


Duncan Polytechnical High

10621661030295

Principal's Name: Rene Martinez

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

Title I SWP

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District Goals	
<p>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.</p>	
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



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Rene Martinez	X				
2. Chairperson – Angel Perez					X
3. Dania James		X			
4. Andrew Campbell		X			
5. Frank Phillips		X			
6. Juan Mireles		X			
7. Chris Orosco			X		
8. Diedra Brooks				X	
9. Linda Weller				X	
10. Christopher De La Cerda				X	
11. Jesse Rojas					X
12. Estephanie Panales Castillo					X
13.					
14.					
15.					

Check the appropriate box below:
ELAC reviewed the SPSA as a school advisory committee.
ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Rene Martinez		4/19/2022
SSC Chairperson	Angel Perez		4/19/2022

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

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

FY 2022/23

Duncan - 0130

ON-SITE ALLOCATION

3010	Title I	\$106,571 *
7090	LCFF Supplemental & Concentration	\$328,338
7091	LCFF for English Learners	\$46,206
7099	ESSER III (learning loss/COVID impact, one-time funds)	\$107,300
TOTAL 2022/23 ON-SITE ALLOCATION		\$588,415

* These are the total funds provided through the Consolidated Application		
* Title I requires a specific investment for Parent Involvement		
Title I Parent Involvement - Minimum Required		\$4,236
Remaining Title I funds are at the discretion of the School Site Council		\$102,335
Total Title I Allocation		\$106,571

Duncan Polytech High 2022-2023 - 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
i-Ready ELA D2 proficiency - percentage of students on/above	✓		14.29 %	2021-2022	24.39 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		27.74 %	2021-2022	37.84 %
Passed all semester 1 courses with C- grade or better			48.05 %	2021-2022	53.15 %

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.

i-Ready ELA Level

- Supports from our literacy/instructional coach in providing strategies and coaching for both core and CTE teachers has been sustained throughout the school year.
- Departments/content areas have continued identifying reading and writing strategies that help facilitate the understanding of the content. This has been a focus during Buyback sessions during this academic school year.
- Use of I-Ready to monitor reading/ELA progress of students' abilities and growth along with exploring the type of interventions that the diagnostic can offer; better teaming dynamics and new staff for the English department has led to further development of PLC practices. Literacy strategies are also increasingly observable in CTE courses. In addition, the ELA team has taken steps to remediate reading and comprehension skills through strategic planning of their provided curriculum and supplemental resources.

i-Ready Math Level

- Functionality of math teams and their weekly PLC practices continued to progress in their development towards high functioning PLCs.

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

i-Ready ELA

All subgroups have been proportionally represented. However, inequity continues to be present in resources (both time and financial resources) dedicated to literacy, in terms of interventions or tutoring support for low performing students in this academic domain.

Key Factors

- Return from distance learning and the reset to the demand of in-person learning.

i-Ready Math

All subgroups were proportionally represented with the I-Ready assessment. The overall performance/growth on I-Ready was low. Similarly, all students were proportionally represented on the metrics from the goal and actions articulated in the SPSA.

Key Factors

- Return from distance learning and the reset to the demand of in-person learning.

- SBAC in interim assessment blocks were not used during distance learning as a measure of grade level proficiency to make instructional decision that would best support the areas of growth.
- Common Formative Assessment development and use of this data to support student learning is still progressing, but more improvement is still needed across the math department is needed.
- The use of supplemental resources provided through i-Ready was minimal due to lack of professional learning and time spent with using the diagnostic program.

A-G Courses Offered

- Adjust Master Schedule to increase course offerings was completed.
- Continuous monitoring of students' A-G enrollment and their academic performance to increase passage rate has been sustained and data available to relevant stakeholders.
- The goal of Increasing additional A-G course offering in areas (C: AP Stats), (E: AP Spanish Lit), and (G: Ethnic Studies, Art, Psychology, Intro to Engineering Design that give students additional course options were all met for this school year.
- Increase A-G online course offerings through Edgenuity for various credit recovery was fulfilled through the use of additional district funded FTEs.

One D or F on Any Report Card

As of 2020-2021 66.2% number of students had at least 1 D or F for the first semester of the school year

- In person tutorials is providing support. However the number of students who need the extra support still needs improvement.
- Adjustment for teachers and students on the instructional model coming out of distance learned has created some additional challenges.
- Social Emotional and connectivity continues to have an impact and correlation on student motivation and love for learning

A-G Course Offerings

Although there was an increase in A-G course offerings, the completion rate of students passing their A-G courses with a C or better, proportionally decreased for all subgroups

Key Factors

- Course
- Return from distance learning and the reset to the demand of in-person learning.
- Tutoring and academic support via distance learning poses challenges to students learning.

One D or F on Any Report Card

Overall there was an increase in D and F semester grades. This increase had a direct impact on A-G completion rates for 2020-2021

Key Factors

- Students out due to COVID precautions and positive cases impacted student learning.
- Connectivity and student attendance impeded student's ability to receive real time interventions due to COVID and the transition to in-person learning for all students.

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).

Overall the implementation of actions for Goal 1 were executed to some degree. However, the most significant difference between intended and implemented was due to COVID absences, COVID restrictions and transition to full time in-person learning. Thus, keeping students on the A-G track and using the resources allocated was a challenge and made it difficult to improve and learn from these achievement metrics. Nonetheless, actions in A-G course offerings were implemented and carried out as planned. One additional difference from intended to actual implementation was the need to complete the steps necessary for parents and students to tour college campuses to learn about college admissions and requirements and to provide students with incentives for being a-g compliance. We hope that this upcoming school year more trade schools, colleges, and universities open up their campuses for tours to allow completion of these two actions.

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 2022-23 SPSA.

Due to the areas of need that were identified and metrics that were presented, we will continue to focus on the primary goals and actions that were articulated in this current years SPSA. In addition we will also add additional strategies to specifically meet the revised Goals for the 2022-2032 SPSA

Math Actions

- additional resources and structure to support professional learning for all teachers to focus on rigor of standards, collective teacher efficacy, high functioning PLC practices, and the utilization of systematic monitoring of fully articulating MTSS. In addition, a reboot of a school wide Math plan supported by all content areas will be a point of emphasis to support

ELA Actions

- plan is to have the Literacy Committee continue to monitor and review the results of the 2021-2022 literacy plan. This review and monitoring will guide the next steps to support school-wide literacy practices.

A-G Offering Actions and One or More D/F grades

- addition of the TSA- Intervention position to best support school-wide and department interventions to meet the needs of students for greater student achievement.
- we will continue to monitor students' academic progress by regularly reviewing student's grades from more stakeholders - counselors, Admin, student, and teachers through various monitoring systems and through the Advisory class period.
- systematic placement of students to attend before and after school tutoring with teaching fellow and to increase usage of tutor.com. Also to utilize additional funds to provide tutoring interventions in other subjects besides math (ELA, Social Science, Science and CTE)
- expansion of credit recovery opportunities to include students who need to rectify grades to for A-G purposes. Our goal is to increase at least 5% in A-G completion.
- provide additional in-person interventions throughout the year (tutorials, parent communication/grade chats, credit recovery) to support grade marks and positive student outcomes in more content areas.

In addition the support of newly district funded position for Duncan (resource counseling assistant and site based Special Education Regional Instructional Manager will help support specific subgroups but also will allow for other personnel to focus in on the monitoring and support overall math, ELA, and grade achievement.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

Achievement data analysis was reviewed by SSC at points in the school year, followed by feedback of current needs for our school site. Are view of the completed SPSA for further feedback will be completed by SPSA final version due date.

2 ELAC:

Achievement data analysis was reviewed by ELC at points in the school year, followed by feedback of current needs for our school site

3 Staff:

Duncan staff members are organized into groups focused on the action plans of the SPSA. These communities, review how plan was implemented, and provided suggestions, guidance and feedback. These communities continued to provide feedback in the revisions of adopted goals.

Action 1

Title: Math Achievement Plan

Action Details:

With the transition to full school in-person learning, there were areas that Duncan Poly needed to continue to drill down and get better at the established actions. There is a need to apply continual focus on the delivery of first instruction and learning and student achievement in mathematics. This is evident in current math achievement results from previous CAASPP, tri-annually iReady assessments and student semester grades. This will be achieved through meaningful collaboration between teachers around both common lessons, and results of common formative assessments, improved vertical articulation amongst math teachers to fully address the rigor of each standard at grade level and the development of a comprehensive system for students who require additional time for learning.

