

10. Dual Enrollment College Courses, including materials/supplies and transportation

Additional Instructional Services for ALL students:

- Supplemental Teaching contracts to support DeWolf Credit attainment need during before/after school, Saturdays, Intersessions, 4 Summer Sessions
- Supplemental planning contracts to support WASC, Teacher planning, and student/parent engagement.
- Supplemental planning and teaching contracts to support student engagment activities.
- Budget line allocation to support substitute teachers for WASC Visiting Committee Members, Planning, Professional Learning Conferences, Peer to Peer Visitations, and onsite/off-site professional development, student internship/transportation to job sites
- Budget line allocation to support ADMIN substitute for site administrators for professional development, conferences, and/other off-site job-related duties.
- College, CTE, and Enrichment Field trips including transportation, admission, and meals to support College and Career Readiness and Enrichment experiences.
- Annual AB1802 Conferences with academic counselor
- Site-based incentives for earning honor roll, merit list, and principals honor roll.
- Site-based incentives for students earning on-track for graduation status.
- Guaranteed and Viable curriculum to support academic literacy and student success
- Stand-up for Excellence incentives to recognize positive academic, citizenship, attendance, and campus culture contributions made by students, staff, and parents
- CTE materials and supplies to support authentic learning and elective credit opportunities
- Student success incentives for academic literacy, credit acceleration and recovery, iReady growth, completion of graduation goals, positive attendance, etc.
- Field trips and other enrichment activities for students
- Entrance Fees and transportation for field trips and other enrichment activities
- Bus tokens for school transportation
- Educational Partners (site, community, district level) to conduct needs assessments and root cause analysis Reviewing/Identifying resource inequities evidence based interventions strategies Actions regarding use of data, plan implementation, plan monitoring, and evaluation of plan improvement efforts
- Capacity Building

Specify enhanced services for EL students: 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 (Insert all areas in Goal 2 English learner students are identified in red according to the CA Dashboard).

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...

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...

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.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 2 that the student group is identified in red according to the CA Dashboard).

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 (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done

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

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

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.

Socio Economically Disadvantaged

1. One on One Student Success Plan Meeting with SSW/PASSW/CWA

2, PLC's determine additional support needed to support student success

3. Academic Goal Setting Conference

4. After School turoring and Tutor.com

5. Academic Mentoring and coaching

6. School to home communication

7. Parent conferences

8 .Prodigy Program Referral (if applicable)

9. Flexible Scheduling (If Needed)

10. SARB (If Needed)

?BSU, A4, white kids, sub group progress monitoring, forster??? data on all sets

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0125 DeWolf High School (Locked)	

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Instruction	Nc-Equipment			Technology - Student Laptops and other Student related Technology	6,500.00
G2A1	ESSA-CSI	Instruction	Nc-Equipment			: Technology	20,000.00

$26,500.00

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	✔		54 %	2023-2024	34 %
Suspension Rate - Semester 1	✔	1 %	8.5 %	2023-2024	8.17 %

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.

With the addition of a VP and a CWA, DeWolf has bee able to make more concerted strides in tackling chronic absenteeism. Written absence protocols and tiered interventions have helped mitigate students going weeks without parent meetings regarding excessive truancies. DeWolf has also worked to implement mentoring and coaching structures into the school day as well as expand student engagement in extra curricular activities, clubs and intramural sports. Students feel connected and supported and are therefore more likely to come to school. These relationships also work to support student behaviors and decision making--including conflict resolution, anger management and community. Students are learning self management skills and reflecting on their personal behaviors through weekly SEL advisory lessons, mentoring and coaching with the Street Saints, A4 and participation in groups/clubs like Leadership, Young Women of Excellence, Men's Empowerment and Fellowship of Christian Athletes. The Fall Culture and Climate Survey regarding student engagement was in the high 90's in nearly every category---98% reporting that they have an opportunity to be a part of clubs and activities and class discussions. The Spring Survey shows a decline by about 6% on average. We attribute this to the change in enrollment at semester 2. We were very intentional about messaging opportunities to students in August and need to ensure that we are just has deliberate in January when we pick up our 40 new students

