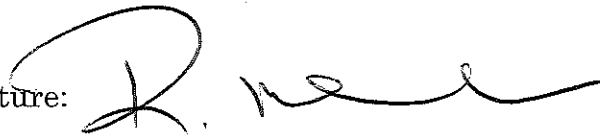


Dewolf High

10621661031632

Principal's Name: Rachael Maciel

Principal's Signature:

A handwritten signature in black ink, appearing to read 'R. Maciel', written over a horizontal line.

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

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

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

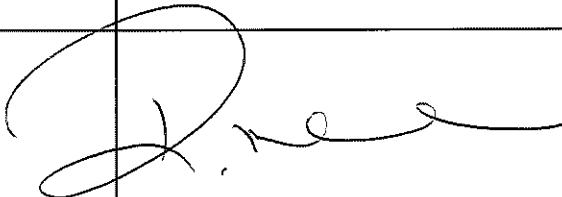

<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 - Rachael Maciel	X				
2. Chairperson – Julissa Lopez					X
3. Cynthia McCutcheon		X			
4. Carol Villalobos			X		
5. Sylvia Molina				X	
6. Aysia Martinez					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> 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	Rachael Maciel		4/28/22
SSC Chairperson	Julissa Lopez		4/28/22

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

DeWolf - 0125

ON-SITE ALLOCATION

3010	Title I	\$16,420 *
7090	LCFF Supplemental & Concentration	\$59,976
7091	LCFF for English Learners	\$12,240
7099 ESSER III (learning loss/COVID impact, one-time funds)		\$19,600
TOTAL 2022/23 ON-SITE ALLOCATION		\$108,236

* 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	\$512
Remaining Title I funds are at the discretion of the School Site Council	\$15,908
Total Title I Allocation	\$16,420

Dewolf 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 ELAD2 proficiency - percentage of students on/above	✓		6.45 %	2021-2022	12 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		0 %	2021-2022	5 %
Passed all semester 1 courses with C- grade or better			96.18 %	2021-2022	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.

DASS Graduation Rate and Passing Semester 1 courses with C- or better

DeWolf was a CSI school (for graduation rate) until January 2022. In 2019, the DeWolf graduation rate was 56%. For 2020, the graduation rate jumped to 70.7%—a 14.7% increase. For 2021, the graduation rate increased to 75.7%—thereby meeting California state requirements and resulting in the removal from DeWolf in the CSI program. We have prioritized site funding to support year-round credit attainment—including "during the school day" opportunities and "outside of the school day" opportunities. Fresno Unified has been a very large support and has funded Winter Session and 4 Sessions of Summer School. Since that is funded for us, we can dedicate our site allocations to buying teacher prep periods (although the district DID allocate .8 FTE for us this year!) and on campus night school. The combined effort of year-round credit attainment has ensured that each student has ample opportunity to recover credits needed to graduate. DeWolf has essentially become a Year-Round High School with on campus Night School, Saturday School, Winter Session and 4 Sessions of Summer School. Through quarterly student achievement celebrations, student incentives, technology purchases that support students, teachers and staff members, purchase of bus tokens for student transportation, and purchase of additional Edgenuity site licenses to support core and CTE course needs, students are supported in goals of graduating in their requirement year.

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

With a graduation rate of 75.9%, there are a few student groups on campus who do not quite achieve that percentage. Socioeconomically Disadvantaged (SED) students graduate at a rate of 73.3% (this group makes up 93.5% of our student population) and English Learners graduate at a rate of 72.2% (this group makes up 13% of our student population). African American students graduate at a rate of 76.9%—1% higher than the overall rate.

I-Ready ELA/MATH D2 On Level

This semester during PLC time, teachers analyzed iReady data and determined that while ALL students are at least 2-3 grade levels below proficiency, they all agreed that "Comprehension of Informational Text" is a Reading standard that crosses over all curriculums. All teachers have committed to providing students with strategic weekly mini lessons in their individual courses that will work to support strengthening this specific reading skill.

By monitoring the number of courses passed in the first semester with a C- or better, we will be able to determine student proficiency rates and adjust student schedules appropriately to meet their needs. This will also provide DeWolf with data aligned to students preferred/successful number of course workload and thus ensure that we are maximizing on our sections and enrollment in support of district credit attainment needs.

I-Ready ELA/MATH D2 On Level

During I-Ready administration windows, DeWolf 10th and 11th grade students take the diagnostic assessment and we are able to determine student baseline data for reading proficiency. Simply providing the time for the iReady diagnostic is a struggle as it is a lengthy assessment that takes about 2 hours PER SUBJECT to complete. Once finished, we engage students in mentoring and coaching discussions and reflection during 3rd period on Wednesdays on a rotational calendar. In the scheduled discussions, we encourage students to reflect on their academic progress and identify any particular struggles. Students are encouraged to log into iReady weekly and explore the MyPath lessons that are designed for their specific learning needs—but with students who are credit deficient by 1-2 years and who are pressed for time to earn credits toward graduation, it is VERY difficult to enforce voluntary participation/remediation of learning gaps. Another struggle we face is that our enrollment is very fluid and we enroll students almost daily. More times than not, students come to us from their traditional high school and they have not taken the iReady diagnostic—so there is no baseline data to review.

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).

Given the fact that DeWolf has exited CSI status for graduation rate, there is projected to be a substantial decrease in budget allocation for the 2022-23 school year (about \$60,000). DeWolf will have to rely on district resources (including support from the district ERC budget and the Extended Learning Office) for supplemental contracts for credit recovery, teacher prep buyout for credit recovery, fully funded Winter Session and Four Sessions of Summer School if we are to maintain all of the interventions that have supported an increase in the graduation rate.

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.