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

To help fill the void of loss staffing to support math interventions, teachers will be provided with opportunities to fulfil extra pay contracts to provide extra support for students outside of class time (If staffing increases to support ACCESS, the full implementation of this intervention will resume with a focus on Algebra 1). This time will take on the elements of support for essential mathematical skills and fluency. In addition, data analysis support will be provided to best identify which students will benefit from the specific support. Students struggling in Algebra 1, Geometry and Algebra 2 will receive small group support and instruction both preemptively (before new instruction with use of the iReady

diagnostic) and after common assessments identify skills gaps and deficiencies. Duncan will provide intentional support time for students during the school day for students that are identified as struggling with mathematics. Duncan math classes will take a tiered approach to mathematics remediation and student support. The first tier will target those not completing work performed poorly on an assessment. Targeted supports for tier 1 students will include use of learning programs (Kahn Academy, Big Ideas, iReady Grouping Activities) and additional time with teacher and support personnel during class. Second tier will focus on those students that have failed one or more unit assessments, or who are currently failing class. Targeted supports will include additional time outside of class time (before, after school, Access support during the school day). The third tier will focus on those students who performing well below grade level. These students will be provided with intensive resources during the school day that focuses on essential skill acquisition as well as recovery time built in during the winter break and summer break by providing supplemental contracts for math teachers to work with students to close learning and academic achievement gaps. Furthermore, incoming 9th grade students who have historically struggled in mathematics will receive the opportunity to engage in instruction that will support foundation skills for Algebra 1 work through use of providing teachers supplemental contracts to issue this instruction prior to the start to the Fall semester. This strategy to getting our incoming freshman a positive start will be in alignment to our rebooted summer bridge program. In addition, EL students will receive daily integrated ELD in mathematics that will support their English Language proficiency to help access to grade level curriculum.

Duncan will utilize California Teaching Fellows to make available supports for students, both one on one and in small group instruction, before, during and after school for all grade levels of instruction. Tutors will be available to work closely with Duncan Math teachers to provide intentional and prescriptive supports for struggling students. They will also continue to support parent contacts along with the teacher of record to determine the best path for student success that includes feedback from families.

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

Duncan Math Teachers will continue to work closely with their subject-alike counterparts in strengthening their alignment to their scope and sequence to best meet the needs of these students. In addition Duncan Math Teachers will continue the development of aligned instruction and common assessments, and in identifying plans and actions to support struggling students. Duncan Math teachers will also be provided with occasional pull-out/planning days to work as a vertical team to identify the key skills and essential standards to be addressed at each grade level (pending sub availability for the 2022-2023 school year). Duncan Math teachers will incorporate strategic CAASPP Interim Block Assessments and CAASPP Performance Tasks to both prepare students for the actual CAASPP in the spring, and to help students and teachers identify gaps and learning needs. All with the goal of increasing the total number of students scoring at or above grade level standards to reach 10% growth on the SBAC. In addition, for those grade levels that are applicable to the iReady diagnostic, utilization of the resources to help student reach grade level and beyond will be utilized. Testing schedules will be created to best support students amidst all of the tests that take place each spring including support to help assist with carrying-out the best testing schedules.

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

Duncan Math Teachers will be provided with professional learning opportunities in growth areas that they identify within their own professional learning communities and as a math department. Duncan Math Teachers will also be provided with professional learning opportunities held both at the school site and through conference attendance (both physically and digitally) in the areas of mathematics mindsets, unpacking and dissection of standards, eight mathematical practices, and the continual growth of their own professional learning communities through release time from class via substitutes provided. These forms of professional learning include but not limited to; Solution Tree, Unbound Ed and Corwin educational consultants. Duncan Math teachers will be provided with compensated summer planning time to align instruction and assessments during the school year. In addition to the support that will be provided from our district office, additional planning time and professional learning will be made available to support the transition of this best practice methodology to lesson design. In summary, the focus of professional learning will be to ensure all members of the math department receive approval to attend as a math team.

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

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

Duncan will continue to offer A-G aligned Medical Math course for students enrolled in the MASH academy during the 2020/21 school year while exploring other thematic mathematics courses to align with pathway, linked learning at Duncan. Math essential skills, concepts and procedures, mainly algebraic in nature, will be reinforced in other courses at Duncan, including Sciences (Physics, Chemistry) as well as CTE pathway courses. These courses, along with all math classes at Duncan, will be provided with the necessary materials and equipment to promote conceptual understanding in mathematics.

Furthermore, similar to focus on school wide literacy, school wide math supports will be supported throughout the various academic disciplines at Duncan and through the professional development plans throughout the school year.

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

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

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

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

Math PLCs will analyze common assessment data during PLC meetings to identify student needs, plan instruction and interventions, including identifying students for intervention or preemptive support for Algebra and Geometry students.

Progress will be monitored after quarterly and semester grades to identify students in need of deeper levels of intervention, before or after tutorial support and possible Unit Recovery and adjustments where needed.

Semester 1 & 2 grades will be analyzed to determine trends, successes, areas for improvement for reteaching purposes.

Parents will be notified when their child is recommended for outside of class time interventions with Algebra, Geometry and AG3.

Owner(s):

Administrative Team through use of IPG and walk-through tools

All Math Teachers

All Math Teachers Algebra & Geometry

PLC leads with support of math teachers

Counselors, Reengagement teacher and Math Teachers within each PLC

ACCESS teacher, Math teachers and Home School Liaisons

Timeline:

Weekly calibration and review of classroom observations that occur daily.

Students placed in Unit Recovery or Preemptive Support as needed following each common formative assessment ongoing throughout school year (Algebra Teachers, Geometry Teachers, Reengagement Teacher)

Results & progress monitored following each formative assessment (All Math teachers)

Quarterly & Semester Grade Review for Unit Recovery (All Math Teachers)

3-4 week cycles for engagement in intervention support

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

Tier 1:

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

Tier 2:

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

Tier 3:

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

Specify enhanced services for EL students:

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

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

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

Use of Tutor.com for additional support and continuous monitoring of students progress

Specify enhanced services for low-performing student groups:

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

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

Further development of 9th grade linked learning to best support connection of real-world learning and application

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

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

of mathematical skill to CTE content of their respective pathway.

Professional learning to support EL students growth and overall academic success .

Action 2

Title: Literacy Achievement Plan

Action Details:

There is a need to focus on providing effective literacy instruction across the curriculum, including the delivery of effective first instruction in all content areas, electives and CTE courses with strategies that focus on the development of reading comprehension and writing proficiency. Increasing literacy instruction will be accomplished through the continued implementation of a school wide Literacy Plan that focuses on reading and writing literacy across all content areas, electives and CTE courses. The anchor reading standards will be addressed through the implementation of common reading strategies identified by each content area, elective and CTE course. Reading strategies will focus on creating context, forming analysis, and reading closely. The goal is to build academic stamina through precise thinking, regular exposure to mentor text, literature and key documents. Anchor writing standards will be addressed through the implementation of common writing strategies identified by each content area, electives and CTE courses. Writing strategies will focus on supporting arguments, conveying complex ideas and information, developing structure and building academic writing stamina. Focus will be placed on utilizing online programs such as turnitin.com and flocabulary to support reading and writing.

Literacy Sub Action Plan #1

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

Literacy Sub Action Plan #2

The literacy team will develop a professional learning calendar to train staff on the literacy plan and the strategies to support the reading and writing anchor standards. Each department will be given 3 planning days during the school year to support the implementation of the Literacy Plan (pending the availability of substitute teachers). Professional learning will include on-site and off-site training, conferences, and book studies. Duncan teachers will be provided with compensated summer planning time to address instruction that supports school wide literacy development.

Literacy Sub Action Plan #3

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

Literacy Sub Action Plan #4

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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

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

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

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

Owner(s):

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

VPs, Department Chairs and ELA PLCs grades 9-12

VPs, Department chairs, ILT, ELA PLCs

ELA PLCs and Individual Teachers

Timeline:

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

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

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

Quarterly on going surveys administered

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

Tier 1:

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

Tier 2

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

Tier 3

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

Specify enhanced services for EL students:

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

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

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

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

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

EL students will receive daily integrated ELD in mathematics that will support heir English Language proficiency to help access to grade level curriculum.

Specify enhanced services for low-performing student groups:

English Learner sub groups are identified as in need of extra support in literacy achievement. This support will include additional tutoring both during the school day within their actual classes, as well as before or after school with both their Duncan Teachers and tutors from California Teaching Fellows.