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

Chronic Absenteeism---Unfortunately, the absenteeism data is not accurate for DeWolf given the fact that student attendance begins at the beginning of the school year and follows a student for the entire year. That means, if a student was not attending their home high school and then transferred to DeWolf, their attendance rate follows them---even though they are now on a schedule that is more conducive to their individual needs thereby facilitating a high attendance rate after enrollment in alt ed. DeWolf has 3x the average rate of homeless, foster youth, and group home students than the traditional high schools, leading to greater underlying issues surrounding student absenteeism. Another key factor is the lack of school transportation to DeWolf. Students who transfer must find their own way across town to our school (be it walk, FAX bus, parent drop off, etc). The lack of district-provided bussing contributes to the varied attendance of students coming from various locations across town in our district. Suspension Rate--Again, the suspension rate captured in the dashboard is not accurate for DeWolf for the same reasons that the absenteeism is not accurate. Student suspensions follow enrollment changes. Therefore, if a student was suspended at their home high school and then enrolls at DeWolf, it lands as a "suspended student data point"(this leads to red flags for ethnicity, homeless/foster youth, ed code data, etc). In reality, DeWolf has the LOWEST suspension rate of any high school in the district.

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).

With the addition of our VP, William Podsakoff, DeWolf was blessed with community support that followed VP Podsakoff--namely the Street Saints and other community Mentor/Coaches that wanted to partner with our vision of supporting every student on campus. DeWolf welcomed the 3 Street Saints to campus for daily mentoring and coaching (assigned caseloads based on need) as well as a second Prodigy therapist to support our Young Men's Group. DeWolf has also expanded our intramural sports participation by adding Winter Volleyball and Spring Soccer to the schedule. All of these interventions and supports have led to greater materials/supplies costs, more extra

pay contracts, more PO's for food/incentives/field trip engagements and more school spirit/swag aligned to each program/support. While DeWolf has also added an extra 50 days to the academic year with extended learning opportunities, we have also added 1 Saturday per month for students to attend school and recover attendance/continue working on credit recovery. Currently, the alt ed region is funding a counselor and an admin for these Saturdays. It is our plan to continue offering 1 Saturday/month with 2 admin supports.

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.

DeWolf is working on creating a master calendar of events so that we can be more intentional and transparent with families and stakeholders about what supports we provide, what extra opportunities are available for students, etc. We will also be strategically allocating our budget to ensure that we have appropriate funding available for stipends, incentives and engagements for students. At this time, we do not know if DPI will be continuing funding the Street Saints and A4 for DeWolf, but we will also advocate for that support for the school year AND for extended learning times (winter session/summer school). Given the high number of students with trauma needing consistent counseling services enrolled at DeWolf, we will also be providing a SSW for all extended learning sessions on campus--including Winter session and Summer School. This will support our students with mental health needs to access their extended learning courses and continue their progress toward credit attainment and recovery

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).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
SSC members responded that they would like to see continued student generated clubs and social events--both at lunch and during after school hours	Staff at DeWolf have actively tried to recruit family members of our EL students to participate in ELAC through phone calls, surveys at enrollment orientation and flyers home promoting dinner and babysitting. We schedule our ELAC meetings for the hour before School Site Council. Unfortunately, we have been unable to recruit parents to campus for the ELAC meetings.	Staff members would like to see continuation of Street Saints and mentor groups on campus but are requesting a more efficient way of messaging caseload responsibilities. Staff would also like to see more field trips and school incentives for attendance and random acts as well as academics.