DeWolf will continue to prioritize Socioeconomically disadvantaged students as well as our EL students. We will utilize monthly progress reports to identify students who are in these 2 sub groups but are NOT making progress. Weekly mentoring/coaching through advisory, monthly parent meetings with those students not making progress, home visits by the CWA, individual/small group session with the SSW, and a site wide focus on ELD standards implementation across the curriculum as we support students in Edgenuty and direct instruction courses. DeWolf will also continue to provide after school tutoring and on campus night school options that work to provide small group instruction and remediation.

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:

2 ELAC:

3 Staff:

SSC would like to see a continuation of year-round learning opportunities, night school and more celebrations with students and families as students meet graduation goals. SSC would also like to see continuation of purchase of senior memorabilia and trips to celebrate their success.

We have attempted to host ELAC meetings throughout the year but cannot seem to get anyone to attend. ELAC is, therefore, combined with SSC.

Staff responded to a Padlet survey with responses aligned to the 5 goals in the SPSA. Staff would like to see continuation of student incentives and MORE celebrations—academic progress, CTE certifications, attendance, etc. Staff would also like to see our site maintain year-round learning opportunities (winter/4 summer sessions/on campus night).

Action 1

Title: Graduation Rate—Year Round Program Interventions & Support

Action Details:

By the end of the 2022-23 school year, DeWolf will improve the graduation rate from 75.7% to 77%

DeWolf High School will provide multiple opportunities throughout the year for students to meet credit attainment needs for graduation requirements. These opportunities will include on-line learning/curriculum, Edgeunity site licenses, GED, HSET, CHSP, and direct instruction to provide accelerated learning opportunities for students to attain credits as we support all students in their graduation goals. Students will be supported in credit attainment through MTSS and tier 1 instruction that includes pre-testing, essential standards lessons and formative assessments (IAB's, teacher generated, etc). In order to fill credit gaps and needs in student transcripts, DeWolf will partner with JEY and Cambridge to provide students with opportunities to accelerate learning in year-round opportunities.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Year-round learning opportunities (on campus night school, Saturday School, Teacher prep buyout, winter session and 4 sessions of summer school)
- Quarter grades and credits earned
- Quarterly data conversations with students and staff
- Quarterly Celebrations for students meeting academic goals.
- Monthly Progress Report monitoring (credits earned, grades, attendance, etc)
- Fall and Spring semester student transitions returning to comprehensive
- Early Graduates
- Increase the number and variety of Edgenuity courses to ensure academic rigor in courses that do not have a single subject teacher to teach it.
- Senior graduation incentives such as chords, caps/gowns, fully funded Grad Nite and senior memorabilia.
- ATLAS Progress Reports
- Student Success Plans
- Classroom walkthrough data
- Bi-monthly alternate regional principal meetings to review monthly progress monitoring and student transition data
- ATLAS attendance reports
- ATLAS Variable Credit Tool
- GED, HSET, and CHSP Completion
- Admin classroom walkthroughs with feedback referenced from the IPG. Feedback will be shared individually with teacher and overall data points shared in AC/PLC time.

Owner(s):

- Principal
- VP
- Counselor
- Teachers
- Social Worker
- Project Access Social Worker
- SPED ISGI

Timeline:

- Monthly Progress Monitoring
- Quarterly Progress Monitoring

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

Allocations targeted towards Graduation Rate:

- Teachers will utilize pre-tests and pre-assessments to determine academic standard mastery prior to engaging a student in a course. Teacher will then communicate timelines for course completion aligned to student goals.
- During AC/prep time, teachers and admin will pull data from Edgenuity and common assessments to determine student proficiency. Teachers will then make instructional decisions on whether to reteach in small groups or provide enrichment.
- Professional learning aligned to PLI, MTSS, technology, Culturally Responsive Teaching and IAB's for site leaders and teachers focused on identifying supports for underperforming student focus groups
- Purchase online credit recovery licenses from Edgenuity to provide access to more online credit attainment options.
- Continue purchasing technology that will enhance instruction and support student learning needs. (Large classroom monitors/TVs, mobile computer labs, staff laptops, staff/student headsets, student laptops and computers, wireless mouses and keyboards, hotspots, virtual reality headsets, etc)
- Provide students with incentives for academic achievement (quarterly) and earning on-track for graduation status
- Home to School communication
- Character Strong license for mentoring/coaching during 3 period
- Bus tokens for school transportation
- Teacher tutorial/extra support time (TBA per teacher), Tutor.com
- 3rd period weekly mentoring/coaching/advising for progress monitoring and student goal setting. Character Strong and Imago software programs will support student SEL lessons
- Cross curricular emphasis/PL on instructional strategies focused on comprehension of informational text and academic vocabulary
- Online credit recovery providing front loaded academic vocabulary and frequent exposure to make content
- On-line credit recovery menu providing clear learning goals and modeling of instruction to support students.
- Technology such as tablets, laptops, headsets, etc. and software to support on-line credit recovery, SBAC testing,

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

1. Google translation services for Teachers and students to utilize in instructional planning and classroom teaching.
2. Cross curricular emphasis/PL on instructional strategies focused on comprehension of informational text and academic vocabulary and implementation of the ELD standards.
4. Online credit recovery providing front loaded academic vocabulary and frequent exposure to make content accessible to EL learners.
5. On-line credit recovery menu providing clear learning goals and modeling of instruction to support students.
6. Technology such as tablets, laptops, headsets, etc. and software to support on-line credit recovery, SBAC testing, and redesignation.