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

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

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

Action 3

Title: Percent of Graduates Completing A-G Requirements

Action Details:

Duncan will continue to provide 9th-12th grade students with opportunities to meet their A-G requirement in **2022-2023**. Duncan will accomplish this in two ways. First, Duncan will focus on increasing the number of A-G course offerings and supports at Duncan so that all students have the opportunities to enroll in as many A-G courses as possible and be successful in taking these courses. Secondly, Duncan will utilize all available credit recovery support options to help student pass and get back on track with their A-G courses and will result in an increased A-G completion. With these components, Duncan will meet our A-G attainment goals. All A-G courses, including many credit recovery courses, meet UC Doorways requirements and approval process.

A-G Attainment Sub Action #1: Maintain and potentially increase A-G course offerings at Duncan. Duncan will continue to create a master schedule that will enable all students to take as many A-G courses as possible during their regular day schedule. In addition to the current A-G courses, Duncan will be offering additional course including AP Statistics (area C), AP Spanish Literature (area E), Art (area F), and Ethnic Studies, Psychology, and introduction to Engineering Design (area G). With these additions, students will have a variety of choices to choose from that matches their interests and likely more motivated to do well and pass the classes.

A-G Attainment Sub Action #2: Increase A-G completion in Duncan's graduates. The COVID-19 pandemic disrupted the learning environment for some students which led to a decrease in A-G completion in our current graduating class of 2022. However, Duncan will continue to stay vigilant of this impact by providing students with all the necessary support to help them recover their A-G units. Duncan will enroll students in credit recovery options, such as Edgenuity, ACCESS program, Winter Sessions, Fresno Adult School (Night School), and Extended Learning Summer School Program to students. All students needing credit recovery will be enrolled both during the school day and outside of the school day resulting in an increase in A-G completion. Duncan will have college/university field trips for 10th grade students to get admissions requirements information and to tour college campuses as students are permitted. Students will be encouraged to tour campuses virtually and explore campus if college campuses remain closed. In addition, Duncan plans to provide opportunities for parents to take college/university campus tours with students to increase parents' knowledge of A-G and the college-going culture at Duncan for parents. These will take place during the school year, depending on availability and resources. Parents will also be encouraged to attend and participate in Parent Universities Workshops for A-G and college information. Duncan will provide students who complete all A-G courses at the end of the school year with incentives to recognize them for their achievement. Duncan will monitor A-G completion and post-secondary applications to see impact. Duncan staff will work closely with students to give them multiple opportunities to complete their A-G courses during the school year. Counselors will provide support during Individual conferences, parent-teacher conferences, academy team conferences, 9th-12th grades/graduation status letters to parents, classroom presentations on graduation/A-G requirements. Students will be referred to attend Duncan's Before/After School Tutoring Program as well as meet with their subject area teachers for academic support. All students will have access to Khan Academy for SAT Prep as well as receive subject content tutorial support and have access to Tutor.com. Duncan will continue to support 9th grade students through its winter session as well as outside of class time support to increase students' chances of completing A-G courses. Home and Community School Liaisons will support communication and counseling efforts between home and Duncan.

In addition a new site funded Teacher on Special Assignment will be added to support school-wide intervention work. This new position will be responsible for developing, monitoring and maintaining highly effective interventions for students at all grade levels (emphasis on the 9th grade year). With this extra layer of monitoring and utilizing student success data to inform decisions, students will be better served to remediate their achievement levels to a C or better prior to semester grades becoming final; thus keeping more students on the A-G track. Furthermore, grading as a whole will be addressed in phases with our Freshman Success Team leading the work to ensure best practices are used as it pertains to student mastery learning and grades that are reported that represent student success.

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

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

Review of Master schedule for course placements.

Owner(s):

Head Counselor/Counselors

Timeline:

June/August/January

Review Doorways course lists for a-g course accuracies.

Head Counselor/Counselors

Ongoing

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

Intervention TSA

Ongoing

Head Counselor/Counselors

Ongoing/Quarterly/Semester

Grade chats and Quarter/Semester grades letters mailed home and emailed to student accounts.

Intervention TSA

Head Counselor/Counselors

April-June

Summer School enrollment and parent contacts.

Counselor/Counselors/VP

December/June

Semester transcript analysis of credits for all students.

Head Counselor/Counselors

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

Intervention TSA

Ongoing

Head Counselor/Counselors

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

Tier 1:

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

Tier 2:

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

Tier 3:

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

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

Translated written communication (as needed)

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

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

Home communication in the primary language for academic support

Referral of parents and students for support with HCL

Support teachers with language brokerage

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

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

- Enhanced service will be provided to our African American and EL subgroups are listed as follows: Counselors will provide additional A-G support to historically low performing student subgroups through individual and small group meetings/conferences. Provide parents with A-G requirements to 4-year universities. Promote A-G awareness to students and parents by taking them to college campus tour once permitted. Encourage students and parents to take part in A-G presentations provided by Parent University. Check students' grades and refer to for academic support; tutorial, Tutor.com, connect with their teachers for additional academic support. Review student transcripts and master schedule to ensure proper course placement for all students.
- Specific subgroup monitoring and support by new TSA- Intervention position.

Action 4

Title: AP Enrollment/Retention, D/F Plan for A-G Completion

Action Details:

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

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

In addition the AP academic supports that can be used to support all students, additional interventions such as extended tutorials will be added for each content area to help students. Each teacher leading the tutorials will have opportunities to connect with their department, counselors and VP to ensure students who need the support are attending and progressing in their grade recovery. Edgenuity and other grade recovery programs (winter/spring sessions) will also be offered to help rectify D and F grades. These recovery sessions will be supported through extra pay contracts. English language learners and SPED students will utilize their case managers to help as liaisons with students and teachers to help develop and monitor grade improvement plans.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Number of participants that attend Duncan AP Parent night
 Yearly additions to AP sections where students express the most interest

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

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

Khan Academy hours invested by AP students in their enrolled AP course(s)
 Number of outside of class learning experiences for AP Students

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

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

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

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

Bi Weekly grade monitoring

Structured Tutorial Supports Offered Throughout the School year

Dual Enrollment Monitoring and Support

Owner(s):

AP Coordinator / Head Counselor
 AP Coordinator / Head Counselor

AP Coordinator/AP teachers

AP Coordinator / AP Teachers

Head Counselor and Counseling Team
 AP Coordinator / Head Counselor

Head Counselor and Counseling Team
 AP Coordinator / Head Counselor / AP Teachers

AP Coordinator/Head Counselor/ AP Teacher

AP Coordinator/Head Counselor
 Head Counselor
 Counselors and VPs
 Head Counselor and CTE Coordinator

Timeline:

April
 January - March

February - March

August – June

August – June

August – June
 May

End of Fall and Spring Semesters

August
 Throughout the school year
 Throughout the school year
 Throughout the school year

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

Tier 1:

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

Tier 2

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

Tier 3

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

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

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

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

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

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

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

In addition EL students will received additional tutoring support and strategic scaffolds to best support their progress in AP course work, AP study groups with California Teaching fellow and peer groups will be established during the before school and after school library support program. The Duncan Counseling team and AP coordinator will monitor students grades at multiple points during the semester to identify students in need of help and support and put them in contact with teacher or additional tutors who can provide it. In addition, grade case managers will also provide support for general classes and the goal of maintain A-G status.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0130 Duncan Polytechnical (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contracts to support student learning **No IEPs**	29,712.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			ELPAC Assessors, also supports G1A2.	2,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Classroom / School Technology resources and supplies	5,000.00
G1A1	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : Split funding with 0181 \$111,431 and 7099 \$33,984 G1A2	33,984.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Formerly Used for Edgenuity. Will be used for other online supports - Science likely	7,500.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	1.0000	New TSA - Intervention Position.	124,412.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Department Pull Outs, Professional Development, School Business, Skills USA and other school related competitions	14,465.00
G1A2	One-time School	Instruction	Nc-Equipment			: Additional Lap tops/devises and technology and other instructional/culture building materials to support student and teacher learning.	20,000.00
G1A3	Title 1 Basic	Instruction	Mat & Supp			: Supplemental Instructional Materials - Drum Line **No food or incentives**	5,490.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	ACADEC prep buyout	11,279.00
G1A3	Sup & Conc	Instruction	Bks & Ref			funds to purchase books and resources for added courses and school activities for the 2022-2023 school year. Chicano Studies, Psychology, Drum Line materials	10,000.00
G1A3	Sup & Conc	Instruction	Cons Svc/Oth			*Young Producers Group : Young Producers Group - Independent contracts to support curriculum, student activities, arts, athletics, recruitment/community communication, guest speakers, cost associated with student field and study trips	4,949.00
G1A3	One-time School	Instruction	Teacher-Subs			Substitutes for instructional planning	6,028.00
G1A3	One-time School	Instruction	Teacher-Supp			Supplemental contracts for tutorials, summer bridge/ Stallion Start Up, winter sessions and other student supports.	17,332.00
G1A4	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Buy out section for AP environmental	11,279.00

\$303,430.00

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			62.44 %	2018-2019	63.54 %
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓		84.49 %	2021-2022	85.59 %
Graduation Rate	✓		96.9 %	2020-2021	98 %

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.