Action 1

Title: Increase Campus Culture and Student Engagement Experiences

Action Details:

By the end of the 2024-25 school year, 100% of the DeWolf student population will have either engaged in a club, intramural sport, eSport, class related or lunchtime activity or off site social event. DeWolf will create a culture that celebrates diversity by showcasing our ever changing student population and their interests/creativity. Students will be provided the opportunity to represent DeWolf and give back to their community through CTE courses, clubs, project based learning, industry related internships, student leadership events/drives, etc. DeWolf will provide students with school memorabilia (as well as specific club memorabilia) like shirts, hoodies, backpacks, water bottles, hats, beanies, etc so that they can feel more connected and a sense of belonging. Students that attend DeWolf will be motivated to do so daily so that they can participate in social activities with their peers. DeWolf will continue to use the Leadership class to garner student voice and bridge student relationship gaps through student requested activities and engagements so that each student feels connected to our school and the students/staff here. DeWolf will serve as the hub for students to grow and launch themselves into their individual futures by both learning more about themselves and their peers so that they can graduate and building a stronger community.

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:
	Principal	August 2024 to June 2025

Student engagement data (including guest speakers/mentors, field trips and off campus social activities

Weekly campus activities

Class sponsored activities (junior/senior)

Student generated clubs

Specialty Schools Intramural Sports participation (uniforms, materials, referrees, facilities, trophies)

Leadership course enrollment

School Spirit Gear

School Website traffic data

School Info App (for push notifications)

Social Media

Senior activities and events attendance

Owner(s):

Principal

Vice Principal

Counselor

Campus Culture Director

Teachers/Staff

Culture and Climate Team

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

DeWolf will provide leadership curriculum as well as Mentoring and Coaching curriclulum for students (Imago and Character Strong). Site will fund guest speakers and mentors to support SEL development and transitions.

DeWolf will also ensure that students have access to the appropriate technology (hardware, software and accessories) in order to ensure that all students can meet the milestones they goal set for themselves.

DeWolf will fund materials and supplies for campus events/activities, incentives, celebrations, guest speakers, mentor/coaches, uniforms, school spiirit gear, transportation, food and entrance costs.

DeWolf will attend the annual CADA conference. Participants will vary each year and will include at least one administrator, Culture and Climate Director and other staff member(s) who have not attended previously.

Specify enhanced services for EL students: 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 (Insert all areas in Goal 3 English learner students are identified in red according to the CA Dashboard).

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...

3. Using 7090/7091 funds only: What are the planned expenses 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 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.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 3 that the student group is identified in red according to the CA Dashboard).

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 (Specific student group) by...

With 7090 or 7091 funds we plan to support English learner students by...

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

1. Google translation services for Teachers and students to utilize in instructional planning and classroom teaching.

2. Emphasis on instructional strategies and direct instruction focused on text complexity and academic vocabulary.

3. Instructional strategies and direct instruction focused on building knowledge from informational text.

4. Online credit recovery providing front loaded academic vocabulary and frequent exposure to make content accessible to EL learners.

5. On-line credit recovery menu providing clear learning goals and modeling of instruction to support students in working independently.

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

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

DeWolf will be implementing a series of student surveys to discern student interests. As a staff, we will work together to find ways of supporting each and every sub group/race/gender/interest on campus. We will recruit students verbally, through social media, and through exposure campaigns on campus.

Action 2

Title: Decrease the Percentage of Chronically Absent Students

Action Details:

Goal Participation Rate

By the end of the 2024-25 school year, DeWolf will decrease the chronic absenteeism rate from 67.13% to 30%. This goal will be accomplished by implementing strategic interventions to engage and support all students to attend school daily. DeWolf will engage students in weekly Mentoring and Coaching during period 3. Students will work through SEL curriculum that encourages them to self-reflect on their own patterns of behavior, work habits, and emotional resilience. By creating individual connections with each student, the staff at DeWolf High School will break down the conditions that have failed students by creating an emotionally and physically safe learning environment where students feel cared about by staff members through regular recognition of moments of success, individual student conferences/chats, support provider referrals and improving opportunities for parents to be involved with their student's education. DeWolf will also strategically utilize our CWA to make home visits and provide supports to families who are struggling with ensuring their student(s) attend school regularly.