Socio-Economically Disadvantaged Students

1. Monthly progress monitoring
2. PLC's determine additional support needed to support student success
3. Academic Mentoring and Goal Setting Conferences during Wednesday Advisory
4. After School tutoring/Night School and Tutor.com support
5. Monthly Parent conferences for students who are not making minimal progress
6. CWA home visits
7. Individual/group sessions with Clinical SSW

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0125 DeWolf High School (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology/NC Equipment	8,820.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies/Student SWAG/ Grad Night Busses/Six Flags/Caps and Gowns	21,686.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology and NC Equipment	3,219.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Computer Technolog Repairs	300.00
G1A1	One-time School	Instruction	Teacher-Supp			Night School for Credit Attainment and Tutoring Support	17,815.00
G1A1	One-time School	Instruction	Teacher-Supp			ELPAC Assessors	619.00
G1A1	One-time School	Instruction	Nc-Equipment			: Technology and NC Equipment	1,166.00

\$53,625.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓		81.96 %	2021-2022	90 %
Graduation Rate	✓		75.94 %	2020-2021	77 %

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.

Fall Climate and Culture Student Survey:

Over the past 2 years, DeWolf has devoted time for PL aligned to Blended Learning, PLI, and Edgenuity as we develop stronger site based practices supporting a hybrid instructional model. I believe teachers understand the Edg program and are aware of the Scope/Sequence for their core classes. In some cases, teachers have not begun utilizing the data discerned from Edg to inform instructional decisions and student needs. Many teachers are implementing daily mini lessons that are higher level, overarching concepts and applicable to both A and B semesters. Some, however are having students continue to work in isolation as they scaffold and support 1:1 as needed. In those cases, student academic discourse and processing are absent and therefore the connection to real-world learning is obsolete.

Graduation Rate:

DeWolf was a CSI school (for graduation rate) until January 2022. We have prioritized site funding to support year-round credit attainment—including "during the school day" opportunities and "outside of the school day" opportunities. Fresno Unified has been a very large support and has funded Winter Session and 4 Sessions of Summer School. Since that is funded for us, we can dedicate our site allocations to buying teacher prep periods (although the district DID allocate .8 FTE for us this year!) and on campus night school. The combined effort of year round credit attainment has ensured that each student has ample opportunity to recover credits needed to graduate. DeWolf also utilizes site fund for senior incentives—like quarterly credit celebrations, fully funded Grad Nite/charter bus, purchase of cap/gown/senior swag, purchase of technology (student computers, headsets, large classroom monitors, teacher 2nd computers, etc) to enhance instruction and support classroom needs.

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

Graduation Rate:

2021 graduation data shows that there is disparity in the graduation rate for English Learners (72.2%), Socioeconomically Disadvantaged (73.3%) and Asian Students (75%). This is compared to the 75.9% overall graduation rate for the class of 2021. English Learners make up 13% of our total enrollment while SED students make up 93.5% of our enrollment.

Fall Climate and Culture Survey:

128 students participated in the Fall CC survey. A deeper dive into the data collected regarding students reporting that DeWolf provides student-centered/real-world experiences revealed that we have a lot of work to do to around the concept of "delivering lessons that connect to student lives." Only 66% of our students responded favorably to that question. 21% declined to answer, 52% felt that DeWolf does connect learning but 27%, roughly 34 students, do not feel that we connect lessons to real life. We feel like this can be attributed to a few different factors:

- 1) Our pivot to large scale Edgenuity and online classes. Edg provides a unique opportunity for students to accelerate credit recovery by giving them access to instruction and modules while off campus (essential in the Pandemic) but it is lacking in student interaction and teacher support unless strategically inserted.
- 2) We cannot offer our students as many CTE course options as our comprehensive peers. Currently we have 108/166 students (65%) enrolled in CTE courses.....Construction (37 students) and Business Innovations (71 students). Last year we only had 4 sections of Construction (24

students) and by using district credit recovery period resources, we were able to add another section of construction, thus increasing our numbers in that program for this year. We also have "revamped" our CTE Business Innovations course and added a 2nd course as well as relevant certifications, personal finance and career exploration.

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).

While we have continued to engage teachers in PL designed to enhance engagement strategies in a virtual/online learning platform, some teachers have not yet successfully transitioned to a blended learning environment in the classroom and solely rely on Edgenuity as the "teacher." In some cases, mini lessons are only delivered once a week and student academic discourse and small group engagement are minimal.

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.

Given the student feedback around what they would like to learn in school (other than core academic concepts), DeWolf will continue to design site-wide PBL that engages students in discussions pertaining to real-world issues THROUGH their core classes. Students have asked for "adulting" lessons aligned to finances, transitioning to college/career/workforce, communication, resume writing, etc. We will continue to partner with EECU and community organizations to incorporate activities and guest speakers. DeWolf teachers will also continue to participate in PL that supports blended learning platforms, academic content standard focus/delivery, and student engagement strategies designed to encourage academic discourse and critical thinking as we strive to provide students with experiences that are aligned to the FUSD Graduate Profile.

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:

SSC responded that they would like to see more student field trips and more CTE options. They also would like to see more "adulting" support for students as they get ready to graduate—opening a bank account, etc.

2 ELAC:

We have attempted to host ELAC meetings throughout the year but cannot seem to get anyone to attend. ELAC is, therefore, combined with SSC.

3 Staff:

Staff members responded to a Padlet survey and stated that they would like to see the following: Provide an elective course that ALL seniors must go through that specifically aligns to "adulting," more content related field trips, more personal social skills lessons in weekly advisory, keep doing what we are doing in CTE, Senior meetings, EECU, PBL, Community projects, business courses, more CTE courses.

