

Dewolf High

10621661031632

Principal's Name: William Podsakoff

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - William Podsakoff	X				
2. Chairperson - Hudson Arnold					X
3. Denise Costa		X			
4. Araceli Mercado			X		
5. Ashley (Rogers) Southard				X	
6. Anthony Cedillo					X
7.					
8.					
9.					
10.					
11.					

12.					
13.					
14.					
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.

☐ ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name: Dewolf High

Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.

Title	Print Name Below	Signature Below	Date
Principal	William Podsakoff		3/23/25

SSC Chairperson	~~#1~~ Hudson Arnold	Hudson Arnold	3/3/25
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Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

Assurances for Comprehensive Support and Improvement Schools (CSI)

- ❖ Supervisor and/or CSI Designee(s) provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
 - Utilization of evidence-based strategies aligned to state identification.
 - Utilization of CSI Best Practices (Fundamentals).
- ❖ Principal/Site Leadership/Site Staff connect with Supervisor, CSI Designee(s), department representatives, and/or community partners in alignment with schools' area(s) of focus/need, work in tandem with the site team as a Professional Learning Community (PLC):
 - School site/team works to complete a root cause analysis and determine areas of focus.
 - School site/team works to identify actions and metrics as part of the site leaders 6-8-week plan.
 - School site/team learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify any additional needs to share with Supervisor for feedback and support to accelerate progress.
 - CSI Designee(s) assigned to school site to support CCI data monitoring.
 - Additional resources available in a “menu of options” to access as needed in collaboration with the school site team.
- ❖ School Supervisor conducts Level 3 Supports:
 - Baseline Services as described in Level 1
 - Coaching and targeted progress monitoring
 - Learning Lab Support
 - CCI sessions (3)
 - Additional Level 3 CSI Specific Supports
 - Targeted coaching and targeted progress monitoring
 - Sustained 6-week action guidance
 - CSI review/support team (Principal/Site Leadership/Site Staff)
- ❖ Resources and expertise provided to CSI site for deployment to best meet the needs of the individual school sites based upon CSI eligibility (dashboard indicators).
 - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- ❖ Professional learning for site leaders and teachers focused on CSI eligibility (dashboard indicators).
- ❖ Resources and/or Professional Learning provided to school sites:
 - Culturally Proficient Learning Communities, book(s)
 - i-Ready Teacher Toolbox (supporting differentiate instruction)
 - Restorative Practices New/Refresher Course(s)

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

FY 2025/26

DeWolf - 0125

ON-SITE ALLOCATION

3010	Title I	\$16,995 *
7090	LCFF Supplemental & Concentration	\$57,602
7091	LCFF for English Learners	\$10,672
3182	Comprehensive Support and Improvement	<u>\$191,400</u>

TOTAL 2025/26 ON-SITE ALLOCATION

\$276,669

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$660
Program Budget	\$16,335
Total Title I Allocation	<u>\$16,995</u>

ESSA Assistance Status: Comprehensive Support and Improvement (CSI)

Dewolf High 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
Percentage of students who received at least a D/F at end of semester 1	✓		0.6 %	2024-2025	-2.4 %
SBAC ELA - Average distance from standard	✓		-111.5 pts	2023-2024	-96.5 pts
SBAC ELA - percentage of students met/exceeded standard	✓	8.7 %	11.3 %	2023-2024	16.3 %
SBAC Math - Average distance from standard	✓		-205.9 pts	2023-2024	-190.9 pts
SBAC Math - percentage of students met/exceeded standard	✓	20 %	0 %	2023-2024	5 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Students are performing below grade level in ELA and Mathematics.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- 1. Students are off track to graduate

- 2. Students have not completed 9th and/or 10th grade instruction in English
- 3. Students have not been able to fully engage in grade level instruction because they are lacking prior knowledge from 9th and/or 10th grade instruction

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- 1. Offering Edgenuity classes to help with credit recovery
- 2. Offering 0 period, 7th period, three sessions of summer school and winter session for credit recovery and get the prior knowledge they need to meet standards
- 3. Professional learning for staff to learn new scaffolding ideas to help engage our students
- 4. Progress monitoring with interim assessments (FIAB's)
- 5. Grade level progress monitoring with admin and Academic Counselor

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Year Round Program Interventions & Support

Fully Implemented

- Winter Session (11 days)
- Summer School (three sessions)
- 0 and 7th period
- Prep buyouts when needed
- Administrators meeting with 10th, 11th, and 12th grade students and parents/guardians to discuss grades, credits, and graduation status

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Year Round Program Interventions & Support

Partially Effective

- Warm Up/Ticket in and Exit Ticket/Ticket Out implemented in all classes to gauge where students are at the end of each lesson- partially implemented
- FIAB's-partially implemented
- Creating a Master schedule that will support our students with their credit recovery and in person instruction - fully implemented
- Have not fully implemented a plan to close the gap in Math. -not implemented

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

By the end of the 25-26 school year, DeWolf will decrease the number of students not meeting standards in ELA from 62.5% to 47.5%. To accomplish this goal, we will continue to implement the partially implemented supports until they become fully implemented. All teachers on campus will implement a Warm Up/Ticket in and Exit Ticket/Ticket Out to gather and review data to gauge where students are at in their learning. We will have implementation of grade level curriculum access in Math and ELA for juniors, FIABs and district interim assessments to progress monitor, and academic interventions to support learning gaps.

Section D: 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.

SSC:

- SSC has requested students incentives and celebrations for academic and attendance achievement.
- SSC has also requested an increase in parent communication home regarding events, progress reports, testing, and reminders of reporting periods.

ELAC:

Staff at DeWolf have actively tried to recruit family members of our EL students to participate in ELAC through phone calls, surveys at enrollment orientation and flyers home promoting dinner and babysitting. We schedule our ELAC meetings for the hour before School Site Council. Unfortunately, we have been unable to recruit parents to campus for the ELAC meetings.

Staff:

Staff responded that they would like to see continuation of student incentives and more celebrations--for academic and attendance progress, CTE certifications, attendance, etc. Staff would also like to see our site maintain year round learning opportunities, and continue offering 0 and 7th period. Staff would also like to continue with our mentoring and coaching partnerships with Street Saints, A4, Prodigy and in 3rd period advisory.