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

Explain the Progress Monitoring and data used for this Action

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

Data from the following assessments and reports will used to review the progress and success of instructional program:

- Atlas attendance reports
- Quarter grades and credits earned
- Mentoring chats with students by staff
- Semester transitions to main school
- Admin dashboard
- AB1802 conferences
- Extra Curricular/Club/Sports paticipation numbers
- Power BI Misbehavior/Suspension data
- Prodigy support numbers

Owner(s):

Principal

Counselor

Attendance Office Assist.

Teachers

Clinical Social Worker

Project Access Social Worker

Child Welfare Associate

Nurse

Prodigy (if needed)

SPED ISGI

Timeline:

August 2024-June 2025 (Weekly, monthly and quarterly)

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

1. Full/Partial Schedule of courses based on individual student needs and flexible master schedule

2. Online Learning and Direct Instructional models

3. AB1802 Conferences

4. FAS Night school, On Site DeWolf Night School, Saturuday School, Winter Session and 4 Sessions of Summer School

5. Academic Mentoring and Coaching in weekly advisory

6. School to Home communication

7. Student Enrichment Field trips

8. GED, HSET, CHSP-High School Equivolency Diploma Options

9. CTE Course offerings

10. Dual Enrollment College Courses

11. Participation in Breaking Down the Walls

12. CWA to make home visits when students hit 3 days of unexcused absences with no parent phone contact.

13. CWT to make home visits when students hit 1 week of absences with no parent phone contact.

14. CWA to engage familes in the SARB process with DPI

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 (Insert all areas in Goal 3 English

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.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 3 that the student group is identified in red according to the CA Dashboard).

learner students are identified in red according to the CA Dashboard).

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...

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...

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

1. Google translation services for Teachers and students to utilize in instructional planning and classroom teaching.

2. Emphasis on instructional strategies and direct instruction focused on text complexity and academic vocabulary.

3. Instructional strategies and direct instruction focused on building knowledge from informational text.

4. Online credit recovery providing front loaded academic vocabulary and frequent exposure to make content accessible to EL learners.

5. On-line credit recovery menu providing clear learning goals and modeling of instruction to support students in working independently and completing DOK 3 and 4 tasks.

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

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 (Specific student group) by...

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

Increase supports for Foster/Homeless students by:

1. School Social worker/Project Access Social Worker referral

2. Academic Goal Setting Conference

3 Academic Mentoring and Coaching

4. Quarterly AB waiver meetings to update progress

5. School to home communication

6. Parent conferences

7. Prodigy Referral (if applicable)

8. Flexible Scheduling (If Needed)

9. Home visit by Child Welfare Associate

10. SARB (If Needed)

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0125 DeWolf High School (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2	Sup & Conc	Instruction	Local Mileag			Mileage for Admin and CWA	1,000.00

$1,000.00

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	✔	100 %	99.2 %	2023-2024	0.8 %

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.

When considering the diversity of staff to meet the DeWolf student and community needs, we feel that this goal is two-fold. To be considered is the diversity of genders and ethnicities on campus. To also be considered are the roles and responsibilities of the campus/community needs. When focusing on the "Organizational Culture," this largely refers to the roles/responsibilities of staff. Given our student population and the individual needs they have, we can confidently say that we have all the right people in the roles that will best support students. Students have support from:

1) Administration Team (Principal, VP, Academic Counselor)

2) Clinical Social Worker

3) Child Welfare Associate

4) Prodigy Drug Therapist/Mentor (1.5)

5) Industry Certificated Teachers--Construction Technology and Multimedia

6) Core Subject Matter Credentialed Teachers in English, Math, Science, and Social Science (8)

7) Safety Assistants (2)

8) School Psychologist

9) Instructional Small Group Intervention Teacher (ISGI)

10) FCOE Street Saint

11) A4 Mentors

12) SRO and Probation

DeWolf has worked hard over the past couple years to ensure that all certificated and credentialed staff not only understand the Mission and Vision of DeWolf, but BELIEVE in it and LIVE it everyday. Having a 98% favorable response is

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

Continue to ensure that all staff (certificated and classified) have a voice in site goals and have a chance to participate. By including all staff stakeholders, we are more likely to get voice and choice on individual student groups and their needs on campus. We did see a decrease in positive response for Organizational Culture from Fall to Spring, but further analysis showed that it was only 1 person on the staff who responded negatively--and it is assumed that the same person responded negatively on every question. Therefore, it is an outlier.