Action 1

Title: Graduation Rate--Engaging Experiences Supporting CCI

[Action Details:](#)

By the end of the 2022-23 school year, DeWolf High School will increase the graduation rate from 75.9% to 77% by increasing the number of students taking CTE and Dual Enrollment Courses by 5%. Currently, there 66% of the student population enrolled in one of our CTE pathways. There are currently 6% of our students taking advantage of Dual Enrollment with FCC. Our goal for an increase in CTE enrollment will be supported through the implementation of strategic interventions and opportunities to support the development of character competencies and CTE participation. Upon enrollment and during pre-registration at DeWolf, students will have the opportunity to learn about the CTE programs offered at DeWolf and at Alternative partner sites that they may want to take advantage of. Students will be able to engage in simultaneous, off-site programs and will receive transportation by DeWolf staff (if needed) to alternative partner sites and industry internship/apprenticeship locations. DeWolf will also continue with "Career Tuesdays" wherein industry sectors, business professionals, and post-secondary recruiters (tech school, military, etc) host lunchtime speaker series. By expanding CTE experiences for every student based on College and Career competencies, DeWolf High School students will be more engaged in achieving their graduation goals as well as have baseline skills, industry experiences and transferrable certifications supporting entry level positions in employment and career options.

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

Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Monthly progress monitoring of grades/credits

Number of students enrolled in and completing an FCC class

Number of students taking part in CTE field trips and guest speakers

Number of students taking part in internships/apprenticeships

Fall and Spring semester student transitions returning to home high school

Early Graduates

Classroom walk through data

Number of students earning industry certifications

Number of "Career Tuesday" presenters

[Owner\(s\):](#)

Principal

VP

Counselor

Social Worker

ILT

CTE Teachers

Job Developer

Work Based Learning Coordinator

[Timeline:](#)

Weekly, monthly and quarterly for the 2022-23 school year.-

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

Student Centered and Real-World Learning: The job developer will provide opportunities for students to engage in job shadowing days, on campus career days, support with filling out job applications and completing resumes, and

issuing work permits. The job developer will create both a physical job board as well as a virtual job board updating it with new job postings. Students will also have the opportunity to explore careers on Xello with the assistance of the job developer. In addition, military presentations will be scheduled so that students have an opportunity to learn more about the different military units, and will have the opportunity to take the ASVAB test. The work experience coordinator will work with students and their employers making sure students meet the work place competencies, as well as go to the job sites where students are employed to meet with the employer and observe the student.

1. Full Schedule of courses based on student needs and flexible master schedule
2. Online Learning and direct instruction
3. AB1802 Conferences
4. FAS Night school
5. Academic and Social Emotional Mentoring/Coaching
6. School to Home communication
7. Student Enrichment Field trips
8. GED, HSET, CHSP-High School Equivalency Diploma Options
9. CTE Course offerings
10. Dual Enrollment College Courses, including materials/supplies and transportation

Additional Instructional Services for ALL students:

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

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

Socio Economically Disadvantaged

1. One on One Student Success Plan Meeting with SSW/PASSW/CWA
2. PLC's determine additional support needed to support student success

- 2. Instructional strategies and direct instruction focused on building knowledge from informational text.
 - 3. Online credit recovery providing front loaded academic vocabulary and frequent exposure to make content accessible to EL learners.
 - 4. On-line credit recovery menu providing clear learning goals and modeling of instruction to support students in working independently and completing DOK 3 and 4 tasks.
 - 5. Technology and other materials such as tablets, laptops, etc. to support on-line credit recovery, SBAC testing, iReady assessments and redesignation.
- 3. Academic Goal Setting Conference
 - 4. After School tutoring and Tutor.com
 - 5. Academic Mentoring and coaching
 - 6. School to home communication
 - 7. Parent conferences
 - 8. Prodigy Program Referral (if applicable)
 - 9. Flexible Scheduling (If Needed)
 - 10. SARB (If Needed)

Action 2

Title: Project Based Learning

Action Details:

Provide Project Based Learning for staff to provide project based instruction in classroom to increase the acquisition of standards and skills to be successful in school and post high school experiences and schools. PBL will support application of Math and English standards as well as Graduate Profile components like critical thinking, digital citizenship, collaboration and communication. DeWolf will look to integrate and embed PBL to increase Percentages on Interim and State assessments.

A push will be made to identify seniors who are extremely behind in credits and who may not be able to graduate in one year and provide them with extra support (teacher) to assist with the passing of one of the Diploma equivalency exams: GED, HSET, CHSP.

The alternative education region has established timelines for reviewing student progress at the 5th week and at the semester to evaluate the progress of students. As a result the agreement has been made that DeWolf will join the other alternative ed. sites in the grading policy of no D or F grades. Students must earn a grade of "C" or better to show proficiency of standards and to earn full credit.

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

Explain the Progress Monitoring and data used for this Action

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

Instructional Calendar Time Devoted to PBL during 3rd period throughout the year

Number of Guest Speakers

Number of Students presenting Semester Projects

Owner(s):

Principal

Vice Principal

ILT

Teachers

Job Developer

Timeline:

Monthly project lessons in period 3

Quarterly student projects

Semester student project presentations

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

Students will be required to produce real world projects as part of their credit completion and demonstration of proficiency or mastery of standards. Students and staff will need access to Imago and Character Strong Curriculum. Students will participate in guest speaker series, EECU financial workshop, etc. Students will have agency to determine the best project format. Art supplies (paints, poster boards, creative construction materials), computers, microphones, mobile monitors, external speakers, virtual reality headsets, 3D printers, etc could all be materials needed for project completion.

Specify enhanced services for EL students:

1. Google translation services for Teachers and students to utilize in instructional planning and classroom teaching.
2. Cross curricular emphasis/PL on instructional strategies focused on comprehension of informational text and academic vocabulary and implementation of the ELD standards.
4. Online credit recovery providing front loaded academic vocabulary and frequent exposure to make content accessible to EL learners.
5. On-line credit recovery menu providing clear learning goals and modeling of instruction to support students.
6. Technology such as tablets, laptops, headsets, etc. and software to support on-line credit recovery, SBAC testing, and redesignation.