Action 1 :

Year Round Program Interventions & Support

Action Details:

By June 2026, DeWolf will decrease number of students not meeting standards in ELA from 62.5% to 47.5% as measured by the Smart Balanced Summative Assessments (SBAC)

DeWolf High School will implement Criteria's for Success in each classroom to close the gap on students who are not meetings standards on SBAC. Each classroom teacher will implement a Warm Up/Ticket In and Exit Ticket/Ticket Out to gather student data to gauge where students are at in their learning. DeWolf will continue offering 0 and 7th period to support master schedule needs for grade level instruction and gain the prior knowledge they need to be engaged in grade level instruction. As a site we will focus on issuing iReady testing 3 times a year, use of Edcite, FIABs, teachers will offer tutoring during lunch and after school, monthly progress monitoring, RSP interventions, MTSS, and pre/post assessments.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

STUDENT FOCUS:

Tier 1

- Quality first teaching (Tier 1) based on standards, student goal setting, checking for understanding, implementing of PLC+ Foundations, and use of formative assessments
- Teacher planning days (TBD per teacher)
- During PLC/teacher prep time, teachers and admin will pull data from online courses and common assessments to determine student proficiency. Teachers will then make instructional decisions on whether to reteach in small groups or provide enrichment
- Clear lesson objectives posted in classroom for each student to see and reference throughout the lesson
- All teachers implement Warm Up/Ticket In and Exit Ticket/Ticket out to gather data on student performance

Tier 2

- attend tutoring during lunch/after school
- progress monitoring
- scaffolding throughout the lesson

Tier 3

- paired oral & written instruction
- small group/targeted instruction
- scheduled extended time
- graphic organizers

STAFF FOCUS:

- PLC+ training for all instructional teachers
- Progress monitoring data
- Review English and Math IPG's during August 2025 BuyBack
- Use book Rigor Unveiled to in addition to PLC+ to help with instructional practices

FAMILIES FOCUS

- Parent Portal
- Parent Square
- Parent University at Back to School Night and Open House
- Increasing parent involvement for SSC, ELAC, DAC and LCAP meetings
- Communication
- Meetings with Admin, Academic Counselor and CSSW to find ways to best support students

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Staff PL to support all EL students
- iReady testing throughout the year (3x)
- Parent and student meetings with Admin and Counselor
- Built in curriculum for EL students in ELA classes (dELD)
- Review Elevation in PLC meeting
- Provide each teacher with EL binder to give background information on EL students and how to meet each of their needs
- Ongoing EL focus in PLC and ILT meetings
- Parent University at Back to School Night and Open House

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

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

- A. Materials and supplies to support project-based learning and other academic tasks to support graduation and re-designation.
- B. Dual Enrollment Community College Classes to support academic literacy and growth.
- C. Professional Learning for staff to better support academic literacy, EL re-designation, and credit attainment.

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

- A. Materials and supplies to support academic literacy, credit attainment, academic supplies, and 10th, 11th, and 12th grade instruction, activities, and resources.
- B. Off site trainings for Admin and Staff to learn new strategies to incorporate in the classroom to best support our EL students

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

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

Student Groups

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

Socio-economically Disadvantaged (SED):

- New supplemental curriculum for English classrooms will be chosen with differentiation of lexile levels in mind including emphasis on bridging comprehension and critical thinking
- Technology to support academic literacy and credit attainment
- Post-cards to be sent home to increase parent communication and participation
- Professional learning conferences

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

Socio-economically Disadvantaged (SED):

- Materials and supplies to support academic literacy, credit attainment, academic supplies, 10-12th grade instruction, activities, and resources
- Planning days for teachers
- Mileage reimbursement for our CWA to conduct home visits
- Materials and supplies to increase parent participation
- CTE certifications

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

Socio-economically Disadvantaged (SED):

- Common routines and set expectations in each classroom
- Weekly PLC meetings with staff
- Monthly ILT meetings and 3 Regional ILT meetings
- Street Saints Mentor to support students
- Prodigy Mentor
- A4 mentor
- Clubs on campus
- School-Connect
- CSSW to support mental health
- Academic counselor interns
- SW interns
- CWA home visits to help students get to school
- Project Food Box referral for families who qualify

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Classroom walkthroughs utilizing "Look For's" for teacher feedback • Outcomes measured by walkthrough data focused on "Look For's" and PL school focus areas. • Outcomes monitored by Principals, VP, and classroom teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Outcomes measured by growth by assessment to assessment and through iReady Personalized Learning Lessons. • 70% of students meeting their stretch growth will increase by 20% comparing last year's iReady scores to this year's. • Outcomes monitored by teacher's, PLC, and admin	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • SBAC results: decrease the distance from meeting standards in ELA from -205.9 to -190.9 • Outcomes measured by growth from distance from standard • Outcomes monitored by Principal, VP, and teachers

2025-2026 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	Mat & Supp			Materials and Supplies *No Food or Incentives*	4,300.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology	11,000.00
G1A1	ESSA-CSI	Instruction	Bks & Ref			Fresno City College / Dual Enrollment / Books & References	5,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology	7,500.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC & SBAC Assessors/Proctors	7,172.00

\$34,972.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓		3.9 %	2023-2024	7.4 %
CCI - percentage of students who are Prepared (Hispanic)	✓		4.2 %	2023-2024	7.7 %
CCI - percentage of students who are Prepared (Socioeconomically Disadvantaged)	✓		4 %	2023-2024	7.5 %
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	11.8 %	85.6 %	2024-2025	86.7 %
Graduation Rate	✓	14.2 %	66.9 %	2023-2024	70 %
Graduation Rate (Hispanic)	✓	9.1 %	66 %	2023-2024	68.1 %
Graduation Rate (Socioeconomically Disadvantaged)	✓	14.8 %	67.4 %	2023-2024	68.5 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Graduation rate is not increasing for Hispanic students.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- 1. DeWolf High School enrolls students who are 2-3 years behind with typically only 1 year to work with
- 2. Absenteeism from comprehensive sites: being suspended, truancy, etc
- 3. Unreliable transportation for students (no District busses)

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-

performing student groups.

- 1. Year round learning opportunities- 0 & 7th period, 3 sessions of summer school and winter session)
- 2. MTSS interventions relevant to individual student academic and social emotional needs
- 3. 31 day bus passes for school transportation

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Engaging Experiences Supporting College and Career Readiness

Fully Implemented

- Continuing 0 and 7th period for credit attainment - fully implemented
- Utilizing site funds for senior incentives—quarterly academic celebrations, fully funded Grad Night/charter bus, purchase of cap/gown/senior swag- fully implemented
- CTE certification (OSHA) and field trips to provide students hands on and real world experiences (submitting projects to Fresno Fair)- fully implemented
- Teacher prep buyout - fully implemented
- Student Mock Interviews to prepare students for future job interviews- fully implemented
- Guest speakers to support real world experience- fully implemented
- Educational Employee Credit Union to support students' financial literacy- fully implemented
- Imago to support post-secondary exploration- fully implemented

Action 2: Graduation Rate

Fully Implemented

- Providing an extra 50 days during the school year through Winter Session and Summer School - fully implemented
- Continuing 0 and 7th period for credit attainment - fully implemented
- Continuing on-line learning/curriculum and direct instruction to provide accelerated learning opportunities for students to attain credits- fully implemented
- Utilizing site funds for senior incentives—quarterly academic celebrations, fully funded Grad Night/charter bus, purchase of cap/gown/senior swag- fully implemented
- CTE certification (OSHA) and field trips to provide students hands on and real world experiences (submitting projects to Fresno Fair, partnering with Scout Island to make new signs/ restore buildings, partnering with GRID solar company and doing a hands on workshop with students, building benches for our campus, etc- fully implemented
- Teacher prep buyouts- fully implemented
- Guest speakers to support real world experience- fully implemented
- Imago to support post-secondary exploration- fully implemented
- MTSS and tier 1 instruction that includes pre-testing, essential standards lessons and formative assessments (IAB's, teacher generated, etc)- partially implemented

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Engaging Experiences Supporting College and Career Readiness

Partially Effective

The actions mentioned above were partially effective. There was a total of 200 certifications completed.