College/Career Readiness

According to the California School Dashboard there was an increase in the number of students who were deemed prepared for college and career readiness.

Key Factors

- Continued strategic focus on providing educational choices to students that include both pathways for college and career options.
- Coordination and collaborative with academic counselors and pathway coordinators to find solutions to enable students to be college and career ready.
- WBL opportunities for students in grades 11 and 12 continue to be explored in spite of the pandemic where others suspended the opportunity of student placement.

Student-centered real world learning experience

Work Based Learning Opportunities (100% of 11th and 12th grades in both academies) and School Wide Learner Outcomes (school wide) were two goals and areas of focus of current SPSA

Key Factors:

- Due to the COVID-19 pandemic students were not able to fully participate in hands-on projects and jobsite internships where they would normally be asked to reflect upon and be evaluated by their demonstration of the SLO's.
- Some community partners started then suspended our student's ability to attend and work/shadow at their intended jobsite

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

College/Career Readiness

For College and Career Readiness, there were not any student groups that were disproportionately represented.

Student-centered real world learning experience

Due to the COVID-19 pandemic students were not able to participate in hands-on projects and jobsite internships where they would normally be asked to reflect upon and be evaluated by their demonstration of the SLO's.

Graduation Rate

There are no inequities or other key factors that contribute to the disproportionality of low performing student groups for graduation rate. The slight decline of our graduation rate was proportional to our subgroups.

Graduation Rate

Key Factors:

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

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).

Overall the implementation of actions for Goal 1 were executed to some degree. However, the most significant difference between intended and implemented was due to COVID absences, COVID restrictions and transition to full time in-person learning.

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 2022-23 SPSA.

Due to the areas of need that were identified and metrics that were presented, we will continue to focus on the primary goals and actions that were articulated in this current years SPSA. In addition, we will also add additional strategies to specifically meet the revised Goals for the 2022-2032 SPSA.

College and Career Readiness

- Continue to improve upon the number of opportunities for student career and college exploration
- Additional implementation of Dual enrollment and strengthening our current relationship with our community college partners.

Student-centered real world learning experience

- Increase the number of partnerships and main those who we currently have to reengage in this work without COVID restrictions
- Create a better partnership with FUSD transportation and potentially seek out other means to ensure our students have the opportunity to maximize their real world learning experiences.

Graduation Rate

- Consistent monitoring of grade data and interventions to ensure our graduation rate and those on track continue to improve towards our goal of more than 98%.
- Addition of our TSA over interventions to assist with ensuring students get the necessary intervention at the correct time to help them continue to stay on track towards graduation

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

Achievement data analysis was reviewed by SSC at points in the school year, followed by feedback of current needs for our school site. Are view of the completed SPSA for further feedback will be completed by SPSA final version due date.

2 ELAC:

Achievement data analysis was reviewed by ELC at points in the school year, followed by feedback of current needs for our school site

3 Staff:

Duncan staff members are organized into groups focused on the action plans of the SPSA. These communities, review how plan was implemented, and provided suggestions, guidance and feedback. These communities continued to provide feedback in the revisions of adopted goals

Action 1

Title: Work Based Learning Development Plan

Action Details:

Due to COMD-19 and the restrictions it can have on the options for students, our abilities to provide work based learning opportunities as we engaged in in past years may be a challenge. However, with the current progression of reducing of restrictions, our WBL plan will contain similar elements, as we feel the pandemic didn't allow for our past plan to be fully executed. Thus, quality WBL activities such as internships, guest speakers, projects, job shadows, and studytrips, can improve student learning by connecting classroom instruction to authentic workplace issues and skills, and also make classwork and projects more relevant and engaging to students. WBL opportunities are regularly embedded into many classroom activities at Duncan, however there is a need for improving the WBL plan that provides a consistent structure to these experiences across all pathways and grade levels to ensure equity and quality of experiences for all students. Duncan will continue to improve upon a school wide High Quality Work Based Learning (WBL) Plan which will focus on increasing and improving opportunities for students to apply learning and skills in hands-on, real world, professional settings. Resources and materials needed to build and support a quality CTE program will continue to be provided. With district and potentially other transportation arrangements necessary to the success of WBL, we will continue to develop and plan with these partners to maximize the overall WBL for our students.

WBL Plan Sub Action #1:

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

WBL Plan Sub Action #2:

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

WBL Plan Sub Action #3:

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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

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

Teacher participation in training that supports implementation of the Work Based Learning plan, including teacher externships and conferences, will be collected. Linked Learning PLC and Academy pull-out day meeting agendas and minutes will be collected and reviewed to determine PL needs and effectiveness. Teacher feedback will also be collected to better inform decision making about future professional learning needs.

Owner(s):

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

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

Teacher training data: Coordinators and Vice Principals

Timeline:

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

Collecting jobsite data: At the end of each quarter

Teacher training data: On-going throughout the year

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

Tier 1:

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

Tier 2:

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

Tier 3:

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

Specify enhanced services for EL students:

Hands-on WBL activities will support learning of abstract or rigorous content. Mentorship support is given for EL students from internship partners. Before and after school tutoring support provided for literacy and math with the Khan Academy, will be provided to all English Learner students to better develop language, literacy and

Specify enhanced services for low-performing student groups:

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

mathematic skills. At each grade level, students receive IMAGO lessons where CTE content is embedded in literacy activities (listening, speaking, writing), thusly exposing students to career awareness and career themed vocabulary along with social/emotional, life, and soft skills.

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

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

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

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

Action 2

Title: Assessing Schoolwide Learner Outcomes

Action Details:

The Duncan Polytechnical High School School-wide Learning Outcomes (SLO's) provide a focused image of the qualities we expect our students to possess upon graduation. The DPHS School-wide Learning Outcomes were developed as an extension of the Fresno Unified School District Graduate Profile. In order to assess the extent to which DPHS graduates have attained the School-wide Learning Outcomes, we have begun to develop several assessment opportunities measuring the success of our students. Our goal is to ensure Duncan Polytechnical High School students are gaining the necessary skills and competencies for success throughout their enrollment at DPHS and in their chosen workplace or college after graduation. The plan of action listed below will also support retention and recruitment to support the goals related to CTE enrollment.

Duncan Polytechnical High School School-wide Learning Outcomes

- A Creative and Adaptable Learner
- A Responsible and Ethical Decision Maker
- A Skilled Communicator and Collaborator
- A Digitally Responsible and Literate Citizen
- An Adaptive and Productive Problem Solver

Action Details:

SLO's Assessment Plan Sub Action #1: Culture Building around the SLO's

Duncan will continue to promote the School-wide Learning Outcomes (SLO's) through school-wide advertisement (announcements, posters, course syllabi, etc.) both on campus and in the classroom. Duncan will continue to connect the School-wide Learning Outcomes (SLO's) with the Fresno Unified Graduate Profile. Following a monthly schedule, a different SLO will be made the school focus and corresponding announcements and posters will be placed in classrooms, hallways, and the cafeteria. Many teachers will be able to create systems to expose students to the identified-monthly SLO daily. The 5 Star Student data collection system is utilized by administration and teachers to scan student identification cards when SLOs qualities are demonstrated. A point system is established in the 5 Star Student data collection system specifically for the SLOs and students are awarded incentive prizes on a semester basis, ranging from portable cell chargers to bicycles, as they attain SLOs points.

SLO's Assessment Plan Sub Action #2

To support the creation of School-wide the Learner Outcome (SLO) Assessment plan, Duncan staff will further align the assessment plan through implementation of Linked Learning PBL projects, Portfolio, and the Senior Capstone.

These efforts will provide students the opportunity to evaluate their growth over time in the different SLO areas and identify their own needs for their future in the job market or college.