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).

This year, DeWolf added quite a few new staff members to the campus. We hired a new VP, a new English teacher, reassigned an existing English teacher to Psychology elective courses, added a new Project Access Social worker, a new Psychologist, a new ISGI AND increased our Mentoring/Coaching staff by adding the FCOE Street Saints (3) to our daily engagements with students. While all these supports are beneficial for students and support our site goals, organizing the staff and informing ALL stakeholders on campus regarding the various caseloads, interventions and supports has proven to be quite challenging. Not to mention, finding ways to ensure that staff are interacting with each other in a positive way(staff culture drives the student culture) has been a focused and intentional shift for this year.

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.

DeWolf will continue to purchase staff school spirit gear (clothing, coffee mugs, accessories, hats, etc) so that all who come to work here feel like part of the DeWolf family. We will continue to plan for quarterly celebrations with students (and each other) as well as monthly birthday celebrations. DeWolf will also going to be doing a staff highlight of the week. There are nearly 35 employees on campus and that is enough to showcase each person for one week where students, parents, and staff can get to better know each other on a personal level.

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).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
School site council would like to see more staff/teacher celebrations.	Staff at DeWolf have actively tried to recruit family members of our EL students to participate in ELAC through phone calls, surveys at enrollment orientation and flyers home promoting dinner and babysitting. We schedule our ELAC meetings for the hour before School Site Council. Unfortunately, we have been unable to recruit parents to campus for the ELAC meetings.	Staff responded that they would like to have time within PLC plus to complete expected work so personal time is not used. They would also like to continue to target and hire dedicated staff members who believe in our mission and vision and they would like to have written expectations for staff to support consistency across the campus.

Action 1

Title: Staff Recruitment and Retention

Action Details:

DeWolf will continue to recruit staffing that not only reflects our student's diverse demographics, but also supports their varied interests and needs. Having the right people on campus suporting the kids who need us most will support our goals of building a culture of ongoing professional learning, a strong sense of community and pride and a clear/concise mission and vision that supports our daily work. The teacher/staff work load for alternative edcuation has always been a little more demanding given the sense of urgency to help students get on track to graduate paired with the need to slow-down and unpack student emotional and personal barriers that attibuted to the current situation. In

order to support this our staff and minimize teacher burnout, we must make time to continually hone our craft through professional learning that will support our student needs---be it academic and/or social-emotional. DeWolf will continue to partner with peer alternative education schools in virtual and in-person learning opportunities---this includes teacher pull-out/planning days and professional learning conferences. DeWolf will also strive to continue to find ways to positively engage the entire school community as we build relationships with each other AND with students through celebrations and engagements.

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:
Attendance at PL trainings/conferences	Principal	August 2024-June 2025
Site led PL (open to our staff AND district peers)	Vice Principal	
Teacher choice PL	Counselor	
Student/staff engagement activities and data (staff member name attached to each event)	Campus Culture Director	
Culture and Climate Survey (sense of belonging and organizational culture)	Certificated/Classified Staff	
Number of club sponsors	Instructioanl Leadership Team	
HR data--sick days, length of time at DeWolf, employees promoted, etc	Culture and Climate Team	
Number of staff supporting Saturday, Night School, Winter Session, Summer School	Student Wellness Team	
Number of staff supporting site needs (ILT, CCT, SSC, coaches/club sponsors)		

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

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

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

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

Specify 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.
Targeted Monthly EL trainings	
PLC data discussions around EL learners	Targeted SEL trainings
Common Assessment data aligned to targeted SBAC sitewide goals in literacy and math	Book Studies, professional readings, discussions regarding underperforming student populations
ELD speaking standards and sentence frames to be implemented in all classes	ILT meetings
Staff access to a translator for phone calls home	PLC data and collaboration