Action 2: Graduation Rate

Partially Effective

The actions mentioned above were partially effective as we continue to be in CSI status for our graduation rate. Our Hispanic graduation rate remained stagnant instead of increasing. We will continue to implement all the above-mentioned actions. Continuing with 0, 7th, 3 sessions of summer school, and winter session will provide students with the opportunity to make strides in credit attainment and close the learning gap from missed classes at their comprehensive site due to their absenteeism. Some holes that we noticed in our system is not communicating with families/guardians in their preferred language. We have learned that moving forward we will ask parents during our onboarding meeting what their preferred method of communication is and what their preferred language of communication is. This way we any mail that gets sent home can be in their preferred language.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Continue to develop our CTE program with more real world experiences to continue supporting students after graduation: (submitting projects to Fresno Fair, partnering with Scout Island to make new signs/ restore buildings, partnering with GRID solar company and doing a hands on workshop with students, building benches for our campus
- Continue to develop our systems that are in place to support the growth of graduation such as: More parent meetings with Administrators, more communication sent home through Parent Square, postcards home, emails, and CWA to conduct more home visits.
- Continue to use CSI funding to support staff PLC development, technology support, CTE internships, monthly student recognition for attendance, academic progress, etc
- Develop Project Based Learning in our academic classes to introduce students to financial literacy, resume writing, interview, and workplace skills. This will be done through resume building in ELA classes, practice interviewing during Mock Interviews which are held two times a year, build financial literacy through our EECU partnership and financial literacy classes, and develop essential workplace skills through our CTE classes.

Section D: 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.

SSC:

School Site Council responded that they would like to see more student field trips and more CTE options—including certifications and more dual enrollment.

ELAC:

Staff at DeWolf have actively tried to recruit family members of our EL students to participate in ELAC through phone calls, surveys at enrollment orientation and flyers home promoting dinner and babysitting. We schedule our ELAC meetings for the hour before School Site Council. Unfortunately, we have been unable to recruit parents to campus for the ELAC meetings.

Staff:

Staff members would like to continue to see continuation of advisory with School-Connect lessons, grad plan for students to track and monitor their credits towards graduation, Senior meetings, and more field trips/celebrations.

Action 1 :

Engaging Experiences Supporting College and Career Readiness

Action Details:

By the end of the 2025-26 school year, DeWolf High School will increase the number of students engaging in CTE, enrolled in Dual Enrollment Courses, and earning industry certifications. Upon enrollment and during pre-registration at DeWolf, students will have the opportunity to learn about the CTE programs offered at DeWolf and at **Alternative partner sites that they may want to take advantage of**. Students will be able to engage in simultaneous, off-site programs and will receive transportation by DeWolf staff (if needed) to alternative partner sites and industry internship/apprenticeship locations. DeWolf students will be submitting projects to Fresno Fair, partnering with Scout Island to make new signs/ restore buildings, partnering with GRID solar company and doing a hands on workshop with students, building benches for our campus. DeWolf will also continue with guest speakers wherein industry sectors, business professionals, and post-secondary recruiters (tech school, military, etc) host a lunchtime speaker series. By expanding CTE experiences and certifications for every student based on College and Career competencies, DeWolf High School students will be more engaged in achieving their graduation goals as well as have baseline skills, industry experiences, and transferrable certifications supporting entry-level positions in employment and career options. DeWolf will also continue with Project Based Learning designed to introduce students to financial literacy, resume writing, interview, and workplace skills. The "Adulting" project will assist students with their post-secondary transition as they create vision boards and plan for their individual futures. Educational Employee Credit Union and Imago lessons will support as students engage in financial literacy and post-secondary exploration. We will also begin incorporating 5 Star to track attendance for clubs and any extracurricular activities.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

STUDENT FOCUS:

- Quality first teaching (Tier 1) based on standards, student goal setting, checking for understanding, implementing of PLC+ Foundations, and use of formative assessments
- Job developer will provide opportunities for students to engage in job shadowing days, on campus career days, support with filling out job applications, completing resumes, and issuing work permits
- Job developer will create both a physical job board and virtual job board updating them with new job postings
- Military presentations will be scheduled so that students have an opportunity to learn more about the different military units
- Students will have the opportunity to take the ASVAB test
- Job developer will work with students and their employer to make sure students meet the work place competencies and go to the job sites where students are employed to meet with their employer and observe the student
- 0 period, 7th period, three sessions of summer school, and winter session
- Continued use of Edgenuity to provide access to more online credit attainment options
- 1:1 meetings with Academic Counselor, parents/guardians, and student to complete FAFSA applications
- 1:1 meetings with Academic Counselor, parents/guardians and student to complete scholarship applications
- College campus visits
- CTE partnerships with Scout Island and GRID solar company

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Staff PL to support all EL students
- iReady testing throughout the year (3x)
- Parent and student meetings with Admin and Counselor
- Built in curriculum for EL students in ELA classes
- Review Elevation in PLC meeting
- Provide each teacher with EL binder to give background information on EL students and how to meet each of their needs
- Ongoing EL focus in PLC and ILT meetings
- Parent University at Back to School Night and Open House

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

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

- A. Materials and supplies to support project-based learning and other academic tasks to support graduation and re-designation.
- B. Dual Enrollment Community College Classes to support academic literacy and growth.
- C. Professional Learning for staff to better support academic literacy, EL re-designation, and credit attainment.

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

- A. Materials and supplies to support academic literacy, credit attainment, academic supplies, and 10th, 11th, and 12th grade instruction, activities, and resources.
- B. Off site trainings for Admin and Staff to learn new strategies to incorporate in the classroom to best support our EL students

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

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

Student Groups

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

Hispanic (HI):

Socio-economically Disadvantaged (SED):

- New curriculum for English classrooms will be chosen with differentiation of lexile levels in mind including emphasis on bridging comprehension and critical thinking
- Technology to support academic literacy and credit attainment
- Post-cards to be sent home to increase parent communication and participation
- Off-campus professional learning conferences for admin to learn new strategies to bring back to staff

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

Hispanic (HI):

Socio-economically Disadvantaged (SED):

- Materials and supplies to support academic literacy, credit attainment, academic supplies, 10-12th grade instruction, activities, and resources

- Planning days for teachers
- Mileage reimbursement for our CWA to conduct home visits
- Materials and supplies to increase parent participation
- CTE certifications

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

Hispanic (HI):

Socio-economically Disadvantaged (SED):

- Common routines and set expectations in each classroom
- Weekly PLC meetings with staff
- Monthly ILT meetings and 3 Regional ILT meetings
- Street Saints Mentor to support students
- Prodigy Mentor
- A4 mentor
- Clubs on campus
- School-Connect
- CSSW to support mental health
- Academic counselor interns
- SW interns
- CWA home visits to help students get to school
- Project Food Box referral for families who qualify