SLO's Assessment Plan Sub Actin Plan #3

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

SLO's Assessment Plan Sub Actin Plan #4

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

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

Explain the Progress Monitoring and data used for this Action

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

The SLOs assessment tool will be used to measure student success in demonstrating our School-wide Learning Outcomes (SLO's) on a monthly basis so students and staff can monitor their growth in the SLO areas.

Owner(s):

All Staff

Timeline:

Monthly beginning September 2021

5 Star Student Monitoring System

All Staff

Monthly beginning September 2021

Staff SLO's survey

Admin

August 2021, December 2021

Student Portfolios and Senior Capstone

Linked Learning Teams

Spring 2022

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

As a result of the implementation of the Student Learner Outcomes Action Plan, students are better able to identify and reflect on their progress toward the Schoolwide Learner Outcomes which will help them develop the skills and competencies necessary to be successful at Duncan and in their postsecondary pursuit of college and career. At the current stage of implementation, students across grade levels have been provided multiple opportunities for SLO assessment, as well as opportunities to reflect and provide feedback on the effectiveness of the assessment. With the additional refinements of the plan, students will benefit from structured instructional support for the Duncan SLO's and intentional focus on understanding and reflection of the SLO's. Students will also continue to play an integral part in the ongoing refinement of the SLO assessment tool through structured, schoolwide opportunities for student feedback.

Tier 1:

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

Tier 2:

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

Tier 3:

- Counseling conferences with student to support student with academic and potentially social-emotional needs
- Daily monitoring from Reengagement teacher through check-in /check-out process to determine if student misbehaviors are in violation of the SLOs.
- Teachers will utilize SLOs talking points when dealing with Level 1 misbehaviors and the Vice principal's office will utilize SLOs talking points when dealing with Level 2 and Level 3 student misbehaviors

Specify enhanced services for EL students:

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

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

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

Strategies used by teachers to teach and provide students with feedback on the SLO's will require students to reflect back on their academic learning and skill attainment. This model of instruction will reinforce speaking, listening and writing skills for EL students. One of the Duncan SLO's focuses on skilled communication which supports English language development in our EL students.

Specify enhanced services for low-performing student groups:

The current efforts by Linked Learning teachers and departments who are piloting strategies to teach and assess the SLO's are structured to clarify understanding of the individual meaning of each component of the SLO's. Strategies used by teachers to teach and provide students with feedback on the SLO's will require students to reflect back on their academic learning and skill attainment. This will enable teachers and students to identify gaps in understanding that could be impacting academic achievement.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0130 Duncan Polytechnical (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation to support WBL, cultural development of school for additional transportation/travel needs for extra and co-curricular activities.	15,000.00
G2A1	Sup & Conc	Plant Maintenance & Operations	Laundry/Dry			Support cleaning/laundry for workwear	2,500.00
G2A2	Sup & Conc	Instruction	Cons Svc/Oth			Learning Empowered - Michael Niehoff : Learning Empowered - Michael Niehoff - (Linked Learning Consulting) Independent contracts to support curriculum, student activities, arts, athletics, recruitment/community communication, guest speakers, cost associated with student field and study trips	5,000.00

\$22,500.00

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	✓		27.93 %	2021-2022	27.33 %
Suspension Rate - Semester 1	✓		2.76 %	2021-2022	2.43 %

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.

Chronic Absenteeism
Key Factors

- COVID illnesses, quarantine protocols, and other COVID related items
- Additions of Home School Liaisons to provide support and communication to our families in English, Spanish and Hmong.
- Increase in CTE and Core learning opportunities that keep students engaged in school.
- The increase in participation opportunities for students with the continued intramural sports programs, varied student clubs, and music production in our VAPA program
- Continued academy Student Support Teams Meetings to discuss at risk students and develop case loads for all admin team members, attendance as being a primary data point of discussion.

Suspensions Rate
Key Factors

- Students provided with multiple avenues to connect with our school and to engage in positive activities throughout the school year.
- Students returning from distance learning to full time in-person school has impacted students ability to cope with disagreement and other social emotional 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.

Chronic Absenteeism
Although there were no disproportionality of low-performing student groups, those who reached chronic absenteeism were significantly higher due to COVID related issues

Suspension Rate
Although there were no disproportionality of low-performing student groups, the suspension rate is significantly higher than in year's past.

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).

Overall the implementation of actions for Goal 3 were attempted based upon the guidance to health and safety measures. Nevertheless, the most significant difference between intended and implemented was due to COVID absences, COVID restrictions and transition to full time in-person learning. Many of our actions plans and goals in regards to student engagement and student connectivity have been pushed to Spring 2022 semester. Most of the expenditures that are aligned to this goal are being encumbered as intended during the later half of the school 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 2022-23 SPSA.

Due to not having the ability to fully implement all the elements outlined in the previous year (due to COVID) the goals and actions regarding student connectivity and student culture will remain as is. However, there will be an increase in the forms of social emotional support provided and how these needs are internally monitored. In addition, more resources and personnel will work towards the reduction of chronic absenteeism. Positive student incentives will increase to recognize school culture builders and regular- punctual attendance.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

Achievement data analysis was reviewed by SSC at points in the school year, followed by feedback of current needs for our school site. Are view of the completed SPSA for further feedback will be completed by SPSA final version due date.

2 ELAC:

Achievement data analysis was reviewed by ELC at points in the school year, followed by feedback of current needs for our school site

3 Staff:

Duncan staff members are organized into groups focused on the action plans of the SPSA. These communities, review how plan was implemented, and provided suggestions, guidance and feedback. These communities continued to provide feedback in the revisions of adopted goals.

Action 1

Title: Participation & Campus Culture Development Plan

Action Details:

Due to COVID-19 it is increasingly important to ensure that Duncan will increase the amount of students engaged in activities through offering additional activities to connect with a broader student body base while developing interpersonal, leadership and academic skills through increased involvement in clubs, academic/professional competitions and service organizations (as health guidance is permitted). Duncan will further commit to academic and professional learning opportunities through offering more classes aligned and out of class time club experiences with academic/professional competitions and including: Skills USA, and Academic Decathlon, MESA and Duncan Poly Drum Line. Duncan will increase student awareness by promoting a master list of activities taking place on and off campus through daily video announcements and poster campaigns. The Duncan Poly Vice Principal will arrange transportation for Duncan students to participate in competition days off campus. Support through development of the Duncan AFJROTC armed and unarmed drill teams through professional coaching via independent contractors (Drill Team Dynamics) and guidance and participation in events both locally and nationally with the help of a local drill team instructor. Duncan will increase the amount of 9th grade students connected to school early on through recruitment visits, orientation nights, and summer/winter bridge opportunities and LINK Crew engagements.

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

enhance the experiences of students. With such events, extra pay will be allocated to safety staff and SRO to ensure safety of our students.

The 5 Star Students information system will be utilized to collect student participation in all student activities. This information system has a built in points system in which students can earn points for attending or participating in varied activities and events on campus. Points can be redeemed for various prizes including items such as Duncan Merch bags, dance tickets, and other student appropriate privileges/incentives. The 5 Star Students information system will provide an accurate reflection of student involvement in all activities on campus. Duncan CCD will do quarterly checks to assure accuracy and completion of recording Goal 2 student participation in the Atlas student information system. The Duncan administration will increase recognition of students achieving academically and in extra/co-curricular through recognition breakfast/dinners, achievement regalia, monthly SUFE luncheons and by allowing students to wear special sashes at graduation based upon program or pathway. The intramural sports league developed during the school year continues as a viable sports program for Duncan students via coaching contracts for Duncan staff to lead teams and monies to support the resources needed to compete (i.e equipment, uniforms, cost for officials, trophies and regalia for team championships etc.). The basketball, volleyball, modified/indoor soccer, indoor rock climbing leagues continue to develop. Spectator and student participation continues to grow as the leagues gain in popularity. Thus, additional personnel such as campus safety assistants and Student Resource Officers will be vital workers during specific competitions and school functions support the safety of our students and community

Duncan will continue to develop participation and school involvement for incoming 9th grade students via recruitment visits and promotional materials, videos, and information given with the support and work of independent contractors. In addition will specifically make efforts to recognize 9th grade student achievement, connectivity and focus in on student groups who are not having positive outcomes.

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

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

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

Explain the Progress Monitoring and data used for this Action

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

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

The Duncan Campus Culture Team will spend time in monthly meetings monitoring level 1, 2 and 3 behaviors and identifying lowest performing groups and individual students that are in need of support.