Specify enhanced services for low-performing student groups:

Student feedback on the Padlet we shared prior to writing the SPSA was OVERWHELMING in the area of "real-world" applications and lessons. Students expressed a desire to learn about banking, finances, how to buy a house, filing taxes, how to budget, etc. Given this feedback and the fact that 93.5% of our students are considered Socioeconomically disadvantaged, we will be engaging students in a year long "Adulting" PBL. All subgroups on campus will be supported in their individual post secondary career goals and learning the best method for THEM to transition into THEIR best lives.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0125 DeWolf High School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Instruction	Bks & Ref			: Dual Enrollment Fresno City College G1A1	7,000.00
G2A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs for PL/PLI/CCIS/CASCWA/PBL/CCEA/RAPSA and other Professional Development	3,014.00
G2A1	Sup & Conc	Instruction	Travel			: Travel/Conferences/Meetings/Prep/Classroom Walks	8,481.00
G2A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies/Office Depot/SWAG/	8,081.00
G2A1	LCFF: EL	Instruction	Nc-Equipment			Technology and NC Equipment	2,159.00
G2A2	Sup & Conc	Instruction	Bks & Ref			PLI/PBL	500.00

\$29,235.00

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	✓		67.13 %	2021-2022	30 %
Suspension Rate - Semester 1	✓		6.82 %	2021-2022	4 %

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

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

Chronic Absenteeism:

Like many schools in Fresno Unified, we have seen an increase in our percentage of Chronically absent students. Last year, DeWolf had a Chronic absenteeism rate of 25%. Today, that number is tripled. We believe there are several factors that have led to this increase.

- 1) Forced quarantine for students who are either a close contact, symptomatic, or COVID positive. We have seen SEVERAL cases where students are called in "ill" and then a few days later test positive. We were under the impression that "Q" codes were excused—but they are not—therefore the days count against students.
- 2) We had students logging into virtual class sessions but unless they are coded as "Q", we cannot mark PV. In many cases, students were staying home because they were symptomatic (like we asked them to do) but not COVID positive. Therefore, we cannot claim the attendance since they were only "ILL."
- 3) Lots of students who were referred to us this year did not attend school for the first few weeks/months due to COVID concerns. Once we received referrals for these students and then enrolled them, we learned that their attendance does NOT start over. The students carry their absences from the beginning of the school year—thus reflecting on the DeWolf absence data even though they are now attending daily.

Knowing all the issues above, we are confident that in a regular school year, we would NOT have the rate of 67% Chronically Absent and are prepared to set an overall goal of 25% (a decrease of 42%).

Suspension Rate:

It was a challenge to bring students back to campus after 1.5 years of being home in distance learning. In semester 1 we noticed an increase in misbehaviors with students in 2 areas—Ed code A (9 incidents with

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:

The template states to look at the semester 1 data—but I am unable to filter by Aug-Dec. In looking at the YTD, January was the WORST month for attendance and had the highest percentage of Chronically Absent students with 77.9% absent. On average, data showed 65% of students were Chronically Absent in the other months. We know that there was a very large surge of Delta variant COVID transmissions during the holidays and we feel that is the reason for the increase for January. We also see that our attendance in Period 0 and Period 7—two credit recovery periods we started offering this year so that we could fit more students on campus—had really poor attendance rates. On average, 0 Period is missed 51% of the time and 7th period is missed 61% of the time. On average, the majority of our student groups missed around 36% of the school year, but a few student groups far exceeded that percentage.

Foster/Homeless Youth missed 60%

English language Learners missed 63.7%

Medical (I) and No Clearance (N) were the most frequently used attendance codes (both at 29% of all entries) and Quarantine (Q) was used 10% of the time.

Suspension:

In Semester 1, females were suspended at a rate double of their enrollment. Hispanic students were also suspended disproportionately at 93%, yet they only account for 67% of our enrollment. Fights/threats to fight and Drug possession/use were the 2 reasons for all the suspensions during semester 1.

females) and Ed code C (6 incidents). There was a large disparity in female suspensions—53% was female students but females only represented 21% of our school population at the time. We held parent conferences and re-engagement meetings with each incident and were able to learn more about each student as we provided individual supports (i.e. Prodigy referral, conflict resolution, Anger Managment counseling with SSW, flexible scheduling to separate student parties, Drug Canine visits, regular restroom checks, etc)

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 modified quarantine protocols, students were either mandated to stay home (close contact with COVID positive peer, tested positive for COMD, living with COVID positive relative) OR stayed home re: district protocols due to the "health self assessment" tool. Some families were afraid to tell us their student was COVID positive and they just kept them home. Some families were scared that their student would get sick and/or bring COVID home to them—so they kept them home. Some families had to keep students home to babysit younger siblings who were sent home with exposure or class closures. All of these factors made it difficult to appropriately code students in attendance and/or get them to school whereas last year, students had the OPTION to come to school.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

We will continue to utilize our CWA for more frequent home visits. We will also hold bi-weekly attendance/misbehavior meetings so that admin, SSW, attendance, counselor, and CWA can collaborate on chronic absent and accelerated misbehavior student root cause in order to better support each student as soon as attendance and behavior issues arise.

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:

School Site Council members responded that they would like to see more student clubs and social events on campus—both at lunch and during after school hours.

2 ELAC:

We have attempted to host ELAC meetings throughout the year but cannot seem to get anyone to attend. ELAC is, therefore, combined with SSC.

3 Staff:

Staff members provided feedback on a Padlet survey. They suggested things like continue with mental health supports as well as incorporate mental health in weekly advisory meetings, more team building activities between students and staff, fun competitions, bring in 4 Youth Works from FCOE, monthly events (movie nights, dances, social events), more sports options, more clubs, more site wide activities like PB and field trips.