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Informal classroom observations by Admin to gather data on real-world learning experiences in the classroom (Principal and VP) • CTE partnerships scheduled for 25-26 school year (Admin and CTE teachers) • Financial Literacy workshops scheduled for 25-26 school year (Admin and teachers) • 2 Mock interviews scheduled for 25-26 school year (Admin, CTE Coordinator, Job Developer, and	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Construction classes have started OSHA certifications • First financial literacy workshop completed for all students • 1 round of Mock Interviews completed • GRID Solar company scheduled	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • 100% completion of OSHA 10 for construction students • 100% of students complete at least one financial literacy class • 100% of students participate in at least 1 Mock interview

Action 2 :

Graduation Rate

Action Details:

By the end of the 2025-26 school year, DeWolf High School will increase the graduation rate from 66.9% to 71% by June 2026. We will reach this goal by continuing to offer 0 period, 7th period, three summer sessions, one winter session and night school at FAS. We will continue to offer Edgenuity classes for credit attainment and create our Master schedule based off of students' need. Parent/guardian meetings will be scheduled at the end of each quarter for students' who did not earn 30 credits. Students will be supported through MTSS and Tier 1 instruction that includes pre-testing, essential standards lessons and formative assessments (FIAB's, teacher generated, etc).

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

STUDENT FOCUS:

- Tier 1
- Quality first teaching (Tier 1) based on standards, student goal setting, checking for understanding, implementing of PLC+ Foundations, and use of formative assessments
 - Teacher planning days (TBD per teacher)
 - During PLC/teacher prep time, teachers and admin will pull data from online courses and common assessments to determine student proficiency. Teachers will then make instructional decisions on whether to reteach in small groups or provide enrichment
 - All teachers implement Warm Up/Ticket In and Exit Ticket/Ticket out to gather data on student performance
 - teaching to standards
 - FIAB's
- Tier 2
- attend tutoring during lunch/after school
 - progress monitoring
 - scaffolding throughout the lesson

Tier 3

- students will be referred to admin, academic school counselor and/or CSSW when necessary to determine Tier 3 intervention supports

STAFF FOCUS:

- PLC+ training for all instructional teachers
- Progress monitoring data
- Review classroom observation "Look For's" during each BuyBack
- Use book Rigor Unveiled in addition to PLC+ to help with instructional practices

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Staff PL to support all EL students
- iReady testing throughout the year (3x)
- Parent and student meetings with Admin and Counselor
- Built in curriculum for EL students in ELA classes
- Review Ellevation in PLC meeting
- Provide each teacher with EL binder to give background information on EL students and how to meet each of their needs
- Ongoing EL focus in PLC and ILT meetings
- Parent University at Back to School Night and Open House

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

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

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

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

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

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

A. Materials and supplies to support academic literacy, credit attainment, academic supplies, and 10th, 11th, and 12th grade instruction, activities, and resources.

B. Off site trainings for Admin and Staff to learn new strategies to incorporate in the classroom to best support our EL students

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

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

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

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

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

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

7. iReady assessment software for redesignation

Student Groups

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

Hispanic (HI):

Socio-economically Disadvantaged (SED):

- New curriculum for English classrooms will be chosen with differentiation of lexile levels in mind including emphasis on bridging comprehension and critical thinking
- Technology to support academic literacy and credit attainment
- Post-cards to be sent home to increase parent communication and participation
- Off-campus professional learning conferences for admin to learn new strategies to bring back to staff

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

Hispanic (HI):

Socio-economically Disadvantaged (SED):

- Materials and supplies to support academic literacy, credit attainment, academic supplies, 10-12th grade instruction, activities, and resources
- Planning days for teachers
- Mileage reimbursement for our CWA to conduct home visits
- Materials and supplies to increase parent participation
- CTE certifications

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

Hispanic (HI):

Socio-economically Disadvantaged (SED):

- Common routines and set expectations in each classroom
- Weekly PLC meetings with staff
- Monthly ILT meetings and 3 Regional ILT meetings
- Street Saints Mentor to support students
- Prodigy Mentor
- A4 mentor
- Clubs on campus
- School-Connect
- CSSW to support mental health
- Academic counselor interns
- SW interns
- CWA home visits to help students get to school
- Project Food Box referral for families who qualify

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Parent/guardian meetings for students who did not earn 30 credits on a full schedule by Q1 • Every 4 weeks Alt Ed report mailed home • Every 8 weeks mail home a grad status update letter • Students will complete their grad tracker during progress reports and at the end of Q1	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Parent/guardian meetings for students who did not earn 30 credits on a full schedule by Q2 • At progress report, Alt Ed report mailed home • At the end of Quarter 2 mail home a grad status update letter • Students will complete their grad tracker during progress reports and at the end of Q2	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • Parent/guardian meetings for students who did not earn 30 credits on a full schedule by Q1 • At progress report, Alt Ed report mailed home • At the end of Q3, mail home a grad status update letter • Students will complete their grad tracker during progress reports and at the end of Q2 and Q3

2025-2026 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	ESSA-CSI	Instruction	Subagreements			Street Saints : 2 or 3	79,309.00
G2A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	32,693.00

\$112,002.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Suspension Rate	✓	8.17 %	7.3 %	2023-2024	6.97 %
Suspension Rate - (African American)	✓		25.8 %	2023-2024	25.47 %
Suspension Rate - (Socioeconomically Disadvantaged)	✓		7.9 %	2023-2024	7.57 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Disproportionate number of African American students are being suspended.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- student suspensions follow enrollment change

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- School-Connect SEL lessons in Community Leaderships
- Encouraging students to participate in extra-curricular activities (clubs, sports, etc)
- Connecting students with on campus mentors

Section B: Investigation

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Increase Campus Culture and Student Engagement Experiences

Fully Implemented

- implement mentoring and coaching structures into the school day
- extracurricular activities: clubs and intramural sports
- weekly SEL advisory lessons
- mentoring and coaching with Street Saints
- participation in groups/clubs like Leadership, Young Women of Excellence, Men's Empowerment, and Fellowship of Christian Athletes

Action 2: Decrease the Percentage of Chronically Absent Students

Fully Implemented

- implement mentoring and coaching structures into the school day
- extracurricular activities: clubs and intramural sports
- weekly SEL advisory lessons
- mentoring and coaching with Street Saints
- participation in groups/clubs like Leadership, Young Women of Excellence, Men's Empowerment, and Fellowship of Christian Athletes

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Increase Campus Culture and Student Engagement Experiences

Partially Effective

Due to us only having one Street Saints mentor we were unable to continue having Young Women of Excellence and Men's Empowerment.

Action 2: Decrease the Percentage of Chronically Absent Students

Partially Effective

DeWolf continues to have the lowest suspension of any high school in the district. Unfortunately, due to us only being able to have one Street Saints mentor we were unable to have Young Women of Excellence and Men's Empowerment.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Admin team has already began meeting to increase campus culture, student engagement experiences, and decrease the percentage of chronically absent students for the 25-26 school year.
- Will use Summer to continue to develop and drive strategies to support students' sense of belonging at DeWolf which will increase positive climate and culture and school and decrease chronic absent students
- Implement quarterly meetings with student population by grade (10th, 11th, 12th) to continue building a relationship with administrators, counselor, CSSW, and CWA
- Looking to obtain an additional Street Saints Mentor to start up again Young Women of Excellence and Men's Empowerment
- get accurate participation data from clubs by using 5Star
- use 5Star to have another form of tracking students being tardy to class and school
- monthly culture celebrations to create a sense of belonging for students and staff

Section D: 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.