Support teams comprising of Vice Principals, Coordinators, Academic Counselors, Social Emotional Counselors and Teachers will meet to address systematic and problematic behavior with the intent of providing the right supports for students who are struggling with behavioral expectations and working work for student connectivity.

Interest surveys for students to solicit feedback on the activities, events and club opportunities for engagement (as health guidelines permits). Explore digital connection activities if applicable.

Owner(s):

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

CCT Team with data provided by VP

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

CCD with support of ASB Leadership

Timeline:

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

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

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

Conducted every 6 weeks throughout the school year

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

Tier 1:

- Conduct general connectivity and engagement campaigns for student body to be aware of the number of engage opportunities that exist at Duncan: Club Rush, promotions of large and small activities and events for all students.

- Utilization of 5 Star student system to reward students for their participation in the engagement opportunities.
- Digital/In-Person Summer Training of Link Crew Leaders and continued training throughout the year to support all incoming 9th grade students with skills and knowledge for school engagement.

Tier 2:

- Campus Culture, ASP Director and Athletic Director will actively recruit students to participate and in engage in school activities based upon data that indicates the students who are not participating.
- Duncan will offer current and additional academic and professional competition opportunities in the following areas that are specific and are based on student interest, but not limited too- Academic Decathlon; FIRST Robotics; Skills USA; HOSA; JROTC; Destination Imagination; History Day, MESA and DP Drum Line
- Continuing development of seasonal sports and expanding our current Athletic Programs and the regalia/awards that are associated with these programs.

Tier 3:

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

Specify enhanced services for EL students:

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

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

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

Specify enhanced services for low-performing student groups:

The Duncan Campus Culture Team will spend time monthly reviewing student participation data with the intent of identifying groups that are not participating and having those students meet with a member of the team to learn of ways to get involved at school. The need for such a practice is specifically important for students who have a home language other than English as they are less than 45% more likely not to participate in after school engagement opportunities.

Action 2

Title: Chronic Absenteeism

Action Details:

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

Chronic Absenteeism Sub Action Plan #1:

Due to COVID-19 pandemic and distance learning, Duncan will continue to monitor students' grades and graduation rate to sustain and improve their academics.? Duncan will continue to improve our systematic support including both voluntary and mandatory tutorials with Teaching Fellows, Tutor.com, the Khan Academy, individual teacher office hours and tutorials, and targeted support sessions for students who need support in specific content areas. The supports would provide all students the fluid ability to check in with a support staff member such as the reengagement teacher, student mentor, guidance counselor, Social emotional counselor, individual teachers, A4 advisor, class advisors, and administrators as needed. The Duncan reengagement teacher is expanding the use of student group sessions focusing on both behavioral and academic challenges facing our students. Furthermore, Summer Bridge program will work to prepare our incoming 9th grade students for their transition to Duncan High School. The Summer Bridge program will be conducted in conjunction with Break Through Success Communities whose members include 9th grade teachers from various subjects and school administrators. The concept is to create avenues to success for all 9th grade students in order to maintain a successful student cohort through graduation. Graduation credit monitoring is a main focus of the administration, counseling department, pathway coordinators, and all department PLCs. The MASH and iDATA administrators meet weekly with the academy pathway coordinators, and academy counselors to review the academic performance and attendance issues of all students in their respective academies. Academy meetings focus on graduation credits and credit deficiencies in order to provide parents and students intervention options to ensure the student graduates from high school.

Chronic Absenteeism Sub Action Plan #2:

Due to the impact of COVID-19, it is critical that attendance monitoring of students continue to be a priority. In addition to Duncan's attendance staff, Duncan Home School Liaisons will be utilized to communicate with teachers, parents, and administration with regards to student attendance. The importance of daily attendance will be emphasized at all parent meetings including, but not limited to, Coffee with the Principal, SSC, ELAC, Parent-teacher meetings, and all parent events on campus. Home School Liaisons, School Social Emotional Counselors, and our School Resource Officer will conduct home visits for those students whose absenteeism is considered chronic. The 5-Star Student data collection system will be employed by all teachers and administrative staff to record data and assign incentive points for all student behaviors demonstrated by the SLOs which includes being "Ethically Driven" where student daily attendance is categorized. An incentive program is currently being improved that will reward students who earn points for demonstrating the character traits embodied in the SLOs. The Strides section of the Atlas Student Information System used by Duncan and Fresno Unified also collects data on student attendance, GPA, behavior, student engagement, and Atlas student portal activity which will be utilized by Duncan staff to recognize student achievements in order to create a sense of belonging in conjunction with student actions. Weekly monitoring supports and parental outreach will provide appropriate interventions to improve student daily attendance.

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

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

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

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

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

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

Owner(s):

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

Office manager and attendance clerk
home school liaisons (Spanish and Hmong)

all teachers

Campus Culture Team

Timeline:

Weekly review of student academic performance by academy team

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

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

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

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

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

Tier 1

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

Tier 2

- In-class interventions and differentiation of instruction provided through consistent and strategic checking for understanding with the support of software such as Classdojo, Google Classroom, MndTap and other digital and physical materials/resources to improve student learning and attendance
- Use of California Teaching Fellows to support groups during class time to help differentiate the instruction to each student's need. In addition, opportunities provided to students to receive outside class time support through

before school, during lunch and after school tutoring via walk-in.

- Appointments with teachers and walk-in before school, during lunch, and after school curriculum support by teaching staff in all subjects.

Tier 3

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

Specify enhanced services for EL students:

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

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

Specify enhanced services for low-performing student groups:

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

Action 3

Title: Percent African American Students Suspended

Action Details:

As a percentage of the total student population at Duncan, African American student suspensions for the 2018-2019, 2019-2020 and 2021-2022 school years accounted for 5.3% of the total of all students suspended. While the number of African American students is relatively small, it will continue to be a point of emphasis during the 2022-2023 school year. Duncan Polytechnical will institute a support action plan during the upcoming school year to support all students and specifically our African American youth to help meet our annual metric goal.

Sub Action Plan #1 Support Through African American Student Advisor and African American Student Mentor

The Duncan African American Student Advisor will meet ongoing with all African American students enrolled at Duncan Poly, both in group and in one on one counseling settings (virtual/in-person). The African American Student Advisor will focus on academic and social/emotional supports in group settings. One on one sessions will focus on supports for African American students in need of academic assistance as well as those in need of behavioral assistance. The Duncan African American Student Advisor will be notified by VPs and the Reengagement teacher when a African American student is referred to the office for any reason for one on one follow-up and potential parent conference. The African American Student Mentor will be utilized to make personal connections with our African American students focusing on our most at-risk students. The Mentor will provide a layer of intervention concerning classroom behaviors, social interactions, chronic absenteeism, and graduation credit acquisition.

Sub Action Plan #2: African American Learning & Support

African American students at Duncan will be encouraged to see possibilities, options and opportunities via learning experiences that include the African American Leadership Conference, Attending college fairs including Historically African American Colleges as well as cultural trips to local sites of significance. African American students enrolled at Duncan will benefit from site based pathway field trips and learning experiences (above, all in accordance with health guidelines and when deemed safe to do so).

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

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

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

Owner(s):

African American Student Advisor
African American Student Mentor
Campus Culture Team
Administration

Timeline:

African American student suspensions will be reviewed each month.

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

Interventions and support will be provided on a tiered basis

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

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

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

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0130 Duncan Polytechnical (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies for student incentives, awards, classroom resources, AP classroom resources / study trips related expenses. Food for extended learning sessions (summer and winter sessions) and other student events/staff activities/events. Publications, home mailings, graphics, school and community branding, communication and recruitment. Staff retainment and community engagement materials, supplies and support. Possible vehicle purchase for greater flexibility to support co-curricular learning outside of the classroom.	69,984.00
G3A1	Sup & Conc	Instruction	Direct-Maint			Repair and refurbish and installation of the following: auto maintenance for CTE Van and truck CCD and Principal's Golf Cart	2,000.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			Drill Team Dynamics : Drill Team Dynamics - AFJROTC Training, - Independent contracts to support curriculum, student activities, arts, athletics, recruitment/community communication, guest speakers, cost associated with student field and study trips	7,750.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			AFJROTC Training : AFJROTC Training - Independent contracts to support curriculum, student activities, arts, athletics, recruitment/community communication, guest speakers, cost associated with student field and study trips	2,800.00
G3A1	Sup & Conc	Instructional Supervision & Admin	CI&Tech-Sub			Classified Support for the office	860.00
G3A1	Sup & Conc	Instructional Supervision & Admin	CI&Tech-Ext			Extra time for clerical support	2,094.00
G3A1	Sup & Conc	Instructional Supervision & Admin	CI&Tech-Over			Over time for clerical support - increased from last year	2,618.00
G3A1	One-time School	Instruction	Teacher-Supp			Supplemental Contracts for support of student participation and engagement - coaching contracts	13,619.00
G3A1	One-time School	Instruction	Mat & Supp			: Team Building Activities and materials, equipment and supplies to support teacher and staff retainment. **No food or incentives**	1,385.00
G3A2	LCFF: EL	Attendance & Social Work Services	Local Mileag			Mileage for Home School Liaisons	1,000.00

\$104,110.00

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	✓		85.94 %	2021-2022	90.04 %

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.