Google translator services

ELLEVATION software to provide individual student data to teachers

dELD English Class period

SST/504/AB/SPED meetings (at minimum annually)

CCT meetings and collaboration for site wide tier 1, 2, and 3 interventions and supports

Before/After school tutorial

A4 tutorial and support

Prodigy support (if needed)

Street Saints Mentoring and Coaching/Tutorial

Project Access Social Worker

CWA support

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0125 DeWolf High School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Instruction	Travel			: Professional Learning for Admin / Teachers / Staff	4,300.00
G4A1	ESSA-CSI	Instruction	Teacher-Supp			Student Support / Teacher Supplemental Contracts. *No IEPs*	28,758.00
G4A1	ESSA-CSI	Instruction	Travel			Professional Development - Admin / Teachers / Staff	10,000.00
G4A1	Sup & Conc	Instruction	Travel			Professional Development for Staff	12,976.00

$56,034.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✔	95 %	92.9 %	2023-2024	2.1 %

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.

While it has always been a struggle to get parents involved at the high school level, the past few years have been especially difficult with the Pandemic. We have tried hosting taco trucks for Back to School Night and Open House. We have tried to partner with our EL families but we can't get them to come to campus and meet with us regarding the needs of their students---even when they tell us on the phone that they will come. We will continue to push information out via social media and are considering having a Pancake Breakfast Back to School Event in the MORNING--when parents are dropping their kids off for school vs. at the end of the day. DeWolf will is also looking at inviting parents to our academic awards ceremony luncheon as well.

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

The parent survey revealed that we had the biggest dip from Fall to Spring in the areas of "feeling like they are part of the school" and "feeling like they are a partner with the school. "I feel like this could be coming from the roll out of Parent Square in the fall. DeWolf used to do a weekly school messenger and we changed that to messaging with Parent Square. Knowing that it is an "email" message, we believe that we are not reaching the same amount of families anymore. We need to begin using a weekly newsletter and perhaps video announcements to reach more families.

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).

N/A

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.

DeWolf will continue to utilize funding that supports food, supplies, babysitting and transportation for families. We will also continue to make posters and banners to display on our school messaging events to families as well as monthly mailers and weekly newsletters through SMORES.

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).	2 ELAC:	3 Staff - (Credentialed Staff, Classified Staff, and Administrators):
School site council suggested changing times for Open House and Back to School to times when parents are picking up and dropping kids off. They also suggested more combined celebrations where parents are invited to campus for luncheons, etc	Staff at DeWolf have actively tried to recruit family members of our EL students to participate in ELAC through phone calls, surveys at enrollment orientation and flyers home promoting dinner and babysitting. We schedule our ELAC meetings for the hour before School Site Council. Unfortunately, we have been unable to recruit parents to campus for the ELAC meetings.	Staff would like to see more weekly communications from principal to parents. Teachers report using Parent Square and some say they are getting more parent interaction, but it is not consistent across the board. Teachers like the idea of more combined celebrations (parents/staff/students) on campus during the school day.

Action 1

Title: Family and School Partnership

Action Details:

By the end of the 2024-25 school year, DeWolf will have created increased opportunities for families, staff, community and student to interact and engage with each other. Each time a new student enrolls, families will engage in an orientation with admin--a process that includes a student survey and will also now include a parent survey. Parents will be able to tell us the preferred night of the week they are available for events, their preferred method of communication, and the types of events they are interested in attending on campus. This data will work to inform admin of individual family needs and interests. DeWolf will also continue to provide feeder home high schools with promotional flyers that message the mission and programs of our high school. DeWolf will continue to utilize various communication platforms, including School Messenger, Parent Square, DeWolf website, email, School Info App(s), flyers mailed home, etc to message school events like quarterly academic achievement awards/dinner celebrations, Principal Coffee Chat, Back to School Night, Open House, parent conferences, etc. to student families and educational partners. We will also continue partnering with FCOE Street Saints (community organization) in an effort to make better connections with our African American families as well as Parent University in an effort to better reach our EL families.