SSC: SSC members responded that they would like to see continued student generated clubs and social events-both at lunch and during after school hours	ELAC: Staff at DeWolf have actively tried to recruit family members of our EL students to participate in ELAC through phone calls, surveys at enrollment orientation and flyers home promoting dinner and babysitting. We schedule our ELAC meetings for the hour before School Site Council. Unfortunately, we have been unable to recruit parents to campus for the ELAC meetings.	Staff: Staff members would like to see continuation of Street Saints and mentor groups on campus but are requesting a more efficient way of messaging caseload responsibilities. Staff would also like to see more field trips and school incentives for attendance and random acts as well as academics.
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Action 1 :

Increase Campus Culture and Student Engagement Experiences

Action Details:

By the end of the 2025-26 school year, 100% of the DeWolf student population will have either engaged in a club, intramural sport, eSport, class related or lunchtime activity or off site social event. DeWolf will create a culture that celebrates diversity by showcasing our ever changing student population and their interests/creativity. Students will be provided the opportunity to represent DeWolf and give back to their community through CTE courses, clubs, project based learning, industry related internships, student leadership events/drives, etc. DeWolf will provide students with school memorabilia (as well as specific club memorabilia) like shirts, hoodies, backpacks, water bottles, hats, beanies, etc so that they can feel more connected and a sense of belonging. Students that attend DeWolf will be motivated to do so daily so that they can participate in social activities with their peers. DeWolf will continue to use the Leadership class to garner student voice and bridge student relationship gaps through student requested activities and engagements so that each student feels connected to our school and the students/staff here. DeWolf will serve as the hub for students to grow and launch themselves into their individual futures by both learning more about themselves and their peers so that they can graduate and building a stronger community.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

DeWolf will provide leadership curriculum as well as Mentoring and Coaching curriculum for students (Imago and School-Connect). 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Staff PL to support all EL students
- iReady testing throughout the year (3x)
- Parent and student meeting with Admin and Counselor
- Built in curriculum for EL students in ELA classes
- Review Elevation in PLC meeting
- Provide each teacher with EL binder to give background information on EL students and how to meet each of their needs
- Ongoing EL focus in PLC and ILT meetings

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

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

- A. Materials and supplies to support project-based learning and other academic tasks to support graduation and re-designation.
- B. Dual Enrollment Community College Classes to support academic literacy and growth.
- C. Professional Learning for staff to better support academic literacy, EL re-designation, and credit attainment.

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

- A. Materials and supplies to support academic literacy, credit attainment, academic supplies, and 10th, 11th, and 12th grade instruction, activities, and resources.
- B. Off site trainings for Admin and Staff to learn new strategies to incorporate in the classroom to best support our EL students

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

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

Student Groups

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

African American (AA):

Socio-economically Disadvantaged (SED):

- New curriculum for English classrooms will be chosen with differentiation of lexile levels in mind including emphasis on bridging comprehension and critical thinking
- Technology to support academic literacy and credit attainment
- Post-cards to be sent home to increase parent communication and participation
- Off-campus professional learning conferences for admin to learn new strategies to bring back to staff

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

African American (AA):

Socio-economically Disadvantaged (SED):

- Materials and supplies to support academic literacy, credit attainment, academic supplies, 10-12th grade instruction, activities, and resources
- Planning days for teachers
- Mileage reimbursement for our CWA to conduct home visits
- Materials and supplies to increase parent participation
- CTE certifications

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

African American (AA):

Socio-economically Disadvantaged (SED):

- Common routines and set expectations in each classroom
- Weekly PLC meetings with staff
- Monthly ILT meetings and 3 Regional ILT meetings
- Street Saints Mentor to support students
- Prodigy Mentor
- A4 mentor
- Clubs on campus
- School-Connect
- CSSW to support mental health
- Academic counselor interns
- SW interns
- CWA home visits to help students get to school
- Project Food Box referral for families who qualify

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • student engagement data (including guest speakers/mentors, field trips, off campus social activities) (Admin, OM, and club leads) • weekly campus activities (admin and C&C lead) • class sponsored activities (admin and club leads) • student generated clubs (C&C lead) • leadership course enrollment (Admin, counselor, and leadership teacher) • school spirit gear (admin, OM)	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • student engagement data (including guest speakers/mentors, field trips, off campus social activities) (Admin, OM, and club leads) • weekly campus activities (admin and C&C lead) • class sponsored activities (admin and club leads) • student generated clubs (C&C lead) • leadership course enrollment (Admin, counselor, and leadership teacher) • school spirit gear (admin, OM)	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • student engagement data (including guest speakers/mentors, field trips, off campus social activities) (Admin, OM, and club leads) • weekly campus activities (admin and C&C lead) • class sponsored activities (admin and club leads) • student generated clubs (C&C lead) • leadership course enrollment (Admin, counselor, and leadership teacher) • school spirit gear (admin, OM)

Action 2 :

Decrease the Percentage of Chronically Absent Students

Action Details:

Goal Participation Rate

By the end of the 2025-26 school year, DeWolf will decrease the chronic absenteeism rate from 46.7% to 20% by Juune 2026 . 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 School-Connect 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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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, Winter Session and 3 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. CWA to make home visits when students hit 3 days of unexcused absences with no parent phone contact.

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

13. CWA to engage families in the SARB process with DPI

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

English Learner student population is performing in the red in both English Language Arts and Math according to the CADashboard. This is largely in part due to Farber being the primary continuation hub for our districts underserved students in need of substantial credit attainment.

Currently, students at DeWolf enroll from across Fresno Unified School District. All students arrive Off-track to graduate. In addition, approximately 17% are English learners. The following Dashboard indicators indicate the following:

- *Staff PL to support all EL students*
- *iReady testing throughout the year (3x)*
- *Parent and student meeting with Admin and Counselor*
- *Built in curriculum for EL students in ELA classes*
- *Review Elevation in PLC meeting*
- *Provide each teacher with EL binder to give background information on EL students and how to meet each of their needs*
- *Ongoing EL focus in PLC and ILT meetings*

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

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

A. Technology to support academic literacy and credit attainment

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

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

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

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

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

A. Materials and supplies to support academic literacy, credit attainment, academic supplies, and 10th, 11th, and 12th grade instruction, activities, and resources.

B. Non-Capitalized Equipment

C. Materials and Supplies to support student graduation goals.

D. Dual Enrollment Community College enrollment

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

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

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

Student Groups

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

White (WH):

- A. Technology to support academic literacy and credit attainment
- B. Materials and supplies to support project-based learning and other academic tasks to support graduation and re-designation.
- C. Dual Enrollment Community College Classes to support academic literacy and growth.
- D. Professional Learning for staff to better support academic literacy, EL re-designation, and credit attainment.
- E. Supplemental contracts to support Night School, and other credit attainment opportunities for student graduation goals.