Action 1

Title: Decrease the Percentage of Chronically Absent Students

Action Details:

Goal Participation Rate

By the end of 2022-2023 school year, DeWolf will decrease the chronic absenteeism rate from 67.13% to 30%. This goal will be accomplished by implementing strategic interventions to engage and support all students to attend school daily. DeWolf will engage students in weekly Mentoring and Coaching during period 3. Students will work through SEL curriculum that encourages them to self reflect on their own patterns of behavior, work habits and emotional resilience. By creating individual connections with each student, the staff at DeWolf High School will break down the conditions that have failed students by creating an emotionally and physically safe learning environment where students feel cared about by staff members through regular recognition of moments of success, individual student conferences/chats, support provider referrals and improving opportunities for parents to be involved with their student's education. DeWolf will also strategically utilize our CWA to make home visits and provide supports to families who are struggling with ensuring their student(s) attend school regularly.

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

Explain the Progress Monitoring and data used for this Action

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

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

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

Owner(s):

Principal
Counselor
Attendance Office Assist.
Teachers
Clinical Social Worker
Project Access Social Worker
Child Welfare Associate
Nurse
Prodigy (if needed)
SPED ISGI

Timeline:

August 2022-June 2023 (Weekly, monthly and quarterly)

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

1. Full/Partial Schedule of courses based on individual student needs and flexible master schedule
2. Online Learning and Direct Instructional models
3. AB1802 Conferences
4. FAS Night school, On Site DeWolf Night School, Saturday School, Winter Session and 4 Sessions of Summer School
5. Academic Mentoring and Coaching in weekly advisory
6. School to Home communication
7. Student Enrichment Field trips

- 8. GED, HSET, CHSP-High School Equivalency Diploma Options
- 9. CTE Course offerings
- 10. Dual Enrollment College Courses
- 11. Participation in Breaking Down the Walls
- 12. CWA to make home visits when students hit 3 days of unexcused absences with no parent phone contact.
- 13. CWT to make home visits when students hit 1 week of absences with no parent phone contact.
- 14. CWA to engage families in the SARB process with DPI

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

Increase supports for Foster/Homeless students by:

- 1. School Social worker/Project Access Social Worker referral
- 2. Academic Goal Setting Conference
- 3 Academic Mentoring and Coaching
- 4. Quarterly AB waiver meetings to update progress
- 5. School to home communication
- 6. Parent conferences
- 7. Prodigy Referral (if applicable)
- 8. Flexible Scheduling (If Needed)
- 9. Home visit by Child Welfare Associate
- 10. SARB (If Needed)

Action 2

Title: Increase Campus Culture and Student Engagement Experiences

Action Details:

By the end of the 2022-23 school year, 100% of the DeWolf student population will have either engaged in a club, intramural sport, eSport, class related or lunchtime activity or off site social event. DeWolf will create a culture that celebrates diversity by showcasing our ever changing student population and their interests/creativity. Students will be provided the opportunity to represent DeWolf and give back to their community through CTE courses, clubs, project based learning, industry related internships, student leadership events/drives, etc. DeWolf will provide students with school memorabilia (as well as specific club memorabilia) like shirts, hoodies, backpacks, waterbottles, hats, beanies, etc so that they can feel more connected and a sense of belonging. Students that attend DeWolf will be motivated to do so daily so that they can participate in social activities with their peers. DeWolf will continue to use the Leadership class to garner student voice and bridge student relationship gaps through student requested activities and engagements so that each student feels connected to our school and the students/staff here. DeWolf will serve as the hub for students to grow and launch themselves into their individual futures by both learning more about themselves and their peers so that they can graduate and building a stronger community.

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

Explain the Progress Monitoring and data used for this Action

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

Student engagement data (including guest speakers/mentors, field trips and off campus social activities)
Weekly campus activities
Class sponsored activities (junior/senior)
Student generated clubs
Specialty Schools Intramural Sports participation (uniforms, materials, referees, facilities, trophies)
Leadership course enrollment
School Spirit Gear
School Website traffic data
School Info App (for push notifications)
Social Media
Senior activities and events attendance

Owner(s):

Principal
Vice Principal
Counselor
Campus Culture Director
Teachers/Staff
Culture and Climate Team

Timeline:

August 2022 to June 2023

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

DeWolf will provide leadership curriculum as well as Mentoring and Coaching curriculum for students (Imago and Character Strong). Site will fund guest speakers and mentors to support SEL development and transitions. DeWolf will also ensure that students have access to the appropriate technology (hardware, software and accessories) in order to ensure that all students can meet the milestones they goal set for themselves. DeWolf will fund materials and supplies for campus events/activities, incentives, celebrations, guest speakers, mentor/coaches, uniforms, school spirit gear, transportation, food and entrance costs. DeWolf will attend the annual CADA conference. Participants will vary each year and will include at least one administrator, Culture and Climate Director and other staff member(s) who have not attended previously.

Specify enhanced services for EL students:

1. Google translation services for Teachers and students to utilize in instructional planning and classroom teaching.
2. Emphasis on instructional strategies and direct instruction focused on text complexity and academic vocabulary.
3. Instructional strategies and direct instruction focused on building knowledge from informational text.
4. Online credit recovery providing front loaded academic vocabulary and frequent exposure to make content accessible to EL learners.
5. On-line credit recovery menu providing clear learning goals and modeling of instruction to support students in working independently.
6. Technology and other materials such as tablets, laptops, etc. to support on-line credit recovery, SBAC testing and re-designation.

Specify enhanced services for low-performing student groups:

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

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0125 DeWolf High School (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Local Mileag			CWA and other local home visits	1,076.00
G3A2	Sup & Conc	Parent Participation	Direct-Graph			Graphics and Communications	2,100.00

\$3,176.00

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	✓		96.83 %	2021-2022	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.