Organizational Culture

Key Elements:

- Consistent recognition throughout the school year. Done so virtually, through communication and with in-person events
- Emphasis to help remain transparent through the fluidity of COMD procedure and protocols.

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

There are no key factors to disproportionality of teacher groups in regards to this metric on the Fall Climate and Culture survey.

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).

There were some difference regarding the frequency of celebrations and our ability to connect as staff due to COVID. However, some events and expenditure were still carried out and were reflected in the measured metric.

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 2022-23 SPSA.

Due to not having the ability to fully implement all the elements outlined in the previous year (due to COVID) the goals and actions regarding staff recruitment and retention will remain as is. However, there will be an increase in resources provided to compensate for lost time with staff retention actions.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

Achievement data analysis was reviewed by SSC at points in the school year, followed by feedback of current needs for our school site. Are view of the completed SPSA for further feedback will be completed by SPSA final version due date.

2 ELAC:

Achievement data analysis was reviewed by ELC at points in the school year, followed by feedback of current needs for our school site

3 Staff:

Duncan staff members are organized into groups focused on the action plans of the SPSA. These communities, review how plan was implemented, and provided suggestions, guidance and feedback. These communities continued to provide feedback in the revisions of adopted goals.

Action 1

Title: Retention and Recruitment of Highly Qualified Staff

Action Details:

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

Sub Action #1

To provide professional learning to all Duncan teachers with meaningful opportunities centered to build their teaching capacity. Duncan teachers will be provided a variety of training, coming together as subject alike, grade alike, linked learning teams and academies, in addition to appropriate teachers conferences.

Duncan will provide teachers the opportunities working with district support staff to identify areas of need and create a comprehensive plan that ensures all students have equitable and consistent opportunities to participate in high quality learning. Teachers, instructional coaches, site-admin, coordinators, etc. will also identify team and individual PL needs for quarterly subject alike and academy meetings, where teachers receive a full day of site and professionally-led PL. This PL will also be provided at weekly subject-alike and also linked learning grade-level team PLC meetings that will continue to be structured to ensure that all participants can be present (pending any continuation of current CBA side letter). Furthermore, our staff will continue with the PL of Cultural Proficiency for the modules to best support our staff.

Sub Action #2

Building and promoting a positive culture for staff so staff feel appreciated and valued in an effort to retain teachers. Teachers will be recognized for efforts relating to instruction, testing, student certification, etc. Funding will be used for supporting elements of a positive faculty/staff culture and staff appreciation/culture building events. The continuation of Coffles and other team comradery focused events will take place with weekly frequency.

Sub action #3

District recruiting is done each Spring for any vacant positions. Teachers in the lateral pool are first to have the ability to apply for open positions. Open positions will be advertised and applicants will be referred to follow the district HR hiring process. We will look to ensure open position are filled in a timely manner with a candidate who has a diverse background that will enhance the overall strength of the faculty and staff at Duncan Poly.

Sub action #4

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

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

Explain the Progress Monitoring and data used for this Action

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

Staff Culture and Climate Survey

Staff list

Student Culture and Climate Survey

Module Completion of Cultural Proficiency Training

Owner(s):

Campus Culture Team

Admin Team

Admin Team / CCT

Timeline:

Monthly- during the cycle of high school events throughout the school year

Annual - after administration of survey and during the HR hiring cycles

Scheduled throughout the year

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

Professional learning for teachers will allow them to provide instructional supports and strategies to support student learning and promotion of a positive learning environment.

Specify Professional Development or Staff Services to support EL students:

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

Professional learning with UDL an developing lesson that provide supports for EL and SPED students

Specify Professional Development or Staff Services to support low-performing student groups:

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

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0130 Duncan Polytechnical (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	Sup & Conc	Instruction	Travel			Conference and other travel expenses for Solution Tree , Unbound ED and other content professional learning	5,000.00
G4A1	Sup & Conc	Instruction	Off Eq Lease			Copy Lease amount - potentially will need to increase based upon quote and usage	3,300.00
G4A1	One-time School	In-House Instructional Staff Deve	Travel			: Teacher/staff travel and professional learning conference expenses to support student learning - to be named later based upon calendar dates and availability.	14,952.00

\$23,252.00

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	✓		85.73 %	2021-2022	90.83 %

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

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

Family Engagement

- Implementation of Family Engagement Nights during the Fall and Spring semester was effective.
- Due to COVID, the level of family on campus engagement was not able to reach it's full potential.

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

There are no key factors to disproportionality of parent groups in regards to this metric on the Fall Climate and Culture survey for the family engagement domain.

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).

Due to some COVID restrictions the on-campus family engagement activities were not able to be fully implemented as intended. Due to this circumstance, the budget expenditures were not fully encumbered during the Fall semester but are plan to be utilized towards the conclusion of the Spring 2022 semester. Nevertheless, those actions that did not require families to be physically present did show growth in participation.

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 2022-23 SPSA.

Due to not having the ability to fully implement all the elements outlined in the previous year (due to COVID) the goals and actions regarding family engagement will remain as is. However, due to the ever more so importance of family engagement and participation, more outreach and resources will be dedicated in reaching more of our Duncan Poly families.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

Achievement data analysis was reviewed by SSC at points in the school year, followed by feedback of current needs for our school site. Are view of the completed SPSA for further feedback will be completed by SPSA final version due date.

2 ELAC:

Achievement data analysis was reviewed by ELC at points in the school year, followed by feedback of current needs for our school site

3 Staff:

Duncan staff members are organized into groups focused on the action plans of the SPSA. These communities, review how plan was implemented, and provided suggestions, guidance and feedback. These communities continued to provide feedback in the revisions of adopted goals.

Action 1

Title: Family Engagement to Promote Community and Student Success

[Action Details:](#)

Sub-action Plan #1

Duncan will use the following strategies and organizations to increase parent participation in further developing the programs and instructional integrity here at Duncan Polytechnical High School

- Campaign to get 100% parents on ATLAS and EDUTEXT at the start of the year/new semester. Generate a list of parents who are not enrolled so they can be targeted.
- CCR or 5-Star points for students who get their parents to sign up for EDUTEXT and ATLAS
- Send out frequent letters with current contact info to encourage parents to update their contact info and include their ATLAS/EDUTEXT sign up info
- School messenger to help communicate important or informational messages to students
- Teacher websites for parent access of information
- Increase different times of parent tutorials (getting on Atlas, signing up for text messages, etc) and creation of tutorial videos to support parents who did not attend or need more support
- Teams meetings with parents online for different tutorials or social emotional support through use of parent workshops.
- Promote Parent University on campus to provide various trainings and resources in addition to what is provided at our site level
- Contacting parents via text using Remind or other similar apps instead of phone calls and emails
- Duncan website with promotion of parent use of teacher websites for contact information and office hours.
- Virtual Townhall and various school Parent/Admin school council meetings (School Site Council, ELAC, DELAC, DAC, coffee hour, Pathway Advisories (if applicable), etc. to also include Annual Title 1 Parent Meeting
- Student Showcase and other school events expanded in program content and promoting of the event
- Musical student performances and broadcasting Music Production student projects
- Parental incentives for attendance (ex. Duncan swag) of their students attending class daily on-time, and for their attendance at school functions
- Encourage community attendance at intermural sports events ie., basketball, volleyball, rock climbing, soccer, etc.
- Continue to use Teams for meetings and to message to interact with our students.
- Host a hands-on building project with students/families/faculty to help increase community involvement and promote recruitment.
- Family Nights to help promote connectivity to the school in conjunction with their families.
- Provide Duncan Poly tangible items to help promote the families belonging to our Duncan Poly Stallions 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