Students with Disabilities (SWD):

- A. Technology to support academic literacy and credit attainment
- B. Materials and supplies to support project-based learning and other academic tasks to support graduation and re-designation.
- C. Dual Enrollment Community College Classes to support academic literacy and growth.
- D. Professional Learning for staff to better support academic literacy, EL re-designation, and credit attainment.
- E. Supplemental contracts to support Night School, and other credit attainment opportunities for student graduation goals.

Socio-economically Disadvantaged (SED):

- A. Technology to support academic literacy and credit attainment
- B. Materials and supplies to support project-based learning and other academic tasks to support graduation and re-designation.
- C. Dual Enrollment Community College Classes to support academic literacy and growth.
- D. Professional Learning for staff to better support academic literacy, EL re-designation, and credit attainment.
- E. Supplemental contracts to support Night School, and other credit attainment opportunities for student graduation goals.

Multiple Races (MR):

- A. Technology to support academic literacy and credit attainment
- B. Materials and supplies to support project-based learning and other academic tasks to support graduation and re-designation.
- C. Dual Enrollment Community College Classes to support academic literacy and growth.

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

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

Homeless (HM):

A. Technology to support academic literacy and credit attainment

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

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

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

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

Hispanic (HI):

A. Technology to support academic literacy and credit attainment

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

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

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

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

Foster Youth (FY):

A. Technology to support academic literacy and credit attainment

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

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

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

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

Long Term English Learner (LTEL):

A. Technology to support academic literacy and credit attainment

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

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

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

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

English Learner (EL):

A. Technology to support academic literacy and credit attainment

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

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

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

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

Asian (AS):

- A. Technology to support academic literacy and credit attainment
- B. Materials and supplies to support project-based learning and other academic tasks to support graduation and re-designation.
- C. Dual Enrollment Community College Classes to support academic literacy and growth.
- D. Professional Learning for staff to better support academic literacy, EL re-designation, and credit attainment.
- E. Supplemental contracts to support Night School, and other credit attainment opportunities for student graduation goals.

African American (AA):

- A. Technology to support academic literacy and credit attainment
- B. Materials and supplies to support project-based learning and other academic tasks to support graduation and re-designation.
- C. Dual Enrollment Community College Classes to support academic literacy and growth.
- D. Professional Learning for staff to better support academic literacy, EL re-designation, and credit attainment.
- E. Supplemental contracts to support Night School, and other credit attainment opportunities for student graduation goals.

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

White (WH):

- A. Materials and supplies to support academic literacy, credit attainment, academic supplies, and 10th, 11th, and 12th grade instruction, activities, and resources.
- B. Non-Capitalized Equipment
- C. Materials and Supplies to support student graduation goals.
- D. Dual Enrolment Community College enrollment
- E. Materials and Supplies for Project Based Learning and CTE certifications.

Students with Disabilities (SWD):

- A. Materials and supplies to support academic literacy, credit attainment, academic supplies, and 10th, 11th, and 12th grade instruction, activities, and resources.
- B. Non-Capitalized Equipment
- C. Materials and Supplies to support student graduation goals.
- D. Dual Enrolment Community College enrollment
- E. Materials and Supplies for Project Based Learning and CTE certifications.

Socio-economically Disadvantaged (SED):

- A. Materials and supplies to support academic literacy, credit attainment, academic supplies, and 10th, 11th, and 12th grade instruction, activities, and resources.
- B. Non-Capitalized Equipment
- C. Materials and Supplies to support student graduation goals.
- D. Dual Enrolment Community College enrollment
- E. Materials and Supplies for Project Based Learning and CTE certifications.

Multiple Races (MR):

A. Materials and supplies to support academic literacy, credit attainment, academic supplies, and 10th, 11th, and 12th grade instruction, activities, and resources.

B. Non-Capitalized Equipment

C. Materials and Supplies to support student graduation goals.

D. Dual Enrolment Community College enrollment

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

Homeless (HM):

A. Materials and supplies to support academic literacy, credit attainment, academic supplies, and 10th, 11th, and 12th grade instruction, activities, and resources.

B. Non-Capitalized Equipment

C. Materials and Supplies to support student graduation goals.

D. Dual Enrolment Community College enrollment

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

Hispanic (HI):

A. Materials and supplies to support academic literacy, credit attainment, academic supplies, and 10th, 11th, and 12th grade instruction, activities, and resources.

B. Non-Capitalized Equipment

C. Materials and Supplies to support student graduation goals.

D. Dual Enrolment Community College enrollment

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

Foster Youth (FY):

A. Materials and supplies to support academic literacy, credit attainment, academic supplies, and 10th, 11th, and 12th grade instruction, activities, and resources.

B. Non-Capitalized Equipment

C. Materials and Supplies to support student graduation goals.

D. Dual Enrolment Community College enrollment

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

Long Term English Learner (LTELE):

A. Materials and supplies to support academic literacy, credit attainment, academic supplies, and 10th, 11th, and 12th grade instruction, activities, and resources.

B. Non-Capitalized Equipment

C. Materials and Supplies to support student graduation goals.

D. Dual Enrolment Community College enrollment

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

English Learner (EL):

A. Materials and supplies to support academic literacy, credit attainment, academic supplies, and 10th, 11th, and 12th grade instruction, activities, and resources.

B. Non-Capitalized Equipment

C. Materials and Supplies to support student graduation goals.

D. Dual Enrolment Community College enrollment

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

Asian (AS):

A. Materials and supplies to support academic literacy, credit attainment, academic supplies, and 10th, 11th, and 12th grade instruction, activities, and resources.

B. Non-Capitalized Equipment

C. Materials and Supplies to support student graduation goals.

D. Dual Enrolment Community College enrollment

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

African American (AA):

A. Materials and supplies to support academic literacy, credit attainment, academic supplies, and 10th, 11th, and 12th grade instruction, activities, and resources.

B. Non-Capitalized Equipment

C. Materials and Supplies to support student graduation goals.

D. Dual Enrolment Community College enrollment

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

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

White (WH):

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

Students with Disabilities (SWD):

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

Socio-economically Disadvantaged (SED):

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

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

Multiple Races (MR):

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

Homeless (HM):

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

Hispanic (HI):

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

Foster Youth (FY):

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

Long Term English Learner (LTEL):

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

English Learner (EL):

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

Asian (AS):

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

African American (AA):

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

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Progress reports, credits, grades (Admin, Counselor, PLC, ILT) • Quarterly reports, credits, grades(Admin, Counselor, PLC, ILT) • Classroom walkthroughs using IPG (Admin) • EECU mini lessons • Mock Interview prep (resume, speaking) • Guest speakers • School-Connect • Incentive program to support grades, attendance, and behavior • Parent meetings to support credits, grades and behavior • Clubs • Intramural sports	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Progress reports, credits, grades(Admin, Counselor, PLC, ILT) • Quarterly reports, credits, grades(Admin, Counselor, PLC, ILT) • EECU Wise Up • Mock Interviews • Guest speakers • School-Connect • Incentive program to support grades, attendance, and behavior • Parent meetings to support credits, grades and behavior • Clubs • Intramural sports	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • Progress reports, credits, grades(Admin, Counselor, PLC, ILT) • Quarterly reports, credits, grades(Admin, Counselor, PLC, ILT) • EECU Wise Up • Mock Interviews • Guest speakers • School-Connect • Incentive program to support grades, attendance, and behavior • Parent meetings to support credits, grades and behavior • Clubs • Intramural sports