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

- 1) Administration Team (Principal, Academic Counselor, VP--new for 2023, Registrar)
- 2) Clinical Social worker
- 3) Child Welfare Associate
- 4) Prodigy Drug Therapist
- 5) Industry Certificated Teachers---Construction and Business
- 6) Core Subject matter Credentialed Teachers in English, Math, Science and Social Science (7)
- 7) Safety Assistants (2)
- 8) School Psychologist
- 9) ISGI (no support this year due to her placement at eLearn)

DeWolf has worked hard over the past couple years to ensure that all certificated and credentialed staff not only understand the Mission and Vision, but BELIEVE in it and LIVE it every day. Having a 97% favorable response is 2% higher than our Specialty school peers---but we can do better. In analyzing the data, there was 1 respondent who said that they "don't feel valued, don't see the connection in their role with district's mission/vision, isn't involved in planning/decision making, and doesn't feel staff get recognition for the work done."

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 is 1 person who responded negatively to the organizational culture domain. It is hard to pinpoint why, but there are several factors to be considered in moving forward. DeWolf needs to ensure that Classified and Certificated staff all have a voice in site initiatives. It is also important to ensure that both Classified and Certificated staff receive recognition for their hard work and/or individual successes they are responsible for.

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

This year, DeWolf has had quite a few new staff members added—CWA, SRO, Math Teacher, English/Leadership Teacher, CTE Construction Teacher, Cafeteria Manager, and Office Manager. We have also had several Social Worker and Counseling Interns on campus. Our focus has largely been around orienting these new staff members to our mission and culture—and reflecting on that now, these folks may not have had a whole lot of chance to have a voice in our daily program. Staff have also been VERY busy with dealing with the Pandemic and how that impacts their current jobs that we have not taken as much time to celebrate each other as we should.

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.

Remessage the opportunities for staff to get involved in various collaborative committees on campus designed to support the needs of our students. Also, strategically invite staff members where they may have a strong impact on planning and programs.

School Site Council

Culture and Climate Team

Instructional Leadership Team

Personalized Learning Initiative

Activities and Engagement (clubs/intramural sports)

School Wellness Team

DeWolf will also schedule monthly staff recognition celebrations and continue with teacher driven PL needs/wants.

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:

School site council would like to see more teacher celebrations.

2 ELAC:

We have attempted to host ELAC meetings throughout the year but cannot seem to get anyone to attend. ELAC is, therefore, combined with SSC.

3 Staff:

Staff were provided with a Padlet survey and responded that they would like to see the following implemented in the 2022-23 school year: "Time within PLC's to completed expected work so personal time is not used, continue to survey staff on what PL they would like, intentionally target and hire what we are lacking in diversity (not just about color of skin), written expectations for staff to support consistency across the campus, more team building activities and staff gatherings outside of work"

Action 1

Title: Staff Recruitment and Retention

Action Details:

DeWolf will continue to recruit staffing that not only reflects our student's diverse demographics, but also supports their varied interests and needs. Having the right people on campus supporting the kids who need us most will support our goals of building a culture of ongoing professional learning, a strong sense of community and pride and a clear/concise mission and vision that supports our daily work. The teacher/staff work load for alternative education has always been a little more demanding given the sense of urgency to help students get on track to graduate paired with the need to slow-down and unpack student emotional and personal barriers that attributed to the current situation. In order to support this our staff and minimize teacher burnout, we must make time to continually hone our craft through professional learning that will support our student needs—be it academic and/or social-emotional. DeWolf will continue to partner with peer alternative education schools in virtual and in-person learning opportunities—this includes teacher pull-out/planning days and professional learning conferences. DeWolf will also strive to continue to find ways to positively engage the entire school community as we build relationships with each other AND with students through celebrations and engagements.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Attendance at PL trainings/conferences

Site led PL (open to our staff AND district peers)

Teacher choice PL

Student/staff engagement activities and data (staff member name attached to each event)

Culture and Climate Survey (sense of belonging and organizational culture)

Number of club sponsors

HR data--sick days, length of time at DeWolf, employees promoted, etc

Number of staff supporting Saturday, Night School, Winter Session, Summer School

Number of staff supporting site needs (ILT, CCT, SSC, PLI, coaches/club sponsors)

Owner(s):

Principal

Vice Principal

Counselor

Campus Culture Director

Certificated/Classified Staff

Instructional Leadership Team

Culture and Climate Team

Personalized Learning Team

Student Wellness Team

Timeline:

August 2022-June 2023

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

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

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

Specify Professional Development or Staff Services to support EL students:

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

Targeted Monthly EL trainings

PLC data discussions around EL learners

Common Assessment data aligned to targeted SBAC sitewide goals in literacy and math

ELD standards infused into all courses

Staff access to a translator for phone calls home

Google translator services

Targeted SEL trainings

Book Studies, professional readings, discussions regarding underperforming student populations

ILT meetings

PLC data and collaboration

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

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

Before/After school tutorial

4A tutorial and support

Prodigy support (if needed)

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0125 DeWolf High School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies/Staff Tech/SWAG/Campus Beautification	19,600.00

\$19,600.00

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	✓		90.63 %	2021-2022	91.73 %

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

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

While it has always been a struggle to get parents involved at the high school level, the past 2 years have been especially difficult with Pandemic restrictions. 91% of DeWolf parents reported feeling like a part of the school—which is above the specialty school average of 87%. A deeper dive into the data shows that 100% of the parents surveyed feel that DeWolf staff treat them with kindness and respect, but only 81% feel like they are a part of the school (3 parents reported negatively). However, 94% of parents surveyed report that DeWolf encourages family participation (1 parent reported negatively). Those data points tell us that while the effort is there, we are not connecting with families by providing the opportunities that they would like to participate in.

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

Given that 93.5% of our student population is Socioeconomically disadvantaged, we believe access to technology for school-wide emails, virtual meetings, accessing the DeWolf website, etc could be a challenge for families. Even those families that have access to the materials they would need, knowing HOW to use them is another challenge (i.e. TEAMS, Zoom, email accounts, ATLAS parent portal, etc). We also acknowledge that 13% of our students are English Learners. Weekly School Messengers are translated into Spanish (no other language at this time) but there is likely a language barrier with website/flyers that go home informing families of events.