Open House/Back to School Night and Other School Wide Event Participation
 Coffee Hour Parent Participation
 Afterschool Parent Workshop
 Financial Aid Parent Night
 College Workshops Attendance
 Parent College Visits and their frequency of participation
 Future Stallions Night Attendance for Incoming 9th grade families
 Frequency of Grade Level Parent Meetings
 ELAC Meeting participation and attendance
 Student Site Council Meeting participation and attendance
 Student Achievement Awards Attendance

Owner(s):

Campus Culture Director/ VP / Head Counselor
 School Liaison
 School Liaison
 Counselors
 Counselors
 VP / Counselors / CTE Coordinators
 Counselors
 VP
 VP
 Counselors/CTE Coordinators/Admin

Timeline:

August – September
 August – June
 August – June
 August – March
 October – November
 October – June
 October – November
 September - June
 September – June
 April
 End of Fall and Spring semesters

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

With the implementation of the action plan to increase parent communication and build community, parents and families will have increased access to the educational experience that will have an impact on their academic achievement. With increased frequency of parent meetings and access to counselors through the various evening events, parents/families will be better in tune with the requirements of students to meet their academic goals. In addition, events such as coffee hour and out of town trips (when appropriate to do so) will allow for parents to provide direct feedback to school administration to better support their needs as a family and that of their student and build a sense of community. With the mentioned opportunities, and providing extrinsic motivational factors, we will also look to improve the stakeholder community at Duncan Poly.

Specify Direct Service and Opportunities for parents and families to support EL students:

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

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

Counselors to hold student parent conferences, weekly homework and grade checks, and provide resources to students and parents.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0130 Duncan Polytechnical (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Sch/Community Spanish	0.7500	Blanca Silva - Spanish HSL **Cannot use for translation of mandatory items (i.e., ELAC & IEP)**	63,869.00
G5A1	Sup & Conc	Instruction	Cons Svc/Oth			Keith Cappelluti : Keith Cappelluti - For printing, promotional, material, logo and design. Independent contracts to support curriculum, student activities, arts, athletics, recruitment/community communication, guest speakers, cost associated with student field and study trips	4,000.00
G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Sch/Community Hmong	0.2500	6 Hour Hmong HSL	19,954.00
G5A1	Sup & Conc	Security	Cls Sup-Ovr			Overtime for Campus Safety Assistant	2,094.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Materials and Supplies for parent involvement	5,295.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Sch/Community Hmong	0.5000	6 Hour Hmong HSL	39,911.00

\$135,123.00

2022-2023 Budget for SPSA/School Site Council

State/Federal Dept 0130 Duncan Polytechnical (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contracts to support student learning **No IEPs**	29,712.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			ELPAC Assessors, also supports G1A2.	2,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Classroom / School Technology resources and supplies	5,000.00
G1A1	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : Split funding with 0181 \$111,431 and 7099 \$33,984 G1A2	33,984.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Formerly Used for Edgenuity. Will be used for other online supports - Science likely	7,500.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	1.0000	New TSA - Intervention Position.	124,412.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Department Pull Outs, Professional Development, School Business, Skills USA and other school related competitions	14,465.00
G1A2	One-time School	Instruction	Nc-Equipment			: Additional Lap tops/devises and technology and other instructional/culture building materials to support student and teacher learning.	20,000.00
G1A3	Title 1 Basic	Instruction	Mat & Supp			: Supplemental Instructional Materials - Drum Line **No food or incentives**	5,490.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	ACADEC prep buyout	11,279.00
G1A3	Sup & Conc	Instruction	Bks & Ref			funds to purchase books and resources for added courses and school activities for the 2022-2023 school year. Chicano Studies, Psychology, Drum Line materials	10,000.00
G1A3	Sup & Conc	Instruction	Cons Svc/Oth			*Young Producers Group : Young Producers Group - Independent contracts to support curriculum, student activities, arts, athletics, recruitment/community communication, guest speakers, cost associated with student field and study trips	4,949.00
G1A3	One-time School	Instruction	Teacher-Subs			Substitutes for instructional planning	6,028.00
G1A3	One-time School	Instruction	Teacher-Supp			Supplemental contracts for tutorials, summer bridge/ Stallion Start Up, winter sessions and other student supports.	17,332.00
G1A4	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Buy out section for AP environmental	11,279.00
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation to support WBL, cultural development of school for additional transportation/travel needs for extra and co-curricular activities.	15,000.00
G2A1	Sup & Conc	Plant Maintenance & Operations	Laundry/Dry			Support cleaning/laundry for workwear	2,500.00
G2A2	Sup & Conc	Instruction	Cons Svc/Oth			Learning Empowered - Michael Niehoff : Learning Empowered - Michael Niehoff - (Linked Learning Consulting) Independent contracts to support curriculum, student activities, arts, athletics, recruitment/community communication, guest speakers, cost associated with student field and study trips	5,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies for student incentives, awards, classroom resources, AP classroom resources / study	69,984.00

G3A1		Instruction	Mat & Supp			trips related expenses. Food for extended learning sessions (summer and winter sessions) and other student events/staff activities/events. Publications, home mailings, graphics, school and community branding, communication and recruitment. Staff retainment and community engagement materials, supplies and support. Possible vehicle purchase for greater flexibility to support co-curricular learning outside of the classroom.	69,984.00
G3A1	Sup & Conc	Instruction	Direct-Maint			Repair and refurbish and installation of the following: auto maintenance for CTE Van and truck CCD and Principal's Golf Cart	2,000.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			Drill Team Dynamics : Drill Team Dynamics - AFJROTC Training, - Independent contracts to support curriculum, student activities, arts, athletics, recruitment/community communication, guest speakers, cost associated with student field and study trips	7,750.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			AFJROTC Training : AFJROTC Training - Independent contracts to support curriculum, student activities, arts, athletics, recruitment/community communication, guest speakers, cost associated with student field and study trips	2,800.00
G3A1	Sup & Conc	Instructional Supervision & Admir	CI&Tech-Sub			Classified Support for the office	860.00
G3A1	Sup & Conc	Instructional Supervision & Admir	CI&Tech-Ext			Extra time for clerical support	2,094.00
G3A1	Sup & Conc	Instructional Supervision & Admir	CI&Tech-Over			Over time for clerical support - increased from last year	2,618.00
G3A1	One-time School	Instruction	Teacher-Supp			Supplemental Contracts for support of student participation and engagement - coaching contracts	13,619.00
G3A1	One-time School	Instruction	Mat & Supp			: Team Building Activities and materials, equipment and supplies to support teacher and staff retainment. **No food or incentives**	1,385.00
G3A2	LCFF: EL	Attendance & Social Work Service	Local Mileag			Mileage for Home School Liaisons	1,000.00
G4A1	Sup & Conc	Instruction	Travel			Conference and other travel expenses for Solution Tree , Unbound ED and other content professional learning	5,000.00
G4A1	Sup & Conc	Instruction	Off Eq Lease			Copy Lease amount - potentially will need to increase based upon quote and usage	3,300.00
G4A1	One-time School	In-House Instructional Staff Deve	Travel			: Teacher/staff travel and professional learning conference expenses to support student learning - to be named later based upon calendar dates and availability.	14,952.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Sch/Community Spanish	0.7500	Blanca Silva - Spanish HSL **Cannot use for translation of mandatory items (i.e., ELAC & IEP)**	63,869.00
G5A1	Sup & Conc	Instruction	Cons Svc/Oth			Keith Cappelluti : Keith Cappelluti - For printing, promotional, material, logo and design. Independent contracts to support curriculum, student activities, arts, athletics, recruitment/community communication, guest speakers, cost associated with student field and study trips	4,000.00
G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Sch/Community Hmong	0.2500	6 Hour Hmong HSL	19,954.00
G5A1	Sup & Conc	Security	Cls Sup-Ovr			Overtime for Campus Safety Assistant	2,094.00

G5A1	LCFF: EL	Parent Participation	Mat & Supp			Materials and Supplies for parent involvement	5,295.00
G5A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Sch/Community Hmong	0.5000	6 Hour Hmong HSL	39,911.00
							\$588,415.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$106,571.00
Sup & Conc	7090	\$328,338.00
LCFF: EL	7091	\$46,206.00
One-time School	7099	\$107,300.00
Grand Total		\$588,415.00

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$303,430.00	
G2 - Expand student-centered and real-world learning experiences	\$22,500.00	
G3 - Increase student engagement in their school and community	\$104,110.00	
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$23,252.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$135,123.00	
Grand Total		\$588,415.00