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0125 DeWolf High School (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2	ESSA-CSI	Attendance & Social Work Service	Local Mileage			: Local Mileage for Home Visits	1,000.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies	17,409.00

\$18,409.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	0.8 %	97.5 %	2024-2025	98.6 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

All staff is not completing the Fall Climate & Culture survey

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Not communicating deadline date for survey
- Not effectively communicating the importance of the survey and how we use the data to improve the climate and culture of the school
- Not effectively creating a system supporting staff to complete the survey

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Moving forward we will give staff a set time and date to complete the survey uninterrupted
- We will send reminder emails to staff to complete the survey
- Get feedback from staff to implement best strategies to complete survey
- When applicable, give time at the end of PLC meetings or BuyBack to have staff complete the survey

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Staff Recruitment and Retention

Fully Implemented

DeWolf has the right people people in the intended roles that continue to best supports students:

- Admin Team (Principal, VP, Academic Counselor)
- CSSW
- CWA
- Prodigy
- CTE
- Core Subject Matter Credentialed Teachers in ELA, Math, Science and Social Science (8)
- CSA (2)
- School Psychologist
- ISGI
- Job Developer
- CTE Coordinator
- (Fresno Economic Opportunities Commission) FEOC Street Saints
- A4 mentor

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Staff Recruitment and Retention

Effective

These actions were effective as we saw an increase in our climate and culture survey. The administration team has started to meet and discuss other actions and strategies to support this goal and will continue planning over the summer to implement discussed actions and strategies. Our graduation rate has continued to improve and we believe that part of it is because we have the right people in place that understand the community that we serve and are able to make connections with our students.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Continue to support staff with planning days with like academic groups to support academic and SEL growth in the classroom
- Provide guest speakes and professional learning around academic and SEL growth
- Provide more professional learning opportunities offered on campus and off campus (registration, sub day, travel, etc)
- Provide supplemental materials to supports teacher growth development in and out of the classroom
- Get an additional Street Saints Mentor
- Schedule once a month meetings with ALL staff present that way we can communicate clearly and effectively with everyone
- Send a follow up email recapping key points of the meeting.

- Purchase staff school spirit gear
- Have quarterly staff lunch celebrations

Section D: 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.

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

Action 1 :

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 during 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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Professional learning opportunities offered (registration, sub day, travel, etc) including but not limited to: Personalized Learning Instruction, PLC at Work, School-Connect, 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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Staff PL to support all EL students
- iReady testing throughout the year (3x)

- Parent and student meeting with Admin and Counselor
- Built in curriculum for EL students in ELA classes
- Review Ellevation in PLC meeting
- Provide each teacher with EL binder to give background information on EL students and how to meet each of their needs
- Ongoing EL focus in PLC and ILT meetings
- Parent University at Back to School Night and Open House

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

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

- A. Materials and supplies to support project-based learning and other academic tasks to support graduation and re-designation.
- B. Dual Enrollment Community College Classes to support academic literacy and growth.
- C. Professional Learning for staff to better support academic literacy, EL re-designation, and credit attainment.

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

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

Student Groups

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

- A. Materials and supplies to support project-based learning and other academic tasks to support graduation and re-designation.
- B. Dual Enrollment Community College Classes to support academic literacy and growth.
- C. Professional Learning for staff to better support academic literacy, EL re-designation, and credit attainment.

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

Socio-economically Disadvantaged (SED):

- Materials and supplies to support academic literacy, credit attainment, academic supplies, 10-12th grade instruction, activities, and resources
- Planning days for teachers
- Mileage reimbursement for our CWA to conduct home visits
- Materials and supplies to increase parent participation

- CTE certifications

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

Socio-economically Disadvantaged (SED):

- Common routines and set expectations in each classroom
- Weekly PLC meetings with staff
- Monthly ILT meetings and 3 Regional ILT meetings
- Street Saints Mentor to support students
- Prodigy Mentor
- A4 mentor
- Clubs on campus
- School-Connect
- CSSW to support mental health
- Academic counselor interns
- SW interns
- CWA home visits to help students get to school
- Project Food Box referral for families who qualify

Progress Monitoring: Outcomes

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

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- attendance at PL trainings/conferences(admin and OM)
- Site led PL (admin and staff)
- Teacher voice PL
- Fall Climate & Culture Voice (admin)
- planning days for teachers (admin and OM)
- order spirit gear for staff

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Planning Days (Admin)
- Conferences (Admin)
- Guest Speakers (Admin)
- PLC development (Admin)
- ILT development (Admin)
- Other site/peer visits (Admin)
- Number of staff supporting Winter Session
- Implement Cobra Pride Fridays where staff and students wear their school gear (admin and teachers)

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- Planning Days (Admin)
- Conferences (Admin)
- Guest Speakers (Admin)
- PLC development (Admin)
- ILT development (Admin)
- Other site/peer visits (Admin)
- Spring Climate & Culture Survey (admin)
- Number of staff supporting Summer school (3 sessions)
- Implement Cobra Pride Fridays where staff and students wear their school gear (admin and teachers)

2025-2026 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	ESSA-CSI	Instruction	Teacher-Subs			Teacher Subs for PL / Classroom Walks / Meetings *No IEPs or 504s*	14,000.00
G4A1	ESSA-CSI	Instruction	Travel			Travel - Conferences / Training / Meetings	15,891.00
G4A1	ESSA-CSI	Instruction	Cons Svc/Oth			Dr. Chism : Professional Learning	30,000.00
G4A1	ESSA-CSI	Instruction	Cons Svc/Oth			Mentor California : Professional Learning for Staff to Build Connections & Relationships	30,000.00
G4A1	ESSA-CSI	Instruction	Cons Svc/Oth			Coach Rudy : Professional Learning	16,200.00

\$106,091.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	2.1 %		2024-2025	95 pts

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Not all families are completing the Fall Climate & Culture Survey

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Not communicating deadline date for survey
- Not effectively communicating the importance of the survey and how we use the data to improve the climate and culture of the school
- Not effectively creating a system supporting families to complete the survey

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Moving forward we will provide laptops on set times and dates for families to come in and complete the survey
- We will send reminder emails and Parent Squares to families to complete the survey
- Raffle off incentives for families who completed the survey (screenshot of completed survey can be emailed to CWA)
- Get feedback from families to implement best strategies to complete survey

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Family and School Partnership

Partially Implemented

- Hosting taco trucks for back to school night and open house
- Post information on social media and Parent Square
- Use funds that supports food, supplies, babysitting and transportation for families
- Make posters and banners to display on our school messaging events to families as well as monthly mailers and weekly newsletters through SMORES
- Families will engage in an orientation with admin-process includes a student survey and also a parent survey for them to tell us their preferred night of the week they are available for events, preferred method of communication, and types of events they are interested in attending on campus
- Continue to provide feeder home high schools with promotional flyers that message the mission and programs of our HS
- utilize various communication platforms: School Messenger, Parent Square, DeWolf website, email, social media, flyers home, etc to message school events
- Continue partnering with FEOC Street Saints
- Partner with Parent University