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).

We had planned to have quarterly celebrations for academic achievement, as well as events like Back to School Night, etc. Unfortunately, Pandemic restrictions meant that we were limited in the types of events we could host with educational stakeholders other than students enrolled at DeWolf. We were able to host 1 Academic Achievement Celebration Night with a Taco Truck. About 20 families showed up, along with all of the DeWolf staff and we feel it was moderately successful. It was costly and we will have to figure out how to budget for events like this in the future with our limited budget (due to exiting out of CSI status).

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.

We sent a survey home to parents via email using Microsoft Forms to generate ideas regarding how we can make improvements in this area. Very few parents responded, but those that did asked for parents events celebrating student achievement, carnival type events, and events where students are showcasing projects/work (and maybe even selling items). Parents also asked for more real-world lessons/learning for students, so perhaps community

events aligned to real-world needs would be received well (parent FCC night, parent FAFSA night, etc).

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:

SSC would like to see quarterly celebrations around student achievement with parents. Principal shared staff feedback with SSC and they agreed with all of the ideas that staff presented.

2 ELAC:

We have attempted to host ELAC meetings throughout the year but cannot seem to get anyone to attend. ELAC is, therefore, combined with SSC.

3 Staff:

Staff responded to a Padlet survey with their ideas on how to get more parents engaged. They had ideas like host family/friend night with food, games, recognition, movie night 2x per quarter....family night 1x a month with some kind of food....schedule parent conferences (like at elementary school) instead of open house (1x each semester)....change the message of WHO is a family member. Many times our students are displaced and being raised by someone other than a parent. Push "Cobra Family" more and try and get WHOEVER is "family" to our students to campus to support them...designate bulletin boards with info regarding celebrations/family events.

Action 1

Title: Family and School Partnership

[Action Details:](#)

By the end of the 2022-23 school year, DeWolf will have created increased opportunities for families, staff, community and student to interact and engage with each other. Each time a new student enrolls, families will engage in an orientation with admin--a process that includes a student survey and will also now include a parent survey. Parents will be able to tell us the preferred night of the week they are available for events, their preferred method of communication, and the types of events they are interested in attending on campus. This data will work to inform admin of individual family needs and interests. DeWolf will also continue to provide feeder home high schools with promotional flyers that message the mission and programs of our high school. DeWolf will continue to utilize various communication platforms, including School Messenger, website, email, School Info App(s), flyers mailed home, etc to message school events like quarterly academic achievement awards/dinner celebrations, Principal Coffee Chat, Back to School Night, Open House, parent conferences, etc. to student families and educational partners.

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

Site- based data (sign-in sheets) from parent meetings, back to school night, open house, quarterly awards celebrations, virtual meeting participation

Individual parent meetings to discuss student's academic achievement, attendance, etc

Climate and Culture survey data

Parent enrollment data (downloaded/analyzed bi-weekly)

Owner(s):

Principal

Vice Principal

Counselor

Office Manager

Registrar

Attendance/CWA

Teachers

Job Developer

Timeline:

August 2022-June 2023

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:

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

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

1. Parent Communication in the preferred language and platform
2. Parent translation at meetings to support parents understanding
3. Provide information about the services Parent University offers families.
4. Provide information about what the district EL department provides families.
5. EL services provided to students byInteract Fellows.
6. Parent conferences as needed.

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

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

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0125 DeWolf High School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Engagement **No food or incentives**	600.00
G5A1	LCFF: EL	Parent Participation	Direct-Graph			Graphics for Parent Involvement	2,000.00

\$2,600.00

2022-2023 Budget for SPSA/School Site Council

State/Federal Dept 0125 DeWolf High School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology/NC Equipment	8,820.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies/Student SWAG/ Grad Night Busses/Six Flags/Caps and Gowns	21,686.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology and NC Equipment	3,219.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Computer Technolog Repairs	300.00
G1A1	One-time School	Instruction	Teacher-Supp			Night School for Credit Attainment and Tutoring Support	17,815.00
G1A1	One-time School	Instruction	Teacher-Supp			ELPAC Assessors	619.00
G1A1	One-time School	Instruction	Nc-Equipment			: Technology and NC Equipment	1,166.00
G2A1	Title 1 Basic	Instruction	Bks & Ref			: Dual Enrollment Fresno City College G1A1	7,000.00
G2A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs for PL/PLI/CCIS/CASCWA/ PBL/CCEA/RAPSA and other Professional Development	3,014.00
G2A1	Sup & Conc	Instruction	Travel			: Travel/Conferences/Meetings/Prep/Classroom Walks	8,481.00
G2A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies/Office Depot/SWAG/	8,081.00
G2A1	LCFF: EL	Instruction	Nc-Equipment			Technology and NC Equipment	2,159.00
G2A2	Sup & Conc	Instruction	Bks & Ref			PLI/PBL	500.00
G3A1	Sup & Conc	Instruction	Local Mileag			CWA and other local home visits	1,076.00
G3A2	Sup & Conc	Parent Participation	Direct-Graph			Graphics and Communications	2,100.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies/Staff Tech/SWAG/Campus Beautification	19,600.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Engagement **No food or incentives**	600.00
G5A1	LCFF: EL	Parent Participation	Direct-Graph			Graphics for Parent Involvement	2,000.00
Total							\$108,236.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$16,420.00
Sup & Conc	7090	\$59,976.00
LCFF: EL	7091	\$12,240.00
One-time School	7099	\$19,600.00
Grand Total		\$108,236.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$53,625.00
G2 - Expand student-centered and real-world learning experiences	\$29,235.00
G3 - Increase student engagement in their school and community	\$3,176.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$19,600.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$2,600.00
Grand Total	\$108,236.00