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:
Site- based data (sign-in sheets) from parent meetings, back to school night, open house, quarterly awards celebrations, virtual meeting participation	Principal	August 2024-June 2025
Individual parent meetings to discuss student's academic achievement, attendance, etc	Vice Principal	
Climate and Culture survey data	Counselor	
Parent Square data (downloaded/analyzed bi-weekly)	Office Manager	
	Registrar	
	Attendance/CWA	
	Teachers	
	Street Saints	

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

Individual orientation meetings with parent and student to introduce DeWolf and programs/resources available. Monthly progress monitoring mailers to families regarding student credit achievement. Monthly parent meetings administrators/counselors/teacher to discuss student's academic progress outlining where students should be with regards to credits at each quarter, by grade level for any student NOT making progress. For students with SPED services, IEP meetings and testing services as needed/requested. EL Resources such as the Interact Fellows and Parent University as needed. For Foster/Homeless/Group home students, DeWolf will schedule annual meetings with all stakeholders to review student eligibility and AB waiver status. Materials and Supplies needed: Food, babysitting, transportation for monthly parent meetings, back to school, open house and awards celebrations. Table/chair/linen/dinnerware rentals as needed for special events. Translation headsets for parent meetings/events.

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.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

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

1. Parent Communication in the preferred language and platform

2. Parent translation at meetings to support parents understanding

3. Provide information about the services Parent University offers families.

4. Provide information about what the district EL department provides families.

5. EL services provided to students by Interact Fellows and/or Parent University

6. Parent conferences as needed.

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. Goal 5 does not have specific student group data, but you can choose to put family related actions in place that will positively affect student outcomes aligned with metrics in Goals 1-3. Otherwise you can speak to the enhanced service for low-performing student groups in general terms in this section.

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

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goals 1-3, that apply, that the student group is identified in red according to the metrics in the CA Dashboard).

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 (Specific student group) by...

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

DeWolf acknowledges that we have a larger percentage of foster/homeless/group home youth and need to work to design experiences that include educational stakeholders for this student group in particular. DeWolf will continue to monitor these subgroups and their needs to ensure appropriate supports are in place.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0125 DeWolf High School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation. *NO FOOD OR INCENTIVES*	1,000.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Parent Participation	3,500.00

$4,500.00

05/10/2024

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0125 DeWolf High School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			Fresno City College Bookstore	2,500.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs / Extra Support / Additional Student Services	2,986.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	31,658.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	5,288.00
G2A1	Title 1 Basic	Instruction	Nc-Equipment			Technology - Student Laptops and other Student related Technology	6,500.00
G2A1	ESSA-CSI	Instruction	Nc-Equipment			: Technology	20,000.00
G3A2	Sup & Conc	Instruction	Local Mileag			Mileage for Admin and CWA	1,000.00
G4A1	Title 1 Basic	Instruction	Travel			: Professional Learning for Admin / Teachers / Staff	4,300.00
G4A1	ESSA-CSI	Instruction	Teacher-Supp			Student Support / Teacher Supplemental Contracts. *No IEPs*	28,758.00
G4A1	ESSA-CSI	Instruction	Travel			Professional Development - Admin / Teachers / Staff	10,000.00
G4A1	Sup & Conc	Instruction	Travel			Professional Development for Staff	12,976.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation. *NO FOOD OR INCENTIVES*	1,000.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Parent Participation	3,500.00
							$130,466.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$14,300.00
ESSA-CSI	3182	$58,758.00
Sup & Conc	7090	$48,620.00
LCFF: EL	7091	$8,788.00
Grand Total		**$130,466.00**

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	$42,432.00
G2 - Expand student-centered and real-world learning experiences	$26,500.00
G3 - Increase student engagement in their school and community	$1,000.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	$56,034.00
G5 - Increase inclusive opportunities for families to engage in their students' education	$4,500.00
Grand Total	**$130,466.00**

05/10/2024