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Family and School Partnership

Partially Effective

The above mentioned actions were partially effective as not all of them were fully implemented which could result as to why we are struggling with families completing the survey and us getting data to continue to find ways to support our families/guardians.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Develop a parent survey during the onboarding for feedback to best support the whole student
- CWA to schedule parent/guardian meetings with the Admin team to discuss grades, attendance, and graduation status
- Send 2 Parent Squares messages a week to give families/guardian updates
- Provide laptops on set times and dates for families to come in and complete the survey
- We will send reminder emails, Parent Squares, and letters home to families to complete the survey
- Raffle off incentives for families who completed the survey (screenshot of completed survey can be emailed to CWA)
- Get feedback from families to implement best strategies to complete survey
- Send home through email a parent/guardian survey to support feedback for DeWolf High School for actions moving forward

Section D: 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.

SSC:

School site council suggested changing times for Open House and Back to School during student pick up and drop off. They also suggested more celebrations to support student achievement and growth in attendance.

ELAC:

Staff at DeWolf have actively tried to recruit family members of our EL students to participate in ELAC through phone calls, surveys at enrollment orientation and flyers home promoting dinner and babysitting. We schedule our ELAC meetings for the hour before School Site Council. Unfortunately, we have been unable to recruit parents to campus for the ELAC meetings.

Staff:

Staff would like to see more weekly communications from Admin to parents. Teachers report using Parent Square and some say they are getting more paren interaction, but it is not consistent across the board.

Action 1 :

Family and School Partnership

Action Details:

By the end of the 2025-26 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 onboarding 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 continue to utilize various communication platforms, including Parent Square, DeWolf website, email, School Info App(s), flyers mailed home, etc to message school events like quarterly academic achievement awards/dinner celebrations, Back to School Night, Open House, parent conferences, etc. to student families and educational partners. We will also continue partnering with FEOC Street Saints (community organization) in an effort to make better connections with our African American families as well as Parent University in an effort to better reach our EL families.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Staff PL to support all EL students
- iReady testing throughout the year (3x)
- Parent and student meetings with Admin and Counselor
- Built in curriculum for EL students in ELA classes
- Review Ellevation in PLC meeting
- Provide each teacher with EL binder to give background information on EL students and how to meet each of their needs
- Ongoing EL focus in PLC and ILT meetings

- Parent University at Back to School Night and Open House

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

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

- A. Materials and supplies to support project-based learning and other academic tasks to support graduation and re-designation.
- B. Dual Enrollment Community College Classes to support academic literacy and growth.
- C. Professional Learning for staff to better support academic literacy, EL re-designation, and credit attainment.

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

- A. Materials and supplies to support academic literacy, credit attainment, academic supplies, and 10th, 11th, and 12th grade instruction, activities, and resources.
- B. Off site trainings for Admin and Staff to learn new strategies to incorporate in the classroom to best support our EL students

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

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

Student Groups

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

Socio-economically Disadvantaged (SED):

- New curriculum for English classrooms will be chosen with differentiation of lexile levels in mind including emphasis on bridging comprehension and critical thinking
- Technology to support academic literacy and credit attainment
- Post-cards to be sent home to increase parent communication and participation
- Off-campus professional learning conferences for admin to learn new strategies to bring back to staff

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

Socio-economically Disadvantaged (SED):

- Materials and supplies to support academic literacy, credit attainment, academic supplies, 10-12th grade instruction, activities, and resources
- Planning days for teachers
- Mileage reimbursement for our CWA to conduct home visits
- Materials and supplies to increase parent participation
- CTE certifications

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

Socio-economically Disadvantaged (SED):

- Common routines and set expectations in each classroom
- Weekly PLC meetings with staff
- Monthly ILT meetings and 3 Regional ILT meetings
- Street Saints Mentor to support students
- Prodigy Mentor
- A4 mentor
- Clubs on campus
- School-Connect
- CSSW to support mental health
- Academic counselor interns
- SW interns
- CWA home visits to help students get to school
- Project Food Box referral for families who qualify

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Back to School Night (Admin, OM, teachers)
- Parent Conferences (Admin)
- Onboarding meetings (Admin)
- Communication home in preferred language (Admin)
- Offer space with laptops for Families to complete the Fall Family Climate & Culture Survey (admin, OM, staff)
- increased communication home through mail, email, Parent Square, and letters/flyers home

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Open House (Admin, OM, teachers)
- Parent Conferences (Admin)
- Onboarding meetings (Admin)
- Communication home in preferred language (Admin)
- increased communication home through mail, email, Parent Square, and letters/flyers home

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- Open House (Admin)
- Parent Conferences (Admin)
- Onboarding meetings (Admin)
- Communication home in preferred language (Admin)
- Offer space with laptops for families/guardians to complete the Spring Climate & Culture Survey (admin, OM, staff)
- increased communication home through mail, email, Parent Square, and letters/flyers home

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0125 DeWolf High School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation *No Food or Incentives*	1,695.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			EL Parent Participation	3,500.00

\$5,195.00

2025-2026 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	Mat & Supp			Materials and Supplies *No Food or Incentives*	4,300.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology	11,000.00
G1A1	ESSA-CSI	Instruction	Bks & Ref			Fresno City College / Dual Enrollment / Books & References	5,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology	7,500.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC & SBAC Assessors/Proctors	7,172.00
G2A1	ESSA-CSI	Instruction	Subagreements			Street Saints : 2 or 3	79,309.00
G2A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	32,693.00
G3A2	ESSA-CSI	Attendance & Social Work Service	Local Mileag			: Local Mileage for Home Visits	1,000.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies	17,409.00
G4A1	ESSA-CSI	Instruction	Teacher-Subs			Teacher Subs for PL / Classroom Walks / Meetings *No IEPs or 504s*	14,000.00
G4A1	ESSA-CSI	Instruction	Travel			Travel - Conferences / Training / Meetings	15,891.00
G4A1	ESSA-CSI	Instruction	Cons Svc/Oth			Dr. Chism : Professional Learning	30,000.00
G4A1	ESSA-CSI	Instruction	Cons Svc/Oth			Mentor California : Professional Learning for Staff to Build Connections & Relationships	30,000.00
G4A1	ESSA-CSI	Instruction	Cons Svc/Oth			Coach Rudy : Professional Learning	16,200.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation *No Food or Incentives*	1,695.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			EL Parent Participation	3,500.00
							\$276,669.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$16,995.00
ESSA-CSI	3182	\$191,400.00
Sup & Conc	7090	\$57,602.00
LCFF: EL	7091	\$10,672.00
Grand Total		\$276,669.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$34,972.00
G2 - Expand student-centered and real-world learning experiences	\$112,002.00
G3 - Increase student engagement in their school and community	\$18,409.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$106,091.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$5,195.00
Grand Total	\$276,